

e-novičke

Summer 2014

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. 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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SIAE PROJECTS AND EVENTS

Successful final conference Adult educators and their diverse roles

At the end of the project co-financed by the European Social Fund (ESF) and Ministry of Education, Science and Sport (MESS) *Education and Training of Adult Education Professionals 2011–2014* we successfully held the final conference *Adult educators and their diverse roles*. The conference was held on 4 March at the Austria Trend Hotel Ljubljana.

Despite the Carnival on the next day we drew 138 participants.

The conference consisted of plenary work and working groups. It was moderated by *Petra Javrh, PhD* (SIAE). *Andrej Sotošek, MSc*, the director of SIAE, opened the conference with a welcome address and a brief contribution. In the opening plenary session speakers encouraged reflection on adult educators at the intersection of social change and professional requirements (*Katja Dovžak, MSc*, MESS), the benefits of



training and in-service training of adult educators in Slovenia (*Sabina Jelenc Krašovec, PhD*, University of Ljubljana, Faculty of Arts) and the concept of further development of general and further training of adult educators (*Tanja Možina, PhD*, SIAE). In the working groups that followed in the second part of the day (pictured is the third working group), we discussed the situation, tasks and challenges of the future development and training of adult educators working in different and diverse roles.

Analysis of the evaluation questionnaires completed by 68% of participants showed that almost a third (27%) came from public institutions, as well as from folk high schools (22%), between 10 and 14% were from private educational institutions, secondary schools and non-governmental organizations and 7% were representatives of governmental organizations (ministries, agencies), trade unions and companies. Most of them work as organizers of adult education and professional workers (25%), and 5% on average in the role of teacher, development or research worker or the head of center or department.

Almost all (98%) were satisfied or even very satisfied with the implementation and the organization of the conference, 90% also with the content of the plenary and group work. The positive atmosphere and encouraging feedback indicate a desire for more frequent organization of these events.

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

Successful closing conference of the ESF project

The ESF project [*Literacy development and assessment and recognition of non-formal learning 2011–2014*](#), founded by the European Union and the Slovenian MESS, ended in March 2014. The project was implemented under the operational programme *Human Resources Development for the Period 2007–2013*, the development priority *Development of human resource and lifelong learning* and the priority policy *Improving the quality and effectiveness of education and training*.



On 20 March the project's closing conference, titled *Developing key competences and uncovering the hidden knowledge of adults*, took place in [Plaza hotel](#) in Ljubljana.



The conference was skilfully hosted by *Zvonka Pangerc Pahernik, MSc*, and *Darijan Novak*, and began with an opening address by *Elvira Šušmelj*, representative of the MESS, who focused mainly on the expected results of the international research Programme for International Assessment of Adult Competences – PIAAC, which is taking place in Slovenia in year 2014. Following her address, the director of the SIAE, *Andrej Sotošek, MSc*, presented the institute's role in the closing project. The opening part of the conference ended with a presentation of the broader, systematic placement of literacy development and assessment and recognition of non-formal learning up to the year 2020, which was given by *Katja Dovžak, MSc*, of the MESS. *Zdenko Kodelja, PhD*, of the Educational Research Institute gave a lecture on the

effects the economic crisis has on social justice, focusing on vulnerable adults and *Petra Javrh, PhD*, and *Tanja Vilič Klenovšek, MA*, of SIAE presented the challenges and results of the closing project.

The second part of the conference presented a chance for practitioners – professionals who were implementing the project's results in practice, to come forward and share their experience. Working in four groups, the following topics were discussed: (1) Exploration of praxis, training and new learning materials as means for enriching literacy development, (2) Methods and tools used for the assessment and recognition of non-formal and informal learning, (3) Process of assessment and recognition of non-formal and informal knowledge and (4) Partnerships in that process.

During the conference, clips from four educational films on basic skills from the *On the Path to Success* series ([Learning to learn](#), [Sense of initiative and entrepreneurship](#), [Communication in the mother tongue](#) and [Mathematical competence and basic competences in science and technology](#)) as well as the promotional video [Guidance for learning](#) were shown in the adjoining room.

147 individuals attended the conference, mostly representatives of public adult education institutions and other public institutions, followed by representatives of private educational organisations, government and non-governmental organisations.

[Conference contributions](#), video materials and [photographs](#) are available at [conference website](#) (in Slovenian).

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Education on offer for adults 2013/2014

Every year data on the education on offer for adults are published on the website of the SIAE (<http://pregled.acs.si/>). The online *Review of Adult Education and Learning on Offer* presents providers and the educational programmes for adults they offer in both formal and non-formal education.

Data on the 2013/2014 *Review* have been analysed and the results are set out in the annual report. We present some of the main findings in this article.

The analysis covers 235 providers of adult education and 4,042 educational programmes. The online Review does not cover all providers in Slovenia, but includes the great majority. Adult education is provided in a wide range of institutions. Private educational organisations are predominant, followed by secondary schools, adult education units and folk high schools. Most common are non-formal education programmes, in particular language courses, computers, business and management courses, personal growth and basic communication skills. Educational programmes are aimed at various target groups. The majority of programmes are intended for all adults, and a large portion of the education on offer is aimed at older people, entrepreneurs and the unemployed.



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

Lifelong Learning Week 2014



The nineteenth instalment of the Slovenian Lifelong Learning Week (LLW) was dedicated to the four pillars of learning set out by Delors et al. (1996), specifically: learn to know, to do, to be and to live together. These aspects were illustrated through nearly 12,000 events carried out in the months of May and June by close to 1,400 providers. They attracted the attention of the widest public, AE professionals and practitioners, politicians at the national and local level, media as well as existing and potential learners. This year, SIAE in cooperation with 45 regional and thematic coordinators surpassed all indicators of success, which is a good starting point for celebrating the 20th anniversary next year.

The 2014 [national opening](#) of Lifelong Learning Week was carried out in the town of Slovenj Gradec in cooperation with the MOCIS Adult Education Centre. On 8 May the entire day was dedicated to the celebration of lifelong learning. The day-long Learning Parade featured a multitude of local partners presenting themselves with stands or on stage in the town square. The 2-hour opening ceremony, with a presentation of awards to five new winners, took place in the middle of the day. Speeches were given by representatives of national and local government and the UNESCO National Commission. More than 300 participants enjoyed the appearances of local musicians and video-presentations of role model learners.

The 18th [Adult Education Colloquium](#) was strongly related to the [Implementation of the renewed European Agenda for Adult Learning \(EAAL\) 2012–2014 in Slovenia](#) project. One set of its activities was intended to set up a definition of learning communities and test it via the [Learning Parades](#). Moreover, the last in the series of four videos on examples of good Slovenian AE practice was dedicated to the topic of learning communities. Collaborators in the video [Hand in Hand](#) as well as around 70 other participants took part in the Colloquium on 29 May in Ljubljana in order to explore the topic *Learning communities – practice, concepts, potentials* from different angles.



Different aspects of LLW 2014 are presented at [project website](#).

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

SIAE Awards for learning and knowledge promotion 2013

We have selected new award winners for the year 2013. Awards have been given to learning individuals, groups and institutions.



Here are short descriptions of their achievements and links to their portraits:

- [Marija Imperl from Radeče](#) is a person in her locality that is connecting and motivating on all levels of her activity: sport, tourism, culture and lifelong learning. She knows how to listen and hear what the needs and ideas of people are, and these ideas are successfully realized. To date, with the help of close associates, she has conducted a number of study circles, connected local associations and businesses, and carried out international projects that are recognized in Europe.
- [Jasmina Levičar from Prevorje](#) transformed herself from unemployed young person into confident successful entrepreneur. As a graduate of geodesy she could not find a suitable job, so she was looking for other options. She found them in the Šentjur Adult Education Centre, where she took entrepreneur courses and opened her company The Voice of the Zither. She teaches the young and the old, and organises concerts with the support of the locals, who are happy to have her as she has enriched their cultural life.
- [Mirjana Šibanc from Velenje](#) is full of energy and knowledge, a woman with exceptional vision that can see twenty-six moves ahead. She is an adult educator that enjoys her work and recognises its mission. As a long-time director of the Velenje Adult Education Centre she has used the knowledge acquired in a variety of formal and non-formal education and training, which she is sharing with participants in various training programmes. Her colourful personality is also reflected in her paintings.
- [Study Circle between History and Modernity from Tolmin](#) has connected women with different skills, knowledge and experience, who have together woven a common story. First they met to examine the general history of the time of the Tolmin revolt. After the educational programme was concluded, they started a study circle on the Soča Valley Development Centre. Their efforts resulted in replicas of the clothes that were worn 300 years ago, which they have woven, painted and sewn themselves.

- [Kolektor Group d.d. from Idrija](#) invests heavily in the education of employees and strengthens competitiveness and uniqueness. For them, the importance of investing in skills is crucial, because it is the only way to pursue their interests and goals. They employ more than 3,000 people around the world and support local sports and cultural institutions and attendance at sporting events for their employees, who in turn show loyalty and devotion to their work, so the company can be even more successful.

Also do take a look at our animation video [here](#).

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

Exhibition of Lifelong Learning Week

The exhibition of Lifelong Learning Week (LLW), called the *Festival of Learning*, has been hosted throughout Slovenia since 2010, with the help of LLW coordinators and providers. The aim of the exhibition is to present the LLW project to the general public and also to professional and policy-making circles. The exhibition features ten panels presenting the LLW project through its first 15 years. This year we plan to make up two new panels that will present the Learning Parade – days of learning communities – a new approach to and enrichment of the LLW.

The LLW exhibition has been hosted at various locations in Slovenia in 2013 and 2014. It was on view to visitors in the two largest shopping centres in Ljubljana and Celje (in the photo), and could be viewed by visitors to the Festival of the Third Age in Cankarjev dom in Ljubljana. It was also on view in one of the largest Slovenian libraries, Oton Župančič in Ljubljana, and in the Chamber of Commerce and Industry of Slovenia – Institute for Business Education. In June the exhibition was at the MESS, which hosted the 18th Adult Education Colloquium. In August and September the exhibition will be hosted in the UNESCO Club in Cerklje.



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Learning Parade 2014



In the period between 9 and 17 May 2014, the Learning Parade (LP) complemented the repertoire of the Slovenian Lifelong Learning Week for the second time in a row with a series of condensed learning fairs in seven public places throughout the country. In addition to the seven LPs co-financed by the [Implementation of the renewed EAAL 2012–2014 in Slovenia](#) project, six LP 2013 coordinators repeated their previous year's events on their own accord. City squares, nearby streets and other learning sites came alive through presentations on stands, stages, via modern technology or through exchange and creative



expressions in workshops. The LP 2014 was under the honorary patronage of Borut Pahor, president of the Republic of Slovenia.

All LP coordinators, i.e. adult education centres from Slovenska Bistrica, Škofja Loka, Velenje, Koper, Maribor and Postojna, and the Ljubljana City Library (LP 2014) as well as adult education centres from Slovenj Gradec (in the photo), Žalec, Jesenice, Murska Sobota and KTRC Radeče (LP 2013 and 2014) managed to engage a large number of local partners, policy makers, media and other local supporters. These supporters are looking forward to continuing with this practice of networking in the coming years, too. It is impossible to capture the vividness of the LP 2014 in words alone, so the best testimonies are photos, backed up by music – what we call photo-mosaics published on [the project website](#) and sub-websites of individual LPs.



LP 2014 venues hosted representatives of the MESS, while two events (in Postojna and Ljubljana) were attended by the European Commission (EC) representative, Mr Ramunas Kuncaitis, and three delegates from the Bulgarian Ministry of Education and Science, Valentina Deykova, Iva Nikolova and Rossitsa Panova.

The enthusiasm of both years' LP coordinators and their partners at the local level is sound proof of the attractiveness of the LP model of promoting AE and LLL. If the application for the new EAAL project for the year 2015 succeeds, the third round of LPs will make sure that all Slovenian regions are covered by this type of event. Meanwhile, it is the task of the SIAE, the national coordinator, to work out how to embed the LP model into the national LLW conceptual and financial structure after 2015.

More on LP 2014 will be presented in the e-bulletin which is available [here](#).

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Learning in a community for personal and common good

[The Adult Education Colloquium](#) is the main event of the [Lifelong Learning Week in Slovenia](#). The theme of this year's Colloquium was *Learning communities – practice, concepts, potentials*. The event took place on 29 May 2014 at the MESS in Ljubljana. The programme was moderated by Zvonka Pangerc Pahernik, MSc, head of the Promotion and Information Unit at the SIAE. We were addressed by six plenary speakers and fourteen expert debaters in two thematic discussions. The meeting was opened by Boštjan Rozman Zgonc, head of the Department of Higher Education and Adult Education at the MESS, and Andrej Sotošek, MSc, the director of the SIAE.

The three content clusters were related to the questions of what learning communities are, how they are presented and what their purpose is. The opening point was the premiere of the film entitled [Hand in hand – Learning in a community for personal and common good](#), with special emphasis on the presentation of community learning. It was produced by the Promotion and Information Unit of the SIAE, and the external associates of the SIAE, Slavica Borka Kucler and Ajda Turk, who also wrote the screenplay. The presentation of the film was followed by a fascinating round table discussion (in the photo), led by Ajda Turk, where some co-creators of the film shared invaluable statements and enthusiasm while discussing different aspects of a learning community with all present.



Theoretical perspectives on the definition and forms of learning communities were presented by *Zoran Jelenc, PhD*, of the Slovenian Adult Education Association (SAEA) and *Nevenka Bogataj, PhD*, of SIAE. In the third set of challenges and potentials for the development of learning communities, *Darijan Novak* of the SIAE continued with a short presentation of information on the situation of Slovenia in the survey [The ELLI Index Europe 2010. ELLI European Lifelong Learning Indicators. Making Lifelong Learning Tangible](#), where Slovenia reached its lowest level in the field of *How to live together*. The results of research on the education of the elderly in urban and rural communities were summarized by *Sonja Kump, PhD*, and *Sabina Jelenc Krašovec, PhD*, of the Faculty of Arts, University of Ljubljana. The final plenary speaker, *Anica Mikuš Kos, PhD*, impressed us by sharing some inspiring insights into her estimable practice, where she stressed the importance of volunteering to foster community learning, intergenerational cooperation and enhance the quality of life in local communities. In the final discussion several coordinators of the [Learning Parade – days of learning communities](#) gave uplifting testimony. A mosaic of colourful and well-received events was presented through photos and videos that highlighted the possible role of these events in promoting the development of learning communities.

Around 70 participants attended the Colloquium. More information about the Colloquium, presentations, audio clips and photographs from the event are available [online](#).

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

Expert External Evaluations in Adult Education



Educational organisations enter expert external evaluation when they want to obtain an external, expert view regarding quality in particular areas in their organisation in order to improve the quality of their work and what they offer participants. For the third year in a row, the SIAE will conduct expert external evaluations in adult education in the fields of the *Internal system for quality assessment and development* and *Support to participants in their education*, all on a voluntary basis of the participating organizations.

In spring 2014 we published a call for participation in this year's expert external evaluations. Three adult education organisations were selected to take part: the Institute for education and culture Črnomelj (ZIK Črnomelj), the Adult Education Center »Zasavska ljudska univerza Trbovlje« and the CDI Univerzum.

A preparatory meeting for participating organizations was held in May, and in September we will carry out an additional training for the expert external evaluators with whom we have already collaborated for the past two years, and we will conduct the expert external evaluations in the above-mentioned organizations in October.

As well as conducting and coordinating the external evaluations, the SIAE is constantly developing and improving existing tools for the process of external evaluation. At the end of 2013 we also published a promotional brochure, which includes key information on how we developed the approach of Expert External Evaluation in Adult Education Organizations in Slovenia, what is its purpose, who can participate, the process of assessing quality, how we monitor activities and more.

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

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

INTERNATIONAL COOPERATION

International aspects of the implementation of EAAL in Slovenia

In addition to [national activities](#) related to the implementation of the [renewed EAAL](#) in EU member states, there have been relevant events at the European level bringing together representatives of the EC, national coordinators and other stakeholders.



In April 2014 national coordinators were invited to Brussels to get acquainted with the latest developments at EU policy level, give an overview of their activities up until the end of the first EAAL project (2012–2014), and discuss plans for the 2015 project. As a result, member states applied in the new call for tenders in May. Slovenia planned the third series of the Learning Parade in order to cover the entire country with this new approach. In addition, *Promoting Adult Skills* events have been envisaged as a response to the growing attention to literacy due to our country's participation in the second round of the PIAAC study. If the application gets confirmation from the EC, the project will start in November.

Another important development related to EAAL is the setting up of the Electronic Platform for Adult Learning in Europe – EPALE. In Slovenia, the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes ([CMEPIUS](#)) was nominated by the MESS to apply for the project and act as National Support Service. The SIAE is envisaged playing a major role in the implementation of the project.

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



BeLL – the first large scale analysis of the benefits of liberal adult education completed

The SIAE participated in the first large-scale and comparative analysis about the wider benefits of liberal adult education, the Benefits of Lifelong Learning (BeLL) study. Funded by the EC within the Lifelong Learning Programme (“Studies and Comparative Research, KA1”), the BeLL study was carried out by a consortium of partner organisations from nine Member States plus Serbia as a tenth associated partner, from 1 November 2011 to 31 January 2014. The coordinating partner was the German Institute for Adult



Education – Leibniz Centre for Lifelong Learning (DIE) in a consortium that includes English and Finnish partners who are pioneers in this area of research. The European Association for the Education of Adults (EAEA), Brussels, led the dissemination of project results ([all BeLL partners](#)).

Liberal adult education has been defined as the voluntary, non-vocational and non-formal learning activity of adults. In Slovenia the term “liberal adult education” has not been used in adult education; instead the equivalent translation of the English term “non-formal” (Slovenian *neformalno*) is used. Since the scope of the BeLL project was clearly defined, the comparable respective data were collected. Non-formal adult education in Slovenia has a clear organizational structure, and learning activities are at least partly funded by the state, to a small degree also by municipalities, and to some extent they are statistically documented.

The main purpose of the BeLL study was to investigate the *individual* and *social* benefits perceived by adult learners who participated in liberal adult education courses. The study focused on the perceptions of adult participants in liberal adult education programmes of the benefits that occur to them through their learning experiences. An understanding of what was meant by “the benefits of learning” was defined, refined and explored in 10 EU countries. The study followed a mixed-methods design. Quantitative data were collected via a questionnaire developed, piloted and refined by the consortium. Qualitative semi-structured interviews with participants on adult education courses were conducted. In total, 8,646 questionnaires and 82 interviews were completed in the 10 countries.

The data showed that adult learners experience numerous benefits from liberal adult education, which were reported by learners across all course areas, ranging from languages and the arts to sports and civic education, for example:

- they feel healthier and seem to lead healthier lifestyles;
- they build new social networks and experience improved wellbeing;
- they appear to feel more motivated to engage in lifelong learning and view it as an opportunity to improve their lives, and so on.

Alongside other benefits reported by learners in Slovenia, in particular the change of educational experience – from negative, frustrating experiences to interesting, liberating and pleasant experiences in a group of well-functioning learners – is regarded as one of the major benefits of the participation of adults in non-formal learning. The so-called “leading change” is motivated from the inside due to an individual's new perspective, new wishes and challenges, not only due to mere survival. From the point of view of external motivation, the main goal of the change should not only be the economic profit of the company, but also the permanent development of an individual and a community. Such a change is also a means by which liberal

adult education would assure long-term benefits – which is a key change in views on the importance of learning and lifelong endeavours for the development of each individual and thus of society.

Some policy recommendations were proposed, based on the results of the BeLL project and addressed to national and EU-level policy makers:

- the important role of non-formal and non-vocational adult education should be better recognised at a national and EU level,
- the impact of the social environment in which learning takes place has to be acknowledged,
- further research on the wider benefits of participation in non-formal adult learning should be encouraged,
- awareness-raising of the positive impact of non-formal adult education should be addressed to employers and social partners in order to facilitate such learning,
- public investments in learning for adults should be increased.

However, one of the major challenges of the project was to be clear that the study provides evidence of self-reported *perceptions* of the benefits of learning by learners themselves and not objective evidence about benefits observed in practice or measured in behavioural modifications.

The project results, national and comparative analysis are published in the final report [Benefits of Lifelong Learning – BeLL, Final Report](#) (May 2014). See [project website](#) for other research reports and articles.

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

Some information at the end of the CODA project

We completed the [CODA](#) project in February. It was intended for the dissemination of concepts and best practices from previous projects [ALLEGRO](#) and [VIVACE](#), with which we provided access to learning foreign languages for different target groups (in Slovenia in the form of language study circles).



Let me point out the final events in the project:

- [Conference](#): About 40 foreign language teachers, adult educators and representatives of various professions who work with vulnerable groups gathered in January in Nottingham. In 45 minutes the author of this article presented the study circles and achievements of past projects and simulated a study circle meeting with the participants. Working in groups we selected educational and action goals and methods, and tried to project an implementation of the action goals. We will be happy if the following words of a participant come to life: “*I hope to organise a study circle each semester.*” The presentation is available at [here](#).
- Meeting with mentors of language study circles: At the end of February we organised a meeting with mentors who have participated in previous projects: *Barbara Krejči Piry* (Association of Blind and Partially Sighted of Ljubljana), *Renata Levičnik* (Rainbow, formerly Dawn) and *Neja Šmid* (Slovenian Philanthropy). The experience gained through the study circles was shared with interested mentors of general study circles. Nine of them were present, with more being interested in

the project but unable to take part in the meeting. A presentation is available at [here](#). We have continued with reviewing one of the key products of the project, the learning material which was evaluated, and recommendations for improvement were collected.

- **Manual:** On the project website you can find a version of the manual, which is intended for independent organizing of foreign language learning in groups, and not just vulnerable groups. During the summer we will prepare the Slovenian version.

We will be happy to collect your suggestions and to give you further information about the project.

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

Investments in Education Examined by EU Expert Group



The indicator expert group (IEG) on investments in education is a new working group at the EU level. Slovenia's official delegate is Vera Gradišar, MSc, from the MESS. The author of this article has also taken part in the meetings, in order to represent the adult learning point of view.

In the first meeting in February, the twofold aim of the IEG was defined as:

1. Identify data (and data sources) on investments in education at the overall education and training (E&T) system level as well as at the level of its subsystems, i.e. early childhood education and care, schooling (primary and lower-secondary education), initial vocational E&T, continuing E&T and adult learning, and higher education.
2. Try to establish correlations among input (mainly investment), outputs and outcomes, and introduce recommendations for the improvement of efficiency.

For the second meeting in June, the EC prepared documents with radar-charts related to the above aspects which were discussed in working groups. The availability of comparable data on investments presented a major obstacle for nearly all educational subsystems. Consequently, adult learning has been narrowed down to continuing vocational education and training, the Continuing Vocational Training Study on work-related E&T in enterprises being the only relevant data source. As a result, the field of public investment in E&T for low-skilled/qualified and other educationally deprived groups of the population has been neglected in spite of this being the main priority of the EAAL. It seems that for adult learning we will have to wait for improved data gathering via the Labour Force Survey and the Adult Education Survey in order to get a more complete picture of the effectiveness of investments in this sector.

As for the IEG's further work, technical as well as content-related changes will be introduced by the EC and their consultants in order to prepare the final versions of analyses for the next meeting in September. Findings will be fed into the *2014 Education and Training Monitor* and later on into the *2015 Joint Report*.

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

Study visit from Bosnia and Herzegovina

Representatives of the Centre for Promotion of European values, EUROPLUS, of Doboj, the Business and Technical High School of Doboj, the Citizens Association Budućnost of Modriča, the Citizens Association BIOSPLUS of Derventa, the Association of Information Technology in Bosnia and Herzegovina in Sarajevo and the Employment Bureau of Republika Srpska, Doboj Branch, visited Slovenia as a part of the European project Centre for Lifelong Learning (Civil Society Facility Programme 2012). The SIAE was the coordinator of the three-day study visit.

The six-member delegation from Bosnia and Herzegovina was interested in four main themes, namely: legislation and regulations for adult education in Slovenia, sources of funding, cooperation with the SIAE in improving the quality of work of the Centre for Lifelong Learning in Doboj and qualifications of trainers and opportunities to participate in projects in the future.



On the first day the guests visited the SIAE, where a representative of the Association of Slovenian Adult Education Centres presented their activities, and CDI Univerzum. On the second day they visited the Inter-Company Training Centre of the Nova Gorica Education Centre (in the photo) and the Soča Valley Development Centre. On the last day we visited the Institute for Vocational Education and Training and the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes ([CMEPIUS](#)).

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

European InfoNet Adult Education celebrated its 10th anniversary at the Annual Conference in Prague

The annual conference of European InfoNet Adult Education III, a Grundtvig network project, took place in the Czech capital, Prague, in May. The conference was attended by 35 partners from 23 European countries, including Mateja Pečar of the SIAE as contact person and correspondent for InfoNet in Slovenia.

European InfoNet Adult Education was launched ten years ago. Since then it has developed into an important InfoNet network, with representatives in almost every country in the European Union and about 5,000 regular readers. InfoNet usually publishes two exclusive, journalistic articles on adult education on its portal <http://www.infonet-ae.eu> each week. Topics include new approaches in different European countries, background reports and news from the European authorities, project reports, best practices and articles in the field of science and research. Contributions are delivered by a network of about 40 correspondents, especially journalists, editors, consultants or employees of adult education umbrella organizations.

The four-day conference began with a meeting of the editorial board and continued with the plenary session and workshops, whose main themes were the use of Facebook and other social networks in order to promote InfoNet, and the future of the network. After 2015 there is unfortunately no longer the option of continuing to apply for funds as part of the programme Erasmus+. The plan is to develop even closer cooperation with



the Finnish partners, the magazine [Lifelong Learning in Europe \(LLinE\)](#), and possibly a new joint product after 2015.



The final plenary session started with a presentation of the outcomes of the workshops and concluded with a discussion of the results and challenges for the future. The conference ended with a meeting of the steering committee, where it was decided that the next conference will probably take place in Lisbon in February 2015.

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

International Adult Education Symposium dedicated to the professionalization of adult educators

Each May the Agency for Vocational Education and Training and Adult Education (AVETAE) organizes the *International Andragogical Symposium*. This year's event was devoted to the professional career development and professionalization of adult educators.



The two-day programme of the Symposium (Biograd na Moru, 15 and 16 May 2014), which was attended by about 80 experts and practitioners from Croatia, and by five selected experts from Austria, Germany, Slovenia and Serbia, comprised seven scientific and experts panel presentations, with three workshops on:

1. Methods of measuring the performance and achievements of the objectives,
2. Approach to adult education
3. Interactive methods in adult education.

The official programme was ended by a round table on the topic of *How to professionalize adult education workers*.



The organizers asked the author of this article to present the development of professionalism and the quality of education, training and in-service training for adult educators and adult education in Slovenia in the paper entitled *Development of professionalization and quality of adult education educators in Slovenia*. In the first part of the paper we presented and talked about the undergraduate and graduate education and academic programme of adult education at the Faculty of Arts, University of Ljubljana.

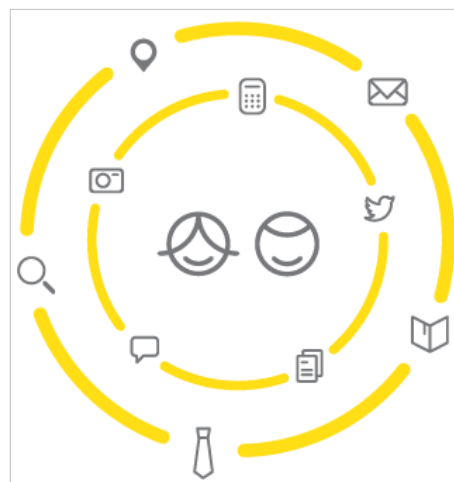
We introduced professional education and training programmes for obtaining teaching and adult education qualifications, and specifically the correlation between the programmes of the Faculties of Arts in Ljubljana and Maribor and Koper Faculty of Education. As an upgrade, and additional training and further training of adult educators, the second part of my presentation covered, the development and state of the development programmes and system competence for training and in-service training at the SIAE.

Further information and documents can be obtained on the [website of the symposium](#), and photo highlights are published in the photo gallery.

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

PIAAC Survey on Adult Skills data collection in 2014 in Slovenia

Slovenia joined the second round of countries participating in the OECD Survey on Adult Skills from 2012 to 2016. The project in Slovenia is co-financed by the MESS and ESF in the period 2013–2015. The SIAE is the leading institution of the national consortium implementing survey in Slovenia; while other partners in the consortium are the University of Ljubljana with three faculties (Faculty of Arts, Faculty of Social Sciences and Faculty of Economics) and the Statistical Office of Slovenia. Within the national consortium there are altogether 25 researchers working on the preparation of analysis and thematic reports. The international and national reports of the second round countries will be published in May 2016.



The Survey on Adult Skills is of national importance for Slovenia, and the results will be important for future policy planning in various sectors. The survey will provide a rich source of data on adults' proficiency in literacy, numeracy and problem solving in technology-rich environments. Those skills are considered the key information-processing skills that are invaluable in 21st-century economies. There are also various "generic" skills analysed, such as co-operation, communication, and organising one's time. The results of the survey in Slovenian are expected with a certain trepidation since the first round data clearly indicated that those adults with low literacy skills are also more than twice as likely to be unemployed. The Survey also shows that how literacy skills are distributed across a population has significant implications for how economic and social outcomes are distributed within society. If large proportions of adults have low reading and numeracy skills, introducing and disseminating productivity-improving technologies and work-organisation practices can

thereby be hampered. But the impact of skills goes far beyond earnings and employment. In all countries of the first round, individuals with lower proficiency in literacy are more likely than those with better literacy skills to report poor health, to believe that they have little impact on political processes, and not to participate in associative or volunteer activities. In most first round countries, they are also less likely to trust others.

The PIAAC survey in Slovenia will be implemented in two stages, data collection and data analysis. The first stage of the project, i.e. data collection on a sample of 5,000 adults between the ages of 16 and 65, is planned to be completed by the end of December 2014. In August 2014 the data collection is at mid-point with around 2,500 collected interviews. There are 60 trained interviewers in the field working under detailed monitoring of the PIAAC data collection team at the SIAE. Different strategies are being used to raise the response rate and motivation for participation, token incentives for respondents that took part were provided (flash drive, T shirt, coffee mug) and the survey was promoted in various public media on a national and local level (radio, TV, articles in newspapers). The survey has also been promoted by representatives of the MESS at national and local conferences and other events. The data collection has been supported by a project website (<http://piaac.acs.si/>) and free project helpline (080 14 49).



The second part of the PIAAC survey in Slovenia will be implemented after the data collection. There are 9 different thematic studies planned, which will represent the basis for policy recommendations in areas such as skills and labour market outcomes, a closer look at the population with low levels of proficiency, skills utilization and obsolescence over the life-span, skill formation among adults – participation patterns in adult education and training, social and economic outcomes of skills on the individual, regional and national level, career development and skills, transition rates of adults with different qualification levels to the labour market and so on. Since the scope of the Survey on Adult Skills is broader than education and training, several ministries in Slovenia have expressed a strong interest in the survey results (labour, agriculture, culture, internal affairs, traffic, health), and it is expected that results of the survey will be further exploited and will influence policies in different sectors.

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

Peer Learning Activity in the Netherlands



From 21 to 23 May 2014 a seminar was held in The Hague on the integration of three European instruments: the European Credit System for Vocational Education and Training (ECVET), the European Qualifications Framework (EQF) and the Validation of non-formal and informal learning of adults. The seminar was based on the method of exchange of experience and mutual learning of experts in the field of adult education from nine European countries. The event was organized as part of the activities for the

Implementation of the [renewed EAAL](#) 2012–2014.

Presentations of selected examples of three countries (Netherlands, Sweden and Slovenia) and professional discussions have shown that there are differences between countries in how to connect these three instruments. All these countries are pursuing various projects with which they are implementing these instruments in the national system and practice.

Among the examples of good practice, we presented the results of the project co-financed by the ESF and MESS, i.e. *Development of literacy and the validation of non-formal education from 2011 to 2014*, headed by the SIAE.

We presented our approach for validation of non-formal and informal learning of adults, which was developed in the project with the goal of providing adults with greater flexibility in the labour market and better personal growth and development of basic skills. Interest in our experience in this field was shown by experts from several countries.

In the end, we all agreed that it is important to connect all three of these instruments professionally and in the context of the traditions, culture and history of the educational system in each country.

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

Participation in the Grundtvig project European InfoNet Adult Education III

The SIAE is involved in the Grundtvig Project [European InfoNet Adult Education III](#) in the role of correspondent for the second year, and so we can now present new issues of the InfoNet Newsletter and the articles that have been contributed by Slovenian authors, mostly from the SIAE, in the first half of this year.

At the beginning of January 2014 the last issue of 2013, the [InfoNet Newsletter \(7/2013\)](#), was produced as part of the ongoing collaboration between InfoNet and LLinE. It is dedicated to the fourth issue of the LLinE web magazine, whose theme is *Body, Emotions and the Arts*.

Natalija Žalec, MAEd/UK, of SIAE and Mateja Rozman Amon, director of Radovljica Adult Education Centre are the authors of the article entitled [Painful memories turned into something beautiful](#). Slovenian youth struggling with marginalization issues have found help through artistic activity. The article follows a particular workshop in the PLYA programme where a group of vulnerable youth produced a professional documentary film with reenacted scenes: to see one's own painful experiences portrayed on screen proves a powerful and cathartic experience. The PLYA – Project Learning for Young Adults – which was developed by the SIAE in the nineties, is designed to help young adults of ages 15 to 26.



The first issue of this year's *InfoNet Newsletter (1/2014)* has appeared on [the renewed InfoNet website](#). The articles include two contributed by our colleagues from the SIAE. The author of the article entitled [Stock-taking and future oriented](#) is Zvonka Pangerc Pahernik, MSc. She presents the results of the [Slovenian adult education stakeholders annual gathering](#) where information was exchanged on past and future endeavours in the field. The expected impacts of policy, financing and professional work were discussed.



Jerca Rupert of the SIAE writes about elderly volunteers who share their knowledge and experience with consultants and motivate specific target groups for lifelong learning in seven out of fourteen guidance centres for adult education (ISIO) in Slovenia ([*Volunteers : added value to counselling in adult education*](#)).

The second issue of the [*InfoNet Newsletter \(2/2014\)*](#) announced the first issue of this year's [*LLinE web magazine, dedicated to the OECD-study into adult competencies, PIAAC*](#) produced in cooperation with the InfoNet correspondents' network. As Slovenia has joined the PIAAC research in the second round and expects results at the end of 2015, *Jasmina Mirčeva, MSc*, of the SIAE has written an article entitled [*Second round perspectives – Slovenia prepares for PIAAC*](#) in LLinE. This article deals with the expectations of Slovenian policy makers, education institutions and professionals. Was it an advantage or a disadvantage to be among the second round countries? Slovenian politicians have placed a lot of trust in the survey, regarding it as a future basis of a rather complex educational reform. Slovenia also complements the empirical component of PIAAC with an array of thematic studies, serving as the analytical component of the survey. This is unique for Slovenia.



A number of interesting articles have also appeared in the third issue of the [*InfoNet Newsletter \(3/2014\)*](#). InfoNet correspondents met at the yearly Milestone Conference, this year in Prague, and *Michael Sommer* has written a report from the conference ([*InfoNet is ten years old*](#)).

Natalija Vrečer, PhD, of the SIAE has written an article entitled [*New groups, new friendships, new social networks*](#). It is based on the interview that was performed as part of the BeLL project, the goal of which is to research the benefits of lifelong learning.

[*The recent issue of the InfoNet Newsletter \(4/2014\)*](#) announces the second issue of the [*LLinE web magazine 2/2014*](#) whose theme is *War and peace – adult education in conflict situations*. On the 100th anniversary of the outbreak of the First World War, the articles show how civil society and adult educators have worked to solve the problems of the conflicts, wars and civil wars of recent decades and today. A number of articles deal with this topic in different ways. *Natalija Vrečer, PhD*, of SIAE has written an article entitled [*Staying or going? Educational needs of Afghan refugees in Slovenia*](#).

In addition to contributing articles to LLinE, InfoNet correspondents have delivered a number of other articles to the InfoNet website. The article entitled [*Professionalism and ethics are important for quality counsellors*](#) was written by *Tanja Možina, PhD*, of the SIAE.

Visit InfoNet also on [Facebook](#)!

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

We produced a new video Hand in hand

This year we produced the last of four videos called [*Hand in Hand – Learning in a community for personal and common good*](#). This was possible through the *Implementation of the renewed EAAL 2012–2014* in

Slovenia project. The production has been included in the project with the aim of upgrading existing experience in the field of SIAE's video-production, collected and presented via the [multi-media portal Role models attract](#). This is based on [video-presentations of SIAE award winners](#) and on products of the [Role models attract promotional campaign](#). They are all based on the assumption of learners being the best advocates of adult learning. In cooperation with adult educators, they co-create examples of good practice which relate to nearly all areas covered by the EAAL.



This video-publication *Hand in hand – Learning in a community for personal and common good* is a constituent part of Slovenian efforts for the implementation of the *Education and Training 2020 (ET 2020)*, strategic framework in the field of adult education. Its contents refer to several priority fields of the [renewed EAAL](#), with special emphasis on presenting the value of community learning. Mutual learning and interaction between individuals and the communities they live and work in establishes long-lasting ties, even a common identity. In the video,

examples of good practice illustrate the social inclusion of young people, the integration of immigrants with the support of the local community, and networking in rural areas where stories of sustainable development are shaped and experienced jointly by different stakeholders (citizens, municipalities, entrepreneurship centres, public institutes, societies etc.).

The video has been presented to several audiences and was very well received. We invite you to watch it and share your feelings and thoughts. We hope you will enjoy it.

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

37th Meeting of the EU Standing Group for Indicators and Benchmarks

This year's first meeting of the EU Standing Group for Indicators and Benchmarks (SGIB) took place on 12 and 13 May in Brussels. The full report is available in Slovenian on the dedicated website, while here, two main agenda topics will be highlighted.



At present, the EC is in the process of taking stock of findings and proposals regarding the implementation of the *ET 2020*, strategic framework. This *EU 2020 Mid-term Stocktaking* will provide input for the next three-year *Joint Report* which will have a strong forward-looking perspective by identifying key priority areas and concrete issues for the future.

The stocktaking will take place via ET 2020 National Reports and discussions with a variety of ET 2020 actors, such as EC working bodies/groups and networks (among them SGIB), European social partners, stakeholders and civil society. Three key questions will be addressed:

- **ET 2020 strategic objectives and priority areas** – Is there, in light of the economic and jobs crisis, scope for introducing significant content-related changes?

- **The link between ET 2020 and the EU's overall growth and jobs strategy *Europe 2020*** – What further steps should be taken to strengthen the contribution of ET 2020 to the implementation of the overall strategy?
- **ET 2020 governance and working instruments** – What measures could be introduced to further optimise, and where needed simplify, existing governance, working methods, tools and reporting?

In addition, two studies, i.e. an interim evaluation of *ET 2010* and a comparative study on different Open Methods of Coordination, have been contracted, with results coming up soon. Conclusions of the stocktaking will feed into policy directions of the *Joint Report* and will be synthesised and presented separately in a *Staff Working Document on the ET 2020 mid-term stocktaking*.

Another important topic of the SGIB meeting was the discussion of the *2014 Education and Training Monitor* outline. Its contents will relate to the process described above, while its structure will follow the logical scheme: Input – Drivers – Outputs – Impact. The findings of expert working groups, especially those of the investment group, will be taken into account. SGIB members will be invited to comment on the draft of the publication between 1 and 18 September. The final version is expected to be published in the [dedicated website](#) in November.

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

Study visit from Macedonia

On 17 June we hosted 9 guests from Macedonian education centres. The visit was organized by *Mr Igor Kotnik* from the Association of Slovenian Adult Education Centres, and financed by DVV Skopje. We presented the SIAE in general, each of the clusters and some of their projects and best practices, and allowed plenty of time for a question and answer session. In addition they visited the MESS and adult education centres in Jesenice, Radovljica, Maribor and Ptuj.



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

EAEA General Assembly 2014 and Closing Conference of the project OED



The European Association of Adult Education (EAEA) held its General Assembly in Brussels. This event was linked to the final conference of the project [*Outreach, Empowerment and Diversity \(OED\) Network*](#).

Both events were attended by over 100 participants from 35 countries (representatives of the members and guests). From Slovenia, the author of this article was the sole representative and he represented at the General Assembly my institution, the SIAE, as well as the Adult Education Association of Slovenia (AEAS).

Closing Conference of the project OED

To begin with, the Secretary General of EAEA, *Gina Ebner*, welcomed all those present and introduced the closing conference programme. This was followed by an address from the President of EAEA *Per Paludan Hansen*. Then *Gina Ebner* presented the OED project, which is coordinated by EAEA.

This was followed by work in seven different groups in which we dealt with individual areas of expertise and best practices that have been an integral part of the OED project.

The programme closed with a panel discussion, which was moderated by *Mark Ravenhall*, NIACE researcher. The panel discussion involved:

- *Paul Holdsworth*, head of Sector Adult Learning and Continuing VET at EC,
- *Ji-Eun Chung*, a political analyst in the Directorate for Education and Skills at OECD,
- *Joyce Black*, deputy director for research and development at NIACE,
- *Gina Ebner*, EAEA Secretary General.



EAEA General Assembly



The welcome address and opening of the EAEA General Assembly were provided by the EAEA President, *Per Paludan Hansen*. Then he gave the floor to the keynote speaker, *Antonio Silva Mendes*, Director of DG EAC at the EC. In his speech, Antonio Silva Mendes briefly presented the situation and challenges in the field of adult education. He highlighted three key development areas: professional staff, schools (including universities) and adult education. He went on to highlight the need for action in practice and for raising the necessary quality and supply of implementing organizations, to enhance the mobility rate and effect a shift from individual mobility to the mobility of organizations and professional teams of experts. A good deal more was highlighted and emphasized concerning adult education in terms of vocational education and training.

This was followed by the constitutive part of the meeting, which was chaired by the Vice-President of EAEA, *Uwe Gartenschläger*:

- Establishing the presence of a quorum,
- Review and approval of the minutes of the previous General Assembly in Leichester, Reception and presentation of new members of EAEA,
- Presentation of financial statements and reports and their confirmation,
- Presentation of programme and financial plan for 2014 and their confirmation.

After the break the programme was followed by a lecture by *Licinio Lima, PhD*, on the theme *Adult Education and Democracy*. The official programme was concluded with a discussion in small groups that migrated to point-to-point and discussed key development areas in the future.

All presentations and reports are available on the following EAEA websites:

<http://www.eaea.org/en/eaea/eaea-events/general-assembly/2014-brussels-belgium.html> and
<http://www.eaea.org/en/projects/EAEA-Coordinated-projects/OED/OED-conference.html>.

All key materials in the papers are available in the SIAE library.

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

Sharing experiences in Denmark

On the invitation of the Danish Association for Adult Education – [DAEA](#), national coordinators of learning festivals from Ireland, the Netherlands and Slovenia took part in the 20 June 2014 seminar *Learning Days in Denmark – how do we move on?* In addition to representatives of DAEA staff, Jan Reitz from the Danish Ministry of Education, national coordinator of the Implementation of the EAAL, representatives of three adult learning centres and two libraries took part in the discussion.



After holding the [Learning Days](#) five times, our Danish counterparts are facing the dilemma whether to continue with their efforts in spite of the low response from the widest public and other potential stakeholders. Niamh Farren from [AONTAS](#), Henk Hijink from the Dutch platform [Learn for Life](#), and the author of this article presented our experiences, and with concrete examples suggested answers to the following questions:

- How to engage local learning providers?
- How to create national attention?
- How does the economy of LLW work?
- What's the biggest success and how is it achieved?

In my presentation of the Slovenian [Lifelong Learning Week](#) and the [Learning Parade](#) the fact that our learning festival reflects the current processes and achievements in adult education and lifelong learning, and in turn, feeds into them was emphasised. In my opinion, before devoting attention to the question *how* to achieve a greater response from the widest audience, questions like *why* have a learning festival at all (definition of needs, aims, objectives at different levels), *who* can join in (setting up a network of partners and determining rules of operation) as well as *what* and *for whom* (definition of contents and target groups) need to be elaborated further.

The Danish partners concluded the meeting with the resolution to dwell on examples and numerous hints they had received, and meet in the autumn to set up a renewed strategy and action plan for their Learning Days. Having great confidence in their enthusiasm, we wish them good luck.

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

Estonian approach to the promotion of adult education



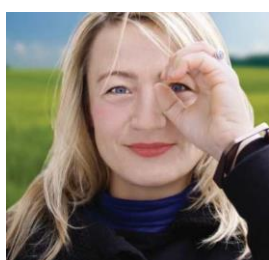
The Estonian Association for Adult Education ([ANDRAS](#)) has been the national coordinator of the *Implementation of the renewed EAAL in 2012–2014* in Estonia. They focused [their project](#) on the organisation of seminars with the aim of increasing cooperation of adult learning stakeholders in 6 (out of 15) counties, and find answers to the question of how to reach people who are in greatest need of information, support and motivation for participation. A total of 200 participants in the events contributed to the conclusion that what works best is: good knowledge of these groups' life-circumstances, a face-to-face approach, cooperation with religious groups, social centres, employers, charismatic leaders, friends, improved infrastructure (public transport, child-care ...), presentation of concrete benefits of learning etc. Naturally, the sustainability of such project-based, tailor-made approaches suitable for small groups is questionable and they will have to look for further solutions.

In the same counties the Estonians carried out 170 individual counselling sessions by trying to confront key barriers for potential learners: lack of money, distant locations and no public transportation, lack of interesting courses and lack of self-confidence or self-discipline. In the learning bus around 500 people travelled and experienced learning, and exchanged experiences and views. They were given information on existing educational provision in their surroundings and on labour market needs.

The local media broadcast 10 educational programmes for vulnerable target groups. In May an international conference was held and on 26 June the closing conference with the title *Key to bringing adults back to the educational system lies in cooperation*. The author of this article took part in this event by presenting the outcomes of the [Slovenian EAAL project](#), i.e. the [Learning Parade](#) (LP) and the production of four videos. The Estonian hosts liked the idea of awareness-raising via LPs. On the other hand, they expressed interest in the video [Guidance for Learning](#) since one of the main conclusions of their two-year efforts seems to be the need for a comprehensive and sustainable adult education guidance and information system.

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

Future Forum on Adult Education 2014



The sixth edition of the Future Forum on Adult Education (more on former editions [here](#)) was organized by the Association of Austrian Adult Education Centres (VÖV) in cooperation with the Association of the South Tyrol Adult Education Centres from 2 to 4 July 2014 in Bolzano, South Tyrol. The topic *Adult Education Centres: Ready for the next generation? Who are tomorrow's participants and teachers? Demands, expectations, hopes?* brought together around 100 representatives from 15 countries. The aim was to stimulate debates on young adults' attitudes towards adult education and ways to enlarge their participation.

Keynote presentations were given by *Manfred Zentner* from Austria on *The worlds of young adults in the age of globalization and individualization as the basis for adult education approaches*, by *Eva Illouz* from



Israel on *Education and Emotions*, and by Valentina La Terza from Italy on *Youth participation (the case of the Municipality of Milan)*.

In working groups we exchanged experiences and ideas on how to increase the participation of young adults by linking several stakeholders, among them potential employers, by tailoring the education on offer to the needs and expectations of young people, by upgrading or even repairing outcomes of the schooling system, and by training adult educators for the development of adequate approaches, learning methods and spaces. For young people, the attractive outer appearance of an AE centre is important, on the other hand, courses have to be designed in line with their private and working lives, thus mixtures of learning and outdoor activities might be alluring. Flexible timing and project-based activities could attract them, and the same is true for promotional campaigns, however, the challenge remains how to keep young adults in adult education for a longer period. Cooperation with institutions where young people are active (NGOs, clubs, associations etc.) and even with schools might be advisable. But above all, it is necessary to start discussions on their needs with young people themselves instead of talking about them in their absence.

Read the longer report [here](http://www.vhs.or.at/553) (in Slovenian). Presentations and other materials are available on the FF website <http://www.vhs.or.at/553>.

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

RELEVANT PUBLICATIONS

Assessment and recognition of non-formal and informal learning of adults

As one of the results of the ESF project [*Literacy development and assessment and recognition of non-formal learning 2011–2014*](#), set up by the European Union and the Slovenian MESS, a printed manual *Assessment and recognition of non-formal and informal learning of adults* was published in December 2013 by the SIAE.

The manual ([in Slovenian](#)) portrays the developments in the field of assessment and recognition of non-formal and informal learning, and theoretical knowledge and practices are presented in the following eleven thematic sections:

- Assessment and recognition of non-formal and informal learning and the concept of lifelong learning,
- Slovenian and European strategic policies in the field of assessment and recognition of non-formal and informal learning,
- Main objectives of assessment and recognition of non-formal and informal learning,
- Key competences as the core of vocational competences,
- Vocational competences,
- Competences from everyday life,
- The process of assessment and recognition of non-formal and informal knowledge,
- Professional qualifications of the staff implementing the process,
- Methods and tools used in the process,



- Partnerships,
- Monitoring and evaluation as the means of quality control.

The descriptions of all the tools for the assessment and recognition of non-formal and informal learning that have been developed in the project are gathered and presented in a separate chapter.

The manual is aimed at various professionals who come across the assessment and recognition of non-formal and informal learning through their work, but it will doubtless prove to be a valuable source of information for all others interested in the field.

Urška Pavlič (urska.pavlic@acs.si), SIAE

Quality indicators in adult education

In 2013 the SIAE reformed the existing quality indicators in adult education and with the support of ESF funds within the project *Education and training for professionals in adult education from 2011 to 2014* published them in the publication *Quality indicators in adult education* in December 2013. The manual was authored by *Tanja Možina, PhD, Sonja Klemenčič, Tanja Vilić Klenovšek, MSc, Milena Zorić Frantar, Alenka Jurič Rajh and Jasmina Orešnik Cunja*.



The revised collection of quality indicators in adult education is a result of a re-thinking of the first collection of quality indicators, published in 2003, which has been the core of the Offering Quality Education to Adults (OQEA) self-evaluation model, which is used by a number of adult education organisations in Slovenia.

The collection is structured in a form that identifies **quality areas** (they provide the collection with a comprehensive approach to different aspects we need to be careful about in assessing and developing quality in adult education; altogether there are eleven quality areas in the manual), quality subareas, quality indicators, quality standards and quality criteria. For every quality indicator, the examples for possible measures for quality development are also listed. We can use the revised collection of quality indicators in adult education for internal quality assessment and development in the adult education organisation (self-evaluation, self-assessment) and for external quality assessment and development in the adult education organisation (external monitoring, external evaluation, accreditation). Not every quality indicator can or should be assessed with all the methods of quality assessment. In the manual we have therefore listed recommendations as to when each quality indicator should be used in the self-evaluation process, in internal or external monitoring, external evaluation or accreditation. The collection can be used to assess formal and non-formal adult education.

A revised collection can be helpful for the staff in educational or other organisations that educate adults when carrying out internal monitoring and in-depth self-evaluations, as well as for other experts who carry out different forms of external monitoring and external evaluation in the field of adult education.

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



Volunteering in guidance in adult education

Last year, the SIAE issued a publication entitled *Volunteering in guidance in adult education*, in which the development of voluntary work in educational guidance for adults is presented in the example of ISIO guidance centers in Slovenia (supported by the European Union through the ESF and MESS).

In developing this idea in 2012 and 2013, we relied on the volunteering experience and knowledge of Slovenian Philanthropy the Association for the Promotion and Development of Volunteering, as well as on knowledge and experience of the Slovenian Third Age University (Slovenian U3A).

In the first part of the publication *Tanja Vilič Klenovšek, MA, Dušana Findeisen, PhD, Primož Jamšek and Jerca Rupert* present a holistic view of the role of volunteering and its essential elements in general and from the point of view of guidance work in adult education. The second part presents the concept and experience of voluntary work in ISIO guidance centres. First Jerca Rupert describes the concept of volunteering, then Mihaela Anclin as a counsellor and Cvetka Čulak as a volunteer describe their experiences and their view to the future of voluntary work in guidance for adults in education.



We hope that the publication will be used by all adult educators: those who plan adult education policy to support the idea of volunteering and integrate it into the development of the adult education system, those who can professionally develop and put it into practice, those already working and future volunteers in adult education.

Jerca Rupert (jerca.rupert@acs.si), SIAE

SLOVENIAN ADULT EDUCATION SCENE

Slovenian Third Age University turns thirty

[Slovenian U3A](#), a nationwide not-for-profit network of 45 third age universities, has turned thirty. Founded back in 1984 in socialist and industrial times by two university teachers specialised in andragogy, it is considered the very first attempt at the democratisation of adult education in former Yugoslavia. It was a breakthrough in Yugoslav and Slovenian adult education, introducing education for living, education for volunteering as well as the practice of older adult education, simultaneously developing its own older adult education theory.

Its theoretical findings have been based on participative research and mostly small-scale research studies. Moreover, the Slovenian U3A has prompted the design of new university subjects (socio-cultural animation and education for local development) and other nationwide initiatives i.e. *Summer School for Adult Educators for Local Development* (with international participation). *Spring School of Young Andragogs* (Faculty of Philosophy, University of Ljubljana), *a network of study circles* (developed and supported by the SIAE), literacy studies (*UNESCO ALPHA project*), intergenerational learning and intergenerational practices devoted to intergenerational reading together with the Faculty of Philosophy (*We see, we hear, we read*

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together), Each-one-teach-one network of tandem learning developed within U3As and in companies. For two years now the Slovenian U3A has been annually organising the *International Festival of Knowledge and Culture of Older People*. The Slovenian U3A has been a national coordinator of some twenty EU and other projects and a founding member or a member of European organisations and networks (ie. DANET, Danube networkers for Europe, EMIL A Map of Intergenerational Learning, ForAge, Age Platform Europe, The Danube Civil Society Forum, etc.). Currently the third age universities have over 20,000 older students, more than 1,000 study circle leaders and lecturers (thus more than 1,000 jobs were created) and more than 1,000 volunteers all active in learning, education and local development. Several scientific and professional monographs have been published, among the most recent ones being *Characteristics of older adult education*. New educational and training programmes have been developed, new fields of activity introduced (education for and volunteering in public institutions, active ageing guidance, advocacy, integrated counselling for volunteers, an 80-hour programme of specialization for course leaders).

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

Raising the literacy level – knowledge is the best investment!

The end of June 2013 saw the conclusion of the all-Slovenian project *Raising the Literacy Level (RLL)*. In three educational seasons, we conducted ten diverse programmes for 89 groups of adults at the Development and Education Centre in Novo mesto (RIC Novo mesto). The programmes were designed for different target groups, e.g. parents with children, the unemployed, the employed, adults with special needs, rural population, the elderly, prisoners and all others eager to learn new skills. The participants gained knowledge and skills for higher competitiveness on the labour market, easier re-entrance into education, tackling everyday challenges, better life quality and discovering personal interests and potentials. A total of 1,200 participants were part of this non-formal education programme and 7,070 education hours were provided. The work was done in the form of projects, with the contents adapted to the groups and special needs of the individuals. Motivating and integrating the participants in the programmes, implementing and making the contents richer, we cooperated with almost 100 organizations and individuals from the local environment.



Towards the end of the project in May, we invited all our present and past participants to the expert event, which was part of our *Learning Parade 2013*. The wealth of what we offered and our originality attracted more than 200 programme participants to our house of knowledge who returned after two years. In the introduction, we presented the outcomes of the project, and then we formed groups according to the programmes that the participants attended in the past, which was followed by an evaluation by the participants, outside providers of knowledge, representatives of the partner institutions and associations. In each group, we performed a mini workshop: the participants of the IT group got to know the QR code; the participants of the groups *Bridge to Education*, *Me and my Workplace* and *Books are for me* learned about relaxation techniques; the participants of groups *Challenges of the Countryside* and *Making our Life Diverse with Learning* were making table covers; the parents and their children in the groups *Reading and Writing*



together and *Reading for Knowledge and Reading for Fun* took part in creative activities; the participants of the programme *My Step* were debating the issues of preserving clean water.

The programmes mentioned above were free of charge, and financed by the MESS and the ESF. Some of the programmes for the 2013/2014 season will be transferred to the Employment Service of Slovenia. Unfortunately, the financial means for most programmes have not been provided yet. However, we are optimistic and are looking forward to walking our path of knowledge in the future.

Gabi Ogulin Počrvina, MSc (gabi.ogulin.pocrvina@ric-nm.si), RIC Novo mesto

Follow your goals – invest in your knowledge

Adult educators stress the importance of investing in adult education. We design a variety of educational packages for adults which should be tuned to their current needs. The question is how much we can contribute to the knowledge of others without first investing in our own? Since we live in times of rapid change when we need to adapt to growing, I think that we have to be even more aware of this and take action. Not only because of the needs of work but mainly because of personal growth and quality of interpersonal relationships to which new knowledge can contribute.

This year I attended a weeklong training programme in the *Lifelong Learning Programme (Grundtvig sub-programme)* on Malta. On this occasion I thought a lot about the importance of investing in my own knowledge. At the Executive Training Institute (ETI) in Malta we met representatives of various European countries (including France, Iceland, Germany, Norway, Poland, Spain and Switzerland). Each of us came in order to improve our knowledge of the English language. And I believe we did. And not only because of the quality of formal meetings we had but also because of the normal associations that followed them. We learned from each other by telling personal stories, we explored new joint business opportunities and together learned about other cultures – this time the Maltese. I came home with new experiences of acquaintances, but above all I was sure that I would follow my own goals, which can be achieved only through lifelong learning.



Investing in our own knowledge is essential today. And I think it is also very valuable. It raises new insights, ideas and opportunities. By having good support we realize the ideas in the “success stories”, which can also contribute to the wider community. Above all it is important for us to be satisfied and happy in doing this.

Ajda Turk (ajda.turk@t-2.net), Ivančna Gorica

MATURE – Making Adult Teaching Useful, Relevant and Engaging

Lifelong learning can offer various benefits to ageing Europe, but there are certain age-related barriers that prevent older adults from participating in learning. European data show that participation in learning declines



with age and adult education is not successful nor efficient in ensuring the participation of older adults in later-life learning across Europe. Whilst the majority of European data speak about participation (less than 4% of older people above 65 years of age in EU are included in learning), there are few data stating that 24 out of 25 older people above 65 years of age are not included.

The Slovene Federation of Pensioners' Associations is tackling these issues through the *MATURE* project, a multilateral project funded through the EU *Lifelong Learning Programme (Grundtvig)*, with its partners from Austria, Germany, Greece, Poland, Portugal, Switzerland and the UK. *MATURE* is developing measures to overcome the marginalisation, disadvantage and social exclusion that older people are faced with when it comes to later-life learning. The age-related barriers *MATURE* underpins are health, dependency, cultural barriers and attitude.

Analysis of these age-related barriers, case studies from partner countries, cooperative awareness-raising actions with intermediaries and learning providers are milestones of the *MATURE* training programme (self-study and face-to-face training) for adult educators (professional teachers of adults, volunteer teachers, facilitators etc). The ideas and strategies the *MATURE* programme offers will show you ways of finding non-participants, reaching them and engaging them to take part in learning that is useful and relevant to them.



The *MATURE* training programme will be available in English, French, German, Greek, Polish and Slovenian for free download in September 2014 at: <http://matureproject.eu>.

Dijana Lukić (dijana.lukic@zdus-zveza.si), The Slovene Federation of Pensioners' Associations

Round table concludes the project Implementing the Model of Establishing and Evaluating the Non-formal Education of Adults

Between 4 and 7 March, the Development and Education Centre of Novo mesto (RIC Novo mesto) and the Employment Service of Slovenia – Novo mesto Regional Service successfully organized the largest education and employment career event in the SE region of Slovenia – zaTE Festival. This third festival gave special attention to the end of the project *Implementing the Model of Establishing and Evaluating the Non-formal Education of Adults*, which was carried out from 1 January 2013 to 31 March 2014 and was financed by the EU, specifically the ESF, and the MESS.



At the round table entitled *Your knowledge is worthy, let it be noticed*, we presented the outcomes achieved by RIC Novo mesto. Among the important results, promotional activities have to be mentioned. During the project, RIC Novo mesto performed about 70 project presentations and thus directly informed around 1000



people in the region of the meaning of non-formal education. The procedure of accreditation of non-formal education involved 230 adults, although the information about the project and its purpose for adults encompassed a lot more people. In fact a newspaper with the same title, *Your knowledge is worthy, let it be noticed*, was designed and published during the project in 40,000 copies.



The participants of the round table active in education and the commercial sector talked about the meaning of lifelong learning, accreditation of non-formal education and knowledge gained through opportunities, and finding out the needs/obstacles of educators, employers and young entrepreneurs when they want to have their non-formal education acknowledged.

The joint conclusion of the debate was that knowledge is a value and that a lot of work needs to be done to promote and recognize the meaning of non-formal knowledge in the present time and space – from the perspective of an individual as well as an employer. The representative of the MESS emphasized that the activities of non-formal education accreditation must not stop at the end of the project.

Tea Sulič (tea.sulic@ric-nm.si), RIC Novo mesto

Lights, camera, action! CINAGE is a wonderful EU project



CINAGE is a multilateral EU *Grundtvig* project (supported by the EC) dealing with European films, active ageing and new social roles for older people. Active ageing in different EU countries has been or will be analysed in several ways. Firstly, through a comparative analysis of the national laws supporting or not supporting different elements of active ageing as defined by the World Health Organisation; secondly, through the selection of contemporary European films dealing with “active” old age, made under selected criteria, or to put it differently, the films were selected for featuring various competencies needed for active ageing (maintaining and protecting health, being in emotional relationships, participating in economic and social development, using new technologies, participating in informal, non-formal and formal learning, participating in public matters and decision making processes, etc.).

The objective of the Slovenian U3A and other *CINAGE* partners (the coordinating AidLearn, Portugal, Associazione Centro Studi Città di Foligno of Italy, and Leeds Metropolitan University, UK) has been to find out whether active ageing is or is not present in European films, knowing that films are much stronger vehicles of old age images than books. The *CINAGE* project is also devoted to developing a manual for older

adults and a Guide for adult educators in the field of film making and active ageing. To finish, a pilot course will be delivered in Slovenia and older students will shoot 12 short films on their active ageing. Members of the Slovenian focus group, which screened and analysed the twelve selected films, said that films teach about alternative ways of ageing. They also underlined that screening and discussing films about old age should be intergenerational. Consequently, the Slovenian U3A started thinking about setting up an intergenerational film club in cooperation with the Society of Students of Andragogy and Pedagogy.

Visit *CINAGE* also on [Facebook](#). Photo highlights of the 2nd Meeting (Ljubljana, 3 and 4 April 2014) are available on the website <https://www.youtube.com/watch?v=pe1OWu6pEM4>.

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

Slovenian Third Age University Goes Danubian

The Slovenian U3A is one of the founding members of the Danube Civil Society Forum and the Danube-Networkers for Europe (*DANET*), a new European not-for-profit association of educational organisations, dealing with and promoting education and scientific research as well as exchange and cooperation in the following areas: learning and education in later life, social participation, cooperation and dialogue of generations in Europe and particularly in the Danube Region.

The flyer states “*DANET is meant to give new impetus to the development and implementation of common European policies on social development, social participation, learning, education and intergenerational dialogue. Moreover, DANET aims at supporting experts in these areas.*”

You are kindly invited to join the association in its endeavours and become a collective or individual member.

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

About the project Volunteering of the Elderly

The two-year project *Volunteering of the Elderly (Intergenerational Bridges – Volunteering Connects)*, is intended to promote the intergenerational and intercultural connection with the volunteering of the elderly. It was led by the Development and Education Centre of Novo mesto (RIC Novo mesto) and the Polish institution [Bytomski Ośrodek Edukacji](#) (BOE) of Bytom. *Volunteering of the Elderly* is a Grundtvig project financed by the *Lifelong Learning Programme*.



RAZVOJNO
IZOBRAŽEVALNI
CENTER NOVO MESTO



In the spring of 2013, four adults from Poland (50 years and older) were hosted in Novo mesto for three weeks. They were part of the programmes of *RIC Novo mesto* for youth and adults. We showed them our country in numerous workshops with ethnological (cuisine), geographical and historical content. The



programme also included an intercultural evening where Slovenian and Polish volunteers presented their national poetry in Slovenian, Polish, English and Russian. Members of the study circle *Volunteers on the way* made their stay in Slovenia as pleasant and diverse as possible. Slovenia and the Dolenjska region were depicted in a video posted on YouTube:

- [Presentation of Slovenia](#): in cooperation with the Polish embassy,
- Three weeks of pleasant socializing were documented with photos and videos with the title [Reportage on Polish volunteers' mobility](#).



In May 2014, four members of the U3A at RIC Novo mesto travelled to Poland for three weeks of voluntary work where they exchanged their knowledge and skills from Slovenia's cultural heritage – especially the Dolenjska region. The reporting on Slovenian volunteers' mobility and the e-recipe booklet in Slovenian, Polish and English will be ready soon and posted on our [website](#).

The two-year project will be concluded in July 2014. We are looking forward to cooperating with our Polish partners again in the future.

Gabi Ogulin Počrvina, MSc (gabi.ogulin.pocrvina@ric-nm.si), RIC Novo mesto

Krško Adult Education Centre marks 55th anniversary

On Tuesday, 27 May 2014, the Krško Adult Education Centre marked its 55th anniversary with a special ceremony held at the Krško Cultural Centre. On this occasion, they issued a publication *On the way to the 55th anniversary* which comprises events of the past 5 years, and in this way they upgraded the publication *We are learning for life*, which was published on the 50th anniversary.

Nataša Kršak, the directress, introduced to the audience the educational activities and events that marked the Krško Adult Education Centre in the past years. She looked into the future, saying their educational path is continuing as they are already devising new projects: *"Our vision, mission and values are the wind beneath our wings for new educational programmes and varied educational offers."* Mrs Kršak thanked all the collaborators, including the participants of various educational programmes. Since 2010, a total of 41,426 people have attended these programmes.



Deputy mayoress *Ana Nuša Somrak* added a few thoughts of her own. The audience was shown a projection which was accompanied by a detailed presentation of past projects and programmes. The ceremony was run by *Nataša Kršak*, *Monika Novšak* and *Anja Brilej Bohorč*, and the presenters used the occasion to thank the external collaborators, mentors and teachers who have cooperated with the Adult Education Centre successfully for many years. Young students of the Krško Music School under the supervision of *Branka Žičkar* provided the entertainment. In the lobby of the Krško Cultural

Centre members of various study circles staged an exhibition. As is appropriate for such an event, a cake was served after the ceremony (the photo shows the full-time employees and the deputy mayoress on the right) and so the pleasant socialising of the smiling attendees continued.

Marija Kalčič Hrvatinić (redakcija@posavje.info), NEVIODUNUM Institute

European projects are beneficial for Europe and European countries

The Final conference of the EU project [*Personal Town Tours*](#) **PERSONALTOWNTOURS** (supported by the EC) took place in Ljubljana at the City Hall and was hosted by one of the seven project partners, the Slovenian U3A. In order to get familiar with a city “*one has to understand how people there work, love and die*” said *Albert Camus*. Seventy participants from seven European countries agree with this quote. Over two years, organisations of older people have been designing personal tours of their towns. Now that the flyers and publications are finished, one can follow older Europeans showing their town on thematic tours through Mestre, Vicenza, Ruse, Ljubljana, Temisoara and Ulm. Preparing these tours, the Slovenian team of older students headed by *Meta Kutin*, a young architect and author of the study programme *Squares, streets and buildings around us*, a new rather unconventional guide through Ljubljana was created uniting facts about cultural heritage with older students’ personal stories around them. The reader can learn about the already forgotten life in cafes, meeting opera singers after performances and offering them roses over a cup of coffee together, the route of the Ljubljana salad and more. The Slovenian team is intending to pursue their studies and set up an agency of cultural tourism offering personal town tours.

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ECIL, learning about generations and intergenerational practices soon online



“There is a growing recognition of the need for intergenerational approaches to vocational learning that explore the skill sets, attitudes and competencies of different cohorts of learners. However, there has been no systemic attempt to date to develop a structured, accredited approach to ILLP, particularly for the professional delivering these programmes.”

[ECIL](#) is a European project supported by the EC, stemming from EMIL, a European map of intergenerational learning supported by the voluntary work of its members and *Calouste Gulbenkian*. The coordinator of the project, *Allan Hatton Yeo*, from the Beth Johnson Foundation, UK, joined his efforts with other experts. Thus a basic face-to-face manual for setting up intergenerational practices was devised. The Slovenian U3A ran a pilot training, modifying and upgrading the contents through its expertise in local development and community education, education for project development, management of NGOs, organising educational events, active ageing, identity at the work place etc. The Spanish partner did the same in his way. The Bulgarian partner contributed the development of the platform for the programme to go online. The Swedish partner is an expert in evaluation. Step by step, a valuable result is being shaped: an on-

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line course in Slovenian for those interested in intergenerational learning, in education about generations and learning online.

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