

# e-novičke

Summer 2015

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

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### Abbreviations

**CMEPIUS:** The Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

**EAAL:** European Agenda for Adult Learning

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

**ESF:** European Social Fund

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

**LLW:** Lifelong Learning Week

**LP:** Learning Parade

**OQEA:** Offering Quality Education to Adults

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

**SHAPE:** Shared expertise in provision of adult education in five European countries

**SIAE:** Slovenian Institute for Adult Education



## SIAE PROJECTS AND EVENTS

### Celebration of the jubilee of Dr Zoran Jelenc

*Dr Zoran Jelenc*, the first director of the SIAE and the insightful proponent of many ideas that have borne rich fruits in adult education, celebrated his 80th birthday at the beginning of April. Past and present colleagues from the SIAE and members of the Adult Education Association of Slovenia (ADS) came together to mark this important jubilee.

In his [address](#), SIAE director *Andrej Sotošek* outlined Dr Jelenc's rich career and congratulated him on his 80th birthday.



### Lifelong Learning Week celebrated for the twentieth time

This year's LLW marked the 20th anniversary of this project. Since running the project for the first time during the European Year of Lifelong Learning (1996), we have been successfully developing and implementing LLW in cooperation with hundreds of partners at the local and national levels for two decades. This year's 44 regional and thematic coordinators, working hand-in-hand with nearly 1,700 event arrangers at the local level, approached the celebration of the anniversary with an even greater degree of creativity than usual, and succeeded in incorporating the number "20" in a variety of inventive ways.



LLW 2015 was also characterised by an overarching theme, that of the European Year for Development 2015, and additional themes agreed with the LLW network: Green Workplaces and Self-Sufficiency, Local Development Partnerships, Critical Consumption, Culture from Generation to Generation, Knowledge Improves Life (literacy), Human Beings in Sustainable Development. The festival of learning received the honorary patronage of Slovenian President Borut Pahor and the Slovenian National Committee for UNESCO. A full 46% of the more than 10,700 LLW events took place during the LLW itself (15–22 May), while more than half took place before the end of June. The LLW Calendar (<http://tvu.acs.si/koledar>) offers an insight into the enormous



variety of events taking place across the entire country. The anniversary was heavily promoted on the [LLW Facebook page](#) and on the Facebook pages of event organisers.

Once again this year, the introductory LLW event was the national inauguration. On 15 May, under the direction of [ZIK Črnomelj](#), the institution responsible for this central national LLW event and the first LP of 2015, we danced a Lifelong Learning Round Dance in Črnomelj (in the rain). Before that, we presented awards to an inspiring new group of [award winners](#). Together with the people of Črnomelj, we celebrated their involvement in the cultural heritage of the town and surrounding area, an enterprising spirit that will help mitigate the existing socio-economic crisis, and intergenerational encounters where knowledge is passed from generation to generation and enriched in all those involved. With justifiable pride, the hosts incorporated all these contents into the two event programmes, which met with an enthusiastic response from our foreign guests – participants in the [Learning to Tackle Poverty project](#) from seven countries, a study group from the Netherlands who came to Slovenia to learn about approaches to promotion, and colleagues from Croatia – themselves keen proponents and organisers of a learning festival – who had come to express their support. This extremely successful inaugural event opened the way to the thousands of events that followed in subsequent weeks.



For the third year in a row the activities of the LLW project have been closely tied up with a project financed with European funds: Implementation of the European Agenda for Adult Learning 2014–2015 in Slovenia. It was under the aegis of this project that we held the third [LP](#). Here too, a decisive role was played by partnerships that go beyond the strict confines of LLW and operate all year round. LLW/LP coordinators have, notably, become the pillars on which the entire festival of learning rests – and in many cases the "learning community" too. It is in this direction that LLW has made the most progress in recent years through the Learning Parades.



Despite constantly exceeding performance indicators, there is never any shortage of challenges in the LLW project. Every year we set ourselves new challenges and succeed in realising the majority of them. This broadens our horizons and gives rise to new ideas. These can only be put into effect with the combined efforts of representatives of the education profession and policymakers and, most importantly, of all those at whom the work is aimed – learners.

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

## 2014 SIAE awards for the promotion of adult learning and knowledge

“Their story, yours, mine – it’s what we all carry with us on this trip we take, and we owe it to each other to respect our stories and learn from them.” William Carlos Williams.

In May this year, at the inauguration of LLW in Črnomelj, we presented five [SIAE Awards](#) for the promotion of adult learning and knowledge for 2014 and enjoyed a premiere showing of the portraits of the award winners. In presenting these awards, we wish to place the spotlight on good learners and teachers in the field of lifelong learning, who through learning contribute to personal growth and the development of the community. Using them as a model, we hope to stimulate viewers' desire to learn and take action, and to offer proof that knowledge and interconnection with other people can change life for the better. This year the awards go to three individuals, one group and one organisation. These are: [Slavica Borka Kucler](#) of Ljubljana, [Zdravko Kuhta](#) of Maribor, [Jurček Nowakk](#) of Domžale, [Gill and Dennis Wraight](#) of Belčji Vrh and [Izola Public Library](#). [Read more](#).



If you like the portraits, share them. Tell us how you use them. Or how they could be more useful to you. And learn from our award winners. Learn in any way at all. It helps.

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## LLW 2015 enriched by foreign guests

We were pleased to welcome a four-member delegation from the Netherlands to the national inauguration of this year's [LLW](#) and [LP](#) in Črnomelj, Kranj and Ptuj. The members of the delegation are responsible for organising a learning festival in the Netherlands ([Festival van het Leren](#)) and are therefore interested in obtaining new experiences and views of events of this type in Slovenia, Wales and Ireland, in the context of their own project *European Input in the Dutch Learning Festival*.

We prepared a varied five-day programme of activities for our guests. To begin with, on 15 May, they joined us at the formal [national inauguration of LLW](#) and the [Learning Parade in Črnomelj](#), where they met the [winners of the 2014 SIAE awards for the promotion of adult learning and knowledge](#) and heard their stories. They ended the day by taking part in a fascinating learning experience in Metlika: baking a traditional Bela Krajina flatbread. The following day LLW teams from the SIAE and ZIK Črnomelj shared their 20-year experience of the LLW project with the guests at a workshop. We presented the [SIAE](#), the LLW project and the LP, which takes place in the



context of the [EAAL](#) project as an example of good practice in informing the public about the importance of adult education and the different forms it can take, and updated them on the progress of the [PIAAC](#) in Slovenia. They found out more about promotional approaches in Slovenia, such as the inclusion of the [stories of SIAE award winners](#) in the process of addressing various sections of the public, partnerships and sponsorships, and [giving a voice to learners](#). We then attended a LLW event near Dragatuš, where we met the Bela Krajina artists Vera Vardjan and Dirk Heij, whose life stories and artistic creations moved us greatly. The event was organised by the LLW coordinator in Bela Krajina, [ZIK Črnomelj](#).



On 18 May the guests attended and participated in the [Learning Parade in Kranj](#), where they again participated actively on the SIAE stand and were enthusiastic about the responses of various stakeholders from the field of lifelong learning. From conversations with representatives of the Ministry of Education, Science and Sport, local authorities and the local LLW coordinator [Ljudska univerza Kranj](#), they learnt a great deal about the approaches adopted by the stakeholders to include different groups of adults in lifelong learning and inform them about it.



The [Learning Parade in Ptuj](#) was the last stop of their visit, where the event was run with the participation of the local LLW coordinator [Ljudska univerza Ptuj](#). Through conversations with visitors and the organisers of the event, they discovered with great interest how such an event can connect the learning community.

Our Dutch guests took away many inspiring findings from their visit to Slovenia's nationwide festival of learning, which they can now adopt and adapt to conditions in their own country – thanks also to the local LLW network in Slovenia.

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### **Festival of Learning exhibition**

The wide range of events coinciding with the jubilee twentieth edition of LLW are also included in the Festival of Learning exhibition, which for the fifth year in a row presents the success of the LLW project to the general public, education professionals and policymakers. The exhibition has visited several locations, both in the capital and in other parts of Slovenia. LLW coordinators and independent providers have presented the exhibition in their own local environments, where they have organised LLW events, and the public have also had the opportunity to view the exhibition in other venues following the official conclusion of LLW.





The exhibition, which offers key information and showcases the achievements of LLW and, via numerous photographs, various LLW events, was enriched last year with two new panels dedicated to the LP and the many varied events connected to it that were held throughout Slovenia in 2013 and 2014. To mark the twentieth anniversary of LLW we have further enriched the exhibition with additional panels illustrating the success of LLW over the past 20 years and the key achievements and successes of this project.

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

### **Slovenia has successfully completed the PIAAC survey – results in a year's time: the PIAAC survey – a contribution to education and development in Slovenia**



This June saw the conclusion of the project "Measuring the effectiveness of the system of education and training for the development of competences of adult educators 2013–2015", in the context of which the [PIAAC survey](#) was carried out in Slovenia. The project received financial support in Slovenia from the European Union (European Social Fund) and the Ministry of Education, Science and Sport, and meant that at the beginning of 2013 Slovenia was able to join the group of nine countries cooperating with the OECD in the second round of the international survey for the assessment of adult competences. The project was run in Slovenia by a consortium of partners. The SIAE was the lead partner in the consortium, in which it was joined by two other partners: the Statistical Office of the Republic of Slovenia and the University of Ljubljana, the latter represented by three of its member institutions (the Faculty of Social Sciences, the Faculty of Economics and the Faculty of Arts). The consortium also includes a research group consisting of an interdisciplinary team of more than 20 researchers drawn from all the partner institutions. Publication of the results for Slovenia and the countries of the second round is expected in early July 2016.

The members of the consortium set themselves ambitious goals for this project. Since the very beginning, the project has consisted of two key parts: collection of data in the field and an analytical/applied part. In 2013 and 2014 the Slovenian PIAAC consortium carried out a pilot survey and the main PIAAC survey, which saw the participation of more than 6,500 adults aged between 16 and 65. At the same time work proceeded on the preparation of conceptual and theoretical bases for thematic studies and analyses.

To coincide with the end of the period of ESF co-funding, we organised a closing conference entitled "The analytical potential of the PIAAC survey – a contribution to education and development in Slovenia". The conference took place on 26 May 2015 in Ljubljana and was attended by more than 120 participants. One of



the aims of the closing conference was to encourage in-depth reflection on the planning of measures for more co-ordinated development in Slovenia. To this end, we invited two senior representatives of the OECD to the conference: Andreas Schleicher, Director for the Directorate of Education and Skills at the OECD, and Mark Keese, representing the Directorate for Employment, Labour and Social Affairs at the OECD. Materials and videos from the conference, and a discussion with Mr Schleicher, are available online at: <http://piaac.acs.si/konferenca/2015/#gradiva>.



In the period between the conclusion of the ESF project and the publication of the results, the SIAE will continue to coordinate the research group that was established within the context of the project in order to prepare planned analyses and studies on the basis of Slovenian data and propose necessary policy planning measures.

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### **InfO-mozaik – on-line collection of valuable information**

The InfO-mozaik section of the SIAE website (<http://www.acs.si/InfO-mozaik>) offers regular presentations of topical information, national and international statistical data and indicators and presentations of some key fields of adult education and learning. The information collected here is aimed at professionals in the sector, policymakers and the media. Some articles from recent publications (in Slovenian language):



- **expenditure on formal education in Slovenia** – shows public, private and international expenditure on formal education in 2012;
- **registered unemployment in Slovenia** – shows unemployment data for 2013 using figures from the Employment Service of Slovenia and figures from the international Labour Force Survey conducted by the Statistical Office of the Republic of Slovenia for the second quarter of 2013;
- a presentation of the publication **Education and Training Monitor 2014** – a brief presentation of the progress report on implementation of the Education and Training 2020 programme (E&T 2020), containing basic indicators of progress and target values at all levels and in key fields of the European education system; an article on the E&T Monitor 2015 is expected by the end of the year;
- **participation of adults (aged 25–64) in lifelong learning at the EU level** – we present comparative data on the participation of adults in formal and non-formal education and informal learning and the achievement of a 15% target value by 2020;
- **a second chance for young adults without qualifications** – we present figures regarding young adults (aged 18–24) who leave education early and efforts to reduce the percentage of such young adults to less than 10% as one of the key objectives of the Europe 2020 strategy;
- **inclusion in formal education and the education structure of the adult population** – provides recent statistical data on the inclusion of young people and adults in various levels of formal education and the education structure of the adult population of Slovenia and EU Member States.

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## The SHAPE project – international exchange of good practices in adult education

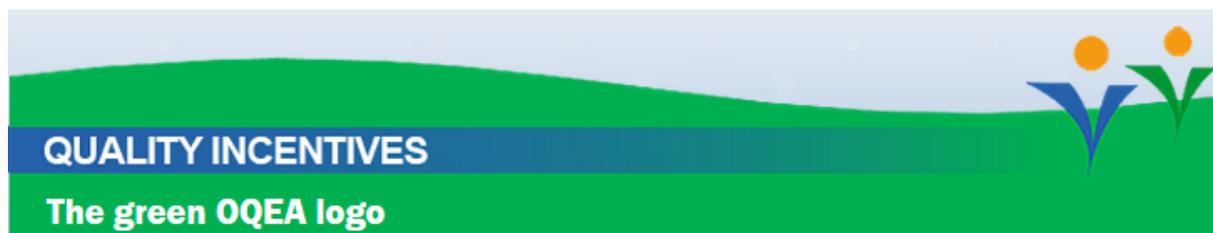


In the period 2014–2016 the SIAE is participating in the international project Shared expertise in provision of adult education in five European countries (SHAPE). Other participants in the project are: Keski-Uudenmaan koulutuskuntayhtymä – KEUDA (Finland), the project coordinator, Tietgen (Denmark), GIP EFTLV (France) and Istituto Formazione Operatori Aziendali – IFOA (Italy). The project is one of the actions under Erasmus+ Key Action 2 (KA2): Cooperation

for innovation and the exchange of good practices.

The main purpose of the project is the exchange of knowledge, experience and good practices in adult education among the partner countries. Each country is responsible for preparing and implementing a five-day educational meeting on a chosen topic. Three meetings have been held to date. The first, which was held in Slovenia, was dedicated to the training and advanced training of adult educators as an important support for their professional development. As an example of good practice in Slovenia, we presented the [competence-based approach to the training of adult educators](#) that we are developing at the SIAE.

The second meeting was hosted by our counterparts from the Danish educational organisation Tietgen, where



we discussed the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). We learned about examples of good practice for external evaluation and the development of quality in adult education. As an example of good practice in Slovenia, we presented the [Green Offering Quality Education to Adults \(OQEA\) Logo](#), an external quality incentive.

The third meeting was hosted by the IFOA in Reggio Emilia, in Italy. It covered internal quality systems for the field of vocational education and adult education. As an example of good practice in Slovenia we presented the [OQEA model of self-evaluation](#).

The next meeting is due to take place in France in October 2015. The main topic of the meeting will be key competences with a focus on the development of entrepreneurship.

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## Adult skills the focus of the adult education colloquium

The nineteenth edition of the main LLW event at the national level (<http://tvu.acs.si/ak/2015>), aimed at adult education professionals, took a slightly different form this year. Even at the preparatory stage we collaborated closely with the National Support Service for the [EPALE](#) at [CMEPIUS](#). A considerable part of the programme on 16 June in Kranjska Gora was dedicated to its presentation and official launch. The



platform was presented to the community of stakeholders in adult education by Andreja Lenc and Ajda Turk of CMEPIUS, who are responsible for the implementation of EPALE in Slovenia, while our guest Géraldine Libreau, the EPALE coordinator at the European Commission level, spoke enthusiastically about its application.



In the substantive part of the colloquium, entitled "*I can, therefore I am! Promoting adult skills*", we highlighted the importance of key and other basic adult competences. Our guest from the United Kingdom, Helen Casey of the National Research and Development Centre for Adult Literacy and Numeracy at the UCL Institute of Education, shared with us her experiences in promoting reading competence. The central part of the colloquium included a panel discussion at which we listened to a range of recommendations deriving from meetings of stakeholders at [21 EAAL events](#). The coordinators of these events spoke about the key findings and focuses for further work in this field. There is no doubt that the partnerships established or consolidated at the local level will benefit educationally deprived target groups (unemployed, young adults, the rural population, immigrants and others) and play a decisive role in this process. Thanks to its clear connection with concrete aspects of life and work in adult education at the local level, this part of the program attracted considerable interest (<http://lw.acs.si/ac/2015/index.php?nid=4333&id=942>).



The programme of the colloquium was further enriched by contributions on fostering the development of competences by activating local environments (by Dr Petra Javrh), the GOAL project, an overview of guidance activities as a support for promotion of the development of basic skills (by Tanja Vilič Klenovšek) and the European Year for Development 2015 (by Irma Šinkovec of the Ministry of Foreign Affairs).

Although EPALE is merely a tool (albeit a sophisticated one), it can make a significant contribution to the recognition and impact of individual content in adult education. By means of joint presentation/discussion we increased participants' enthusiasm about the use of the platform at the same time covered a topic that will become increasingly relevant after July 2016 when the results of the ESF project "Measuring the effectiveness of the system of education and training for the development of competences of adult educators 2013–2015" ([PIAAC Slovenia](#)) are disclosed.

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### **"Avtobiografsko" from Project Learning for Young Adults (PLYA)**



*"I admit that I'm afraid of the future. I'm quite a closed person and I don't have many friends. One day I would like to own a flower shop, and those who are close to me tell me that I should direct all my energies towards this goal!"*  
(Fragment from the story *Where Do I Belong?*)

The start of this year saw the publication of the second collection of stories in the "Avtobiografsko" series. Entitled *Druga perspektiva* (Another Perspective) and edited by Saša Košenina, the collection consists of stories written by participants, mentors and external collaborators from the [PLYA](#) programme run by Familija, a private education and therapy centre in Škofja Loka. The first collection in the "Avtobiografsko" series, entitled *Prtljaga preteklosti* (Baggage of the Past) and edited by Zvonka Labernik, was published in 2012.

From the point of view of the public educational programme PLYA, "Avtobiografsko" is a learning project that has taken shape over the course of the year, prompted by a range of other activities and smaller learning projects that have found a common realisation in the collection. In the introduction to *Druga perspektiva* Martina Guzelj, the head of the mentor group and director of the centre, explains that the project included portrait photography workshops with the Bulgarian photographer Albena Nikolova, who participated in the project as a volunteer with the European Voluntary Service (EVS).



"Avtobiografsko" can certainly also be understood as a unique form of teaching material for adult educators, in particular for those who work with vulnerable groups of adults. The message that this collection wishes to communicate to the reader is contained in the title. These young adults need to be viewed from another perspective. Not the perspective of hopeless drop-outs, Gaussian curves, generalisation, condemnation and blame, but the perspective of the personal, the perspective of empathy and understanding – or, as Guzelj puts it: *"I understand you. It wasn't easy, but you have the right, which is at the same time your duty, to go on with your head held high. Resolved to win. Because it will come: what you dream of, what you believe in and what you are working hard for."* And the mentors are there to help them achieve this!

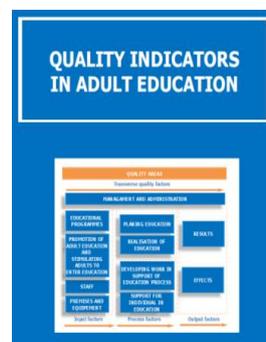
[Read more.](#)

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### Activities of the adult education quality counsellors network in the first half of 2015

A quality counsellor is a professional with good knowledge of the approaches, systems and processes of defining, assessing and developing quality. The [quality counsellors' network](#) consists of qualified counsellors who are also formally appointed to this role within an educational organisation by special decision of the organisation concerned.

In 2015 the central activity within the quality counsellors network is the measurement of results and effects in adult education. With the April meeting on the topic of monitoring and measuring the results and effects of the activities of adult education organisations, we counsellors wished to encourage reflection on how to reinforce or additionally develop measurement of the results and effects of adult education in our own organisations. Quality counsellors (and everyone else interested in this field) can help in this process by using the tools for the assessment and development of the quality of results and effects presented in the handbook



## [Quality indicators in adult education.](#)

Counsellors have the use of an [online classroom](#) to communicate with other counsellors and with the SIAE. This also serves as a learning environment for joint activities within the counsellors network. In 2015 counsellors have been working within their own organisations on introducing the improvements proposed in the quality development action plans prepared last year in the field of the promotion of adult education or encouraging adults to participate in education. In June they reported on progress in the implementation of the plans and found that much had been achieved in the first half of the year. Through the careful and systematic implementation of improvements, quality counsellors are enhancing their own internal quality systems in adult education.

The SIAE has begun work on the formulation of a model for the monitoring of results and effects at the level of educational organisations. We are aiming at an uncomplicated approach that quality counsellors will be able to test and apply in their own educational organisations. We will present the model to quality counsellors and discuss it with them at the next meeting of the counsellors network, this autumn.

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## **YES to adult education, but for whose labour market?**



Implementation of the EAAL is an activity that has also found its place in Bosnia and Herzegovina, despite the fact that the country is not yet a member of the EU. The role of national coordinator has been assumed by the Agency for Pre-school, Primary and Secondary Education, which is also responsible for adult education. Using the modest funding provided by the European Commission under the Erasmus+ programme, they have among other things organised a conference on adult education. Around 50 key adult education organisations at both the national and local levels were invited to the event, and the organisers were also keen to learn about Slovenia's approach to implementing the EAAL.

I myself presented the Learning Parade, specialised events designed to promote basic adult skills, and other aspects of our work in the periods 2012–2014 and 2014–2015. In exchange, I had the opportunity to witness their enthusiasm at the opportunities that have opened to them since the signing of the Agreement on their partial participation in the Erasmus+ programme, to hear the presentations of the national EAAL coordinator and the bodies responsible for the EPAL and eTwinning platforms in Bosnia and Herzegovina, and to listen to a lecture on the reform of vocational education and training. They proudly presented a significant document – Principles and Standards in Adult Education – adopted by the Council of Ministers of Bosnia-Herzegovina in April 2014, mentioning at the same time that the document was largely modelled on Slovenian legislation in the adult education field.

Individual working groups discussed the establishment of more successful social dialogue in the regulation and implementation of adult education, raising the awareness of stakeholders of the need for adult education, and ongoing professional training for adult educators. This last group does not have the option of studying adult education at home, and therefore receive their formal education in other countries including Serbia. The

EPALE platform will henceforth join the Institute of Education in contributing to non-formal training. As regards raising awareness about the importance of lifelong learning, the conference organisers mentioned the possibility of devoting greater attention to this in the future, advocating a holistic approach to human development, and modelling themselves on us. Regarding the issue of more effective social dialogue, various aspects were discussed. I was particularly struck by the fact that schools offering vocational education and training programmes are increasingly realising that they are investing in people who then leave the country en masse to work abroad, above all in Slovenia, Austria and Germany, and who are therefore a wasted investment for Bosnia-Herzegovina. They see a way out of this situation in economic recovery, which is of course an extremely difficult challenge. Does a similar fate also await us?



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

### **The international project Guidance and orientation for adult learners (GOAL)**

The SIAE is a partner in the three-year international project [GOAL 2015–2018](#), which is part of the Erasmus+ programme. The lead partner in Slovenia is the Ministry of Education, Science and Sport, while the national Institute for Vocational Education and Training (CPI) is another partner. Also participating in the project are partners from Belgium (project coordinators), the Czech Republic, Iceland, Lithuania, the Netherlands and Turkey (silent partner). Staff at the UCL Institute of Education in London will be responsible for the evaluation of the project and the development of a methodology for the monitoring and measurement of the effects of guidance.

The aim of the project is to improve opportunities for guidance for adults with low educational attainment in all partner countries. This will contribute to increasing the level of inclusion in lifelong learning and lead to greater social inclusion and mobility in the labour market. For Slovenia we have set ourselves the following goals: to study the guidance needs of adults with low educational attainment for the purpose of inclusion in education and learning; to develop and implement guidance approaches to support selected groups of adults with low educational attainment; to define the competences required by guidance counsellors for work with adults with low educational attainment; to develop a methodology to evaluate the results of guidance activities at the level of the individual; an exchange of experiences among participating countries with an emphasis on guidance activity models and evaluation of adults' knowledge.



There will also be an emphasis on the evaluation of guidance processes for adult education. The results will enable a more detailed insight into the formulation of the criteria, conditions and factors that are of key importance for the success of this activity. We will also use the data to develop systemic support at the level of policy regulation and the participation of a range of partners in order to enhance guidance activity models in adult education in all partner countries.

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### **Presentation of the adult education offering**

For a number of years now, the [SIAE](#) has been publishing, in conjunction with various adult education providers, an overview of educational opportunities for adults on the website [KAM PO ZNANJE \(Where To For Knowledge\) – Overview of the adult education offering](#). Slovenia is one of the few countries to offer an overview of educational opportunities for adults in the field of formal and non-formal education. The website is designed in such a way as to give different adult education providers the opportunity to promote their education programmes to the widest possible audience, and allow users to find, in one place, information on adult education providers, education programmes and other useful information and interesting links to websites dedicated to adult education and learning. As such, the website is a useful resource both for individuals seeking information about educational and learning opportunities, and for education professionals making systemic and professional decisions. Until September 150 providers have offered around 2.500 education programmes for the academic year 2015/2016 and presented themselves on the website. Providers will continuously update their education offering on the website. The majority of education providers are private institutions and schools, secondary schools and adult education centres, but other adult education providers are also present. A wide range of non-formal education programmes for general needs and free time and training/advanced training programmes for professional needs accounted for the majority of the offering on the website. The largest number of programmes offered are in the fields of foreign language learning and computing, basic communication skills, business management and personal development. A variety of programmes are also offered in the fields of health, career development, jobseeking, increasing employability and other fields. The programmes are aimed at various target groups (the elderly, the unemployed, entrepreneurs, professionals from various fields, individuals with special needs, and others).



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### **Government adopts the Annual Programme for Adult Education for 2015**

At its 33rd ordinary session on 22 April 2015 the Government of the Republic of Slovenia adopted the [Annual Programme for Adult Education in the Republic of Slovenia for 2015](#) (in Slovenian language). The

programme has been published on the website of the Ministry of Education, Science and Sport. The Annual Programme represents a plan for the realisation of the objectives of the [Resolution of the Adult Education Master Plan for 2013–2020](#) (in Slovenian language) at the annual level. It includes education, training and learning for people who have completed compulsory elementary education, where in terms of obtaining state-approved qualifications they are limited to adult education under elementary, vocational, secondary technical, gymnasium (general secondary) and higher vocational education programmes. It also takes into account the objectives of the Resolution: raising the level of education of the population and the level of basic skills; increasing the employability of the active population; improving opportunities for learning and participation in education; and improving the general education level.



REPUBLIC OF SLOVENIA  
MINISTRY OF EDUCATION,  
SCIENCE AND SPORT

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

### Last phase of the Know Your Lifestyle project

How time flies, I thought to myself, as we began the last meeting of partners in the [Know Your Lifestyle project](#), which took place on 12 and 13 May at the SIAE in Ljubljana. In another six months or so the project will be completed.



Initially we were planning to conclude the project with a closing conference to which we would invite educators from other countries, but we had second thoughts about this at the last meeting. Instead, we thought about ending the project in a different way – more sustainably: in the spirit of a smaller carbon footprint and with the help of sustainable technologies that could bring our event closer to the local context and at the same time establish global contacts. The recent event marking the official launch of EPALE, which we were able to follow together at the SIAE, is a good model.

The project is not only about teaching. Above all, it is about changing lifestyle practices and patterns of consumption. Thus the project includes an evaluation questionnaire in which we ask how many adult education organisations have begun supplying themselves with, for example, fair trade products or products with a low carbon footprint, etc. It is here that changes are most difficult, with the most commonly cited obstacles including money and the higher prices of sustainable products. When we encounter this problem, it is a good idea to look at the material again and think about the so-called R-rules, which are a perfect metaphor for the principles that, if we decide to do so, can help us formulate effective patterns of consumption:

*Rethink: think about what you need and what you can do without*

*Reduce: buy things according to (energy- and material-) efficient and fair principles*

*Repair: maintain and repair so that things last longer*

*Refuse: don't buy for the sake of it – borrow, rent, exchange and share instead*

*Re-use: keep using a product for as long as it still works*

*Recycle: reduce waste – give away, recycle, etc.*



If on reading the last sentences you feel the need to express your opinion – for or against – you can find plenty of information and initiatives in the material that will confirm you in your opinion or change it. Or you can even start to educate others in this field. In this too, the material will offer you excellent support.

Printed materials – 200 copies – are also available in Slovenian. Come and see for yourselves, and join us! These materials are aimed at everyone who breathes the same air, drinks the same water and coexists with other living creatures on this beautiful blue-green planet of ours.

[Read more.](#)



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### Expert External Evaluations in Adult Education

Educational organisations take part in expert external evaluation when they wish to obtain an external, expert view of quality in particular areas in their organisation in order to improve the quality of their work and their offering to participants. For the fourth year in a row, the SIAE is conducting expert external evaluations in adult education; this year in the mandatory field of *Internal systems for quality assessment and development* and the elective fields of *Support to participants in their education* and *Development orientation of adult education organisations*. In all cases participation is voluntary.



In spring 2015 we published a call for participation in this year's expert external evaluations. Three adult education organisations were selected to take part: Center za izobraževanje in kulturo Trebnje, INVEL Inkubator za razvoj podjetništva, d.o.o., Velenje and Ljudska univerza zavod za kulturo in izobraževanje Slovenska Bistrica.

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

As well as conducting and coordinating the external evaluations, the SIAE is constantly developing and improving existing tools for the external evaluation process. This year we have developed the new field of *Development orientation of adult education organisations* with corresponding standards and criteria, while in May a new e-application tool was presented to the organisations for their self-evaluation reports.

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

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## Video on community learning in the Italian-Slovene cross-border area

The Slovene-Italian cross-border Study Circles project has produced a video entitled *Community Learning in the Cross-Border Area*. The video was created by the non-profit organisation Torre Natisone GAL, which operates in the Natisone/Nadiža and Torre/Ter valleys and pursues the economic, cultural and social development of this area. The video is divided into three parts: the first, introductory section features representatives of Torre Natisone GAL and the Soča Valley Development Centre and experts who have participated in the project (SIAE researcher Nevenka Bogataj and Paolo Orefice and Giovanna Del Gobbo from the transdisciplinary UNESCO Chair on Human Development and the Culture of Peace at the University of Florence); the second part showcases two cross-border study circles dedicated to tourism; and the third part describes the work of a study circle in the Karst region. All three parts of the video have been posted on YouTube. We invite you to watch all three parts and to use the interesting content in your own work.



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## Learning and education in the community the focus of this year's Pedagogy-andragogy days

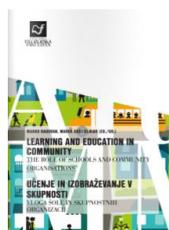
On 29 January 2015 the Department of Educational Sciences at the Faculty of Arts in Ljubljana held the 40th Pedagogy-Andragogy Days (PAD 2015). The theme of the event was *Learning and Education in the Community*.

The focus of the event was the community and the role of education and learning in the development of an inclusive community. Such a community presupposes policies and practices designed to strengthen both individual lifelong development and the development of families, neighbourhoods, communities and institutions. In this context, the education of children, young people and adults is one of the social institutions within the wider structural network in a community that can foster and maintain



the social inclusion of its members and at the same time contribute to greater social justice and opportunities for all to develop their own competences and realise their own choices.

The speakers at the event presented cooperation of schools with the community, including from the intercultural perspective, and adult education and learning in the local community. Participants took part in two workshops on learning for older men in the community and the cooperation of schools with the community. The event ended with a round-table discussion where we debated the value of knowledge acquired through the study of pedagogy and andragogy for successful professional work in schools and various community organisations.



This year's PAD also saw the publication of a book entitled [\*Learning and Education in the Community – the Role of the School and Community Organisations\*](#).



For details of the programme, including the presentations and photo highlights, visit: <http://pad.pedagogika-andragogika.com/program.html>.

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

### The SIAE and social responsibility

Mulej (2015) defines social responsibility as "the obligation of every human being, as an individual and as part of an organisation, to be an honest and reliable partner both on the personal level and in business dealings, because they are aware of their interdependence with others" (p. 108), explaining that "without cooperation the individual cannot be sufficiently complete in himself/herself to not overlook something", which means that the mission of social responsibility lies in overcoming "one-sidedness and [...] abuses" (p. 108). [The ISO 26000 standard](#) (2010) states that an organisation is responsible for the effects of its decisions and activities on society and the environment, something that is also confirmed by definitions for [enterprises and other organisations](#).



The 10th IRDO international conference  
SOCIAL RESPONSIBILITY AND CURRENT CHALLENGES 2015  
**PLANNING & REPORTING ABOUT SOCIAL RESPONSIBILITY**  
Newest scientific and professional views with examples of good practice  
...  
**NAČRTOVANJE IN POROČANJE O DRUŽBENI ODGOVORNOSTI**  
Najnovejši znanstveni in strokovni pogledi s primeri dobrih praks  
Slovenia, Maribor, 18. - 19. March 2015

With regard to the development of adult education in Slovenia, past SIAE staff (now retired) made socially responsible decisions. The legacy of these decisions is a continuing commitment to knowledge, responsibility and innovation, in particular because of the need to adapt to ever faster changes at the global level, both negative (e.g. climate change) and positive (e.g. the end of colonialism and racism, the Occupy Wall Street movement, etc.), as pointed out by Mulej in a book published to coincide with [the social responsibility conference and current challenges 2015 in Maribor](#), for which two articles describing specific cases have been prepared. It is not easy to take into account both the global and local levels (and all the levels in between), but adult education in Slovenia is at least attempting to continue to do so. Thus, for example, in the context of the above conference and the Integral Green Slovenia concept, Mulej highlights the need to seek out developmental responses through non-technological innovations, which enable, rather than a merely legal orientation, an "innovation-diffusion process of values and habits in the direction of an ethics of interdependence" (p. 116) and emphasises that Slovenia is a possible origin of social innovations. In a period of limited opportunities, such an approach would also open the door to the SIAE, provided it continues along the developmental path it has set for itself.

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## INTERNATIONAL COOPERATION

### Meeting of the group on European indicators in education

At the end of June we joined the other members of the Standing Group on Indicators and Benchmarks (SGIB) for the 39th meeting at the European Commission (EC). EC representatives informed us about recent staffing and organisational changes at the EC, including the transfer of the field of "vocational education and training, adult education and skills" from the Directorate General for Education and Culture (DG EAC) to the Directorate General for Employment (DG EMPL). This has the further consequence that the SGIB will no longer deal with the PIAAC adult skills survey and the development of an indicator or benchmark for this aspect of education, or with the continual vocational training survey (CVTS). Nevertheless, both fields will be included in the annual progress report, the Education and Training Monitor 2015, with contents prepared for them by DG EMPL.



This year's Monitor is due out on 12 November and will be presented live for the first time by EC members at inaugural events in four or five selected countries. Three sections in the first part of the publication will cover the following topics: investing in education and guaranteeing equal opportunities, education levels achieved in young people, who are a critical target group in Europe, and political mechanisms for the achievement of social inclusion, quality and relevance. The second part of the publication will contain standardised country reports according to the already established model, while the Monitor will also include a visualisation tool for comparisons from year to year and between countries.

The topics covered at the meeting also include the introduction of the quality aspects of the Joint Assessment Framework (JAF) methodology and the definition of the seven priority areas of education policy in the coming period: Effective investment in education and educational infrastructure, Innovations in education (new technologies, enterprise, institutional changes), Eliminating inequality and fostering social inclusion and active citizenship, Importance of teachers for improving the quality of education, Key competences, Quality pre-school education and Fostering learning mobility. These will also be priority areas as regards our work in the field of the development of indicators and the monitoring of progress. We also discussed the surveys that await us in the next few years, including TALIS 2018 (professional development of teachers), PISA 2018, PIAAC 2017 or 2022 and ICILS 2018 (digital competences of secondary school students). The EC has reconvened the expert group for ICT (in which Slovenia is represented by Borut Čampelj of the Ministry of Education, Science and Sport) and a new group has been formed for multilingualism (in which Slovenia is represented by Dr Karmen Pižorn of the University of Ljubljana's Faculty of Education).

There is therefore no shortage of work in the field of information support for decision-making and the monitoring of progress in education, which includes a large number of individuals and institutions at the national, European and global levels.

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## Next assembly and conference in June 2016 in Slovenia

The [European Basic Skills Network](#), EBSN, is a unique organization gathering policy makers and policy providers engaged in basic skills training for adults. It aims at promoting excellence in policy design and policy implementation, at European, national and regional level, in a field that has considerable impact on education, employment, social inclusion, the fight against poverty, and sustainable economic growth. The network's main focus of attention is on five of the main basic skills: literacy, numeracy, digital competence, oral communication and second language for immigrants. Other skills, in particular entrepreneurship, soft skills and other key competences may be added to this list in the near future.

A great deal of the knowledge sharing and creation takes place as informal activities all through the year, but our annual General Assembly and Collaborative Workshop, the EBSN conference, is a very important event for the network. Most past conferences have been hosted by national ministries and it is with great pleasure that the EBSN's General Assembly of 2015, gathered in The Hague, the Netherlands, on June 3rd this year, accepted the official invitation of the Slovene Ministry of Education to host the 2016 event in May/June next year. The ministry will cooperate in this task with the Slovene Institute for Adult Education, SIAE, and the EBSN is very much looking forward to further strengthening our cooperation with such appreciated colleagues.



Welcome to the EBSN and Ljubljana in 2016!

Graciela Sbertoli ([gs@vox.no](mailto:gs@vox.no)), Chair of EBSN Executive Committee.

## Participation in the Grundtvig project European InfoNet Adult Education III

SIAE has participated in the Grundtvig project [European InfoNet Adult Education III](#) as a correspondent and we therefore take this opportunity to present this year's three issues of the InfoNet Newsletter.



The [first issue](#) of the InfoNet Newsletter focused on the theme of blended learning, reflecting a collaboration with *Lifelong Learning in Europe (LLinE)* magazine. The issue contains articles on this educational method, which combines e-learning and traditional teaching. The authors of the articles focus on both the theory and practice of this method.

The issue included the following three key articles:

- [Playful solutions for lifelong learning](#) by Kristiina Kumpulainen and Lasse Lipponen;
- [Boosting blended learning quality](#) by Peter Mazohl;
- [A critical reflection of the current research in online and blended learning](#) by Anthony Picciano.

The [second issue](#) of the *InfoNet Newsletter*, dedicated to the InfoNet annual conference in Lisbon, appeared in April. The conference included an evaluation of work on the project not only in the past year but in all ten years of InfoNet's operation. The main discussion at the conference and the most important decision was the merging of InfoNet with the Finnish publication [Lifelong Learning in Europe \(LLinE\)](#). This decision is the consequence of close cooperation over the past three years and the fact that the InfoNet project is due to end in September. You can read more about this milestone in the article by Michael Sommer.

The key articles in this issue were the following:

- *Michael Sommer* is the author of the first article, entitled "Infonet and LLinE to merge: New online adult education magazine from September" (<http://www.infonet-ae.eu/articles-european-affairs-27/2236-infonet-and-lline-to-merge-new-online-adult-education-magazine-from-september>),
- SIAE staff member *Simona Kavčič* presents Marko's story about how to live with your library, a place where everyone can find something for themselves, learn something new, socialise and find a new way to spend their time actively (<http://www.infonet-ae.eu/articles-national-affairs/2241-to-socialize-to-learn-to-grow-personally-to-live-with-your-library>),
- *Bernadette Brady* writes about education in Ireland and asks whether the outlook in Ireland is promising (<http://www.infonet-ae.eu/articles-national-affairs/2240-education-at-a-glance-a-promising-outlook-for-ireland>).



The third and last issue of the InfoNet Newsletter appeared in July. The [European Infonet Adult Education](#) website bids farewell after ten years, since the third financing period comes to an end at the end of September (EU Lifelong Learning Programme). New articles will no longer be published, but the archive of past articles will remain accessible. At the same time, in the wake of its merger with the Finnish magazine [Lifelong Learning in Europe – LLinE](#), InfoNet is facing a new beginning: the first joint test version of a new online adult education magazine called *ELM (European Lifelong Learning Magazine)* is due to be launched in September. The first regular issue of the new magazine will appear in December. You can read more about

the new magazine in the article entitled: [ELM – European Lifelong Learning Magazine. A new European online magazine on adult education – journalistic writing devoted to the practice of adult learning.](#)



While you are waiting for the ELM, don't hesitate to read the latest articles from our correspondents around Europe, including Slovenia, on the [InfoNet](#) website and in the [latest issue of LLinE](#), which is dedicated to the role of theories and paradigms in adult education.

Over the last three years the SIAE has contributed numerous articles in its role as correspondent, which thanks to their quality have been among the most read. Recent articles include two interesting pieces by SIAE staff.

- *Peter Beltram* writes about trends in adult education in Slovenia. Slovenia has decided for a broader concept of adult education. Raising awareness of health hazards, climate change and national cultural heritage are new elements of adult education in Slovenia. This creates new challenges when it comes to ensuring the competences of educators and monitoring and evaluating activities. The strategic development document [Resolution on a National Programme of Adult Education in the Republic of](#)



[Slovenia for the period 2013–2020](#) saw the two ministries responsible for education and labour joined by the ministries of health, agriculture and environment, culture and the interior, with their respective programmes. You can read more about this in the article entitled [Slovenia decides for a broader concept of adult education](#).

- The article [Hidden knowledge is a treasure!](#) by Vera Mlinar presents the fascinating experience of a candidate undergoing the process of validation of non-formal acquired knowledge, skills and competences, which she encountered while unemployed. The process helped her realise what she was capable of and what skills she possessed for the job she wanted. The process of evaluating formally and non-formally acquired knowledge gave her a great deal – it contributed to her professional and personal growth and motivated her to build on her knowledge for a professional career.

Click here to visit the [InfoNet Facebook page](#).

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

## RELEVANT PUBLICATIONS

### Proceedings of the conference **Improving Reading Literacy**

The [digital library of the National Education Institute of the Republic of Slovenia \(ZRSS\)](#) has recently published the proceedings of the conference on [improving reading literacy](#) that took place at the Ministry of Education,



Science and Sport on 7 February 2014. In the words of State Secretary Andreja Barle Lakota, the proceedings offer "insight into the discussions on this topic which the Ministry of Education, Science and Sport, prompted by the results of the PISA study, held with a range of experts. The publication summarises their papers, in which they analyse the situation, consider circumstances and indicate possible solutions for improving reading literacy, and is aimed at the specialist public as a basis for further activities. It also represents useful reading for the general public, since it points out the importance of all forms of literacy."



Conference participants discussed adult literacy from the point of view of developmental and research achievements in the last decade. Literacy has a different meaning and dimensions in the case of adults, and these must be recognised and taken into account when planning educational and other measures. It should also be noted that the results of the [PIAAC survey](#), when they become available (in July 2016), will enable new insights into the issue of adult literacy in Slovenia.

On the basis of the results of the PISA survey, the Minister of Education, Science and Sport appointed (in 2014) a special committee to update the 2006 National Strategy for the Development of Literature. The results of the work of the committee and new guidelines for the development of reading literacy are expected by the end of 2015. [Read more.](#)

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## Promotional booklet in two languages on the OQEA approach to self-evaluation

In the context of the international project *Shared expertise in provision of adult education in five European countries* (SHAPE) we have been given the opportunity to offer a brief, synoptic presentation of Slovenia's approach to the self-evaluation of adult education, the so-called OQEA model, in printed form. We have therefore decided to design and print a promotional booklet in two versions – English and Slovenian.

The booklet presents the starting points on which the OQEA approach to self-evaluation is based, the expert principles that an organisation using this approach is encouraged to apply, the quality circle of the OQEA model and a step-by-step description of the procedure to be followed by an organisation that educates adults and plans and implements self-evaluation according to the OQEA model. The booklet also sets out the various elements that an organisation is encouraged to introduce to its own internal quality system during the process (elements of the internal quality system).



Other contents from the field of the quality of adult education that are developed and directed by the SIAE are presented in brief. The booklet illustrates the role of the SIAE in the development of internal and external approaches to the definition, assessment and development of the quality of adult education, presents training and advanced training programmes and offers a list of expert literature to support self-evaluation and external evaluation processes.

The English version of the booklet *Approach to self-evaluation, Offering Quality Education to Adults – OQEA* is available online at: <http://kakovost.acs.si/doc/N-1144-1.pdf>.

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## Active Ageing in Slovenia – study published

The concept of active ageing is something we encounter at almost every turn, although in the majority of cases it is understood merely as an extension of the active working period or as a form of intergenerational solidarity. Little is known about what competences are needed in order to be able to age actively, how their development is affected by national and other legal bases, policies and strategies, and how to achieve active ageing through life and in our later years. These are the questions addressed by the study "Active Ageing in Slovenia". This study, conducted by the Slovenian Third Age University, reveals the political and demographic background to learning and education for the elderly in Slovenia, including a review of the most important legislation, gives a conceptual view of active ageing in Slovenia, offers an overview of the competences of the elderly and presents strategies and action plans to support them.



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# SLOVENIAN ADULT EDUCATION SCENE

## EPALE Slovenija successfully launched in Kranjska Gora

[EPALE Slovenija](#) is part of European EPALE community which is followed by more than 6,300 registered users – adult educators from Europe and also other parts of the world. It was [successfully launched](#) in a beautiful town of the Alpine region, Kranjska Gora on 16 June. It welcomed almost 100 participants from Slovenia, Bosnia and Hercegovina, Belgium and Great Britain.



[EPALE](#) opened its doors to a wider adult learning community at the end of year 2014. Since then [28 European countries](#) have contributed their work and content to the growth of EPALE. This is mainly done by Central Support Service (CSS) and National Support Services (NSS). Every day, stakeholders from adult learning sector can find useful resources, blog posts, news, interesting events, and also information about other organizations which are active in adult learning. The goal is to improve their work and help more people (adult learners) become a part of lifelong learning process.

[Slovenian National Support Service \(NSS\)](#) is co-ordinated by the Centre of the Republic of Slovenia for Mobility and European Education and Training Programmes ([CMEPIUS](#)). As we want to deliver all our tasks as successfully as possible we agreed that a collaboration with SIAE is essential. SIAE helps NSS Slovenia in identifying relevant content and establishing network connections by motivating and animating key stakeholders through



different events, meetings and social media. 19th Adult Education Colloquium & National Opening EPALE Slovenia, Friday breakfast with EPALE, and combined livestream view of EPALE launch from Brussels (which took place on April 15) were the most resounding events where Slovenian key stakeholders (from Ministry of Education, Science and Sport, [Association of Slovenian Adult Education Centres](#), SIAE, and other organizations) had the opportunity to recognize what EPALE is really about.



As we want more and more of Slovenian adult educators to participate in EPALE community we've also opened EPALE section in SIAE's bulletins [e-Novičke \(e-news\)](#) which are published every month. There we inform about novelties, important events, themes and other topics related to EPALE. One of e-news promoted video [EPALE – Case Studies from Slovenia](#) in which we present four different adult education experts from Slovenia who find EPALE useful for their work. We invite you to take a look, and let EPALE be your first click in the morning as it is for Brigita Kruder, director of Adult Education Centre Slovenska Bistrica.

Do you want to find out more about EPALE or our work? [Register now](#) or write an email to [epale@cmepius.si](mailto:epale@cmepius.si). Follow us on [Facebook EPALE Slovenia](#) and Twitter ([@EPALE\\_SI](#)).

Ajda Turk ([ajda.turk@cmepius.si](mailto:ajda.turk@cmepius.si)), CMEPIUS

### Is it easier to obtain a job with the help of the library?

Partners from seven EU countries asked themselves, how public libraries can help people to develop employability skills and find a job. We created the project [LinkINjob: job-hunting with the help of librarians](#) in the frame of the [Erasmus+, KA 2 – Cooperation for innovation and exchange of good practices programme](#). Public libraries from Austria, Bulgaria, Lithuania, Romania, Finland, Ireland and the coordinating library, [Ljubljana City Library \(LCL\)](#) from Slovenia designed a two-year project, aimed for development of various learning and motivational activities for unemployed in libraries.



Partners have already prepared [research](#) of target groups in partners' environment in the field of unemployment, labour market and educational opportunities for the unemployed. In April we prepared a training for librarians which will run learning activities for the unemployed and other job seekers. Training was conducted between 13th and 17th April in [Tower of knowledge](#), which merges the city library and adult education centre of Linz, Austria. With gained skills and competencies participants will prepare and run 28 learning activities, among which at least 7 will be on ICT skills development. The main result of this project will be e-guidelines with activities and services for job seekers, which will be available also for other adult education institutions, especially libraries.

Questions on development of employability skills in library are addressed on various occasions. An event titled [Development of employability skills](#) was dedicated specifically to this topic. One of the results of this event is also a [blog post dedicated to this question](#). All these activities are focused on improvement of the ability of libraries (and other adult education institutions) to help people find employment.



Simona Šinko ([simona.sinko@mklj.si](mailto:simona.sinko@mklj.si)), Ljubljana City Library

### Promoting lifelong learning and learning communities in the region of Bela krajina



From 13 to 16 May 2015, ZIK Črnomelj (Institute for education and culture Črnomelj) hosted twenty-eight adult educators from seven European countries at the final meeting of the Grundtvig partnership project Learning to Tackle Poverty (LTP). The partnership meeting (programme) coincided with the national opening of the 20th LLW and LP in Črnomelj.



The purpose of the international learning partnership is the exchange of ideas and best practice examples on the impact of adult education on personal development of the inhabitants of those areas, which are recorded as underprivileged, economically less developed and having a high unemployment rate. Besides ZIK Črnomelj, there were organizations involved in adult education at the national level from Finland, Hungary, the Netherlands, Switzerland and Wales, as well as adult educators from the Czech Republic and Lithuania.

The main emphasis of the learning partnership LTP is on developing strategies for the integration of the unemployed into education and acquisition of skills for the job search, inclusion of less educated parents of preschool and school-age children into intergenerational learning, involvement of the elderly, women and members of ethnic communities into lifelong learning. In addition to developing new creative strategies for the participation of adults in lifelong learning, the partnership enhances the existing promotional activities in this area, such as LLW and learning festivals in different European countries.

Visiting the region of Bela krajina, the participants of the international mobility learned about examples of good practice in working with vulnerable target groups and developing self-initiative and entrepreneurship in rural areas. The participants responded



especially positively to the connection of the co-creators of lifelong learning with the local community, which they could observe in the implementation of the national opening of LLW and LP. They all stressed that the experience of the national event at the local level was invaluable, and they would like to transfer it to their environment. The guests from the Czech Republic, the Netherlands and Switzerland had an in-depth interest in transferring good practices to enrich their learning festivals. They were fascinated by the idea of [Learning Parade - days of learning communities](#), developed by SIAE.

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### **“The Freedom to co-operate”, a new series of intergenerational learning encounters in Slovenia**

Intergenerational learning for acquiring competences for work and employment as well as social inclusion is currently the topic of a series of intergenerational encounters in Slovenia titled *The Freedom to Co-operate*. The encounters are to be taking place from February to May 2015. They have been launched and are being coordinated by Slovenian Third Age University. The topics dealt with: issues of youth’s work and employment and key competences for lifelong learning, older people’s contribution towards youth’s employability and what they gain from learning together with young people. Moreover, at the 3<sup>rd</sup> International Festival of Knowledge and Culture in Later Life (15<sup>th</sup> April 2015, Velenje, Slovenia conceived by Slovenian U3A) the need for intergenerational ICT learning will be approached on the basis of the analysis and interpretation of the results of the research *The potential of the development of intergenerational learning*.



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## THESS project - Tourism and Hotel management Educational Soft Skills

For institutions such as Ljudska univerza Velenje European projects present an opportunity to broaden and expand their work field. They bring novelties and innovations in the field of education by introducing new methods and approaches already established abroad.



The acronym THESS project stands for “Tourism and Hotel management Educational Soft Skills”. THESS project was designed to establish a practical European Standard qualification for the hotel and tourism

sector, cost and time efficient and available for a wide range of potential users. Within the THESS project, partners set assessment standard qualifications for the hotel and tourism sector – Food safety. The target group are people aiming to work in the hospitality sector without formal education in the mentioned field, those with unfinished education or employed in the sector who wish to “refresh” their knowledge.

In Slovenia, courses were organized that support the qualifications. During 10-hour course led by professional, participants learn about Food Safety and discuss how this should be implemented in praxis. After they successfully pass written assessment, candidates receive a certificate proving that they are familiar with Food safety basics. The first group finished in May with 18 candidates receiving the certificate. The second group of 28 finished in June. The feedback is very positive and candidates found the knowledge gained very useful. Many are confident that the obtained certificate will improve their chances for employment. A total of 200 participates will receive the certificates by the end of the project lifetime, 20 assessors were trained.

*“This certificate will bring me personal satisfaction. Moreover, given that I have already passed the exam for caretaker, it will come very handy. Especially since I already work as one and am preparing food in the care home. I have already self-financed a course and exam for a social caretaker, beginner’s course in German and when I found out that this course on Food safety is free of charge, I was very happy to be able to attend it and I think I passed!”* Ksenija Lesjak, the participant.

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## The Learning prison project was successfully finished

With the new EU policies focused on reintegration rather than on imprisonment, the main aim of the [Learning prison](#) project was to create an environment where effective personalized learning could take place within prison. This required an understanding of the impact the relationship prisoners develop with staff, external providers and other shareholders on the outcomes. Therefore the prison staff, administration personnel, prison professionals (psychologists, educators, social workers,



occupational therapists, teachers, and priests), external providers and a wide range of other shareholders were included in the project. The participants shared their knowledge and their experiences in partner meetings, dialogue training workshops, and through good practice examples. The shareholders (prison staff, administrators, guards, volunteers, prison chaplaincy, educators, social workers) had the opportunity to test the new ways of communication by themselves in the dialogue training workshops. Through the dialogue training workshops, the e-book with the collected good practice examples, pedagogical methods and Dialogue process for Learning prison project chart were tested and proven useful in different countries.

The project enabled the partners (from France, UK, Turkey and Slovenia) and prison professionals to share knowledge on national legislation systems and prison organisation thus facilitating the collaboration between partners and other shareholders in prison context as well as provided the basis for future collaboration.

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### **3rd International Festival of Knowledge and Culture in Later Life gave visibility to old age older people's valuable achievements**

There are many unresolved issues in relation to old age. One of them is lack of older people's access to public sphere and space. Though, older people are active and productive, their activities remain of limited visibility and gain rather little public recognition.

On April the 15th Slovenian Third Age University and Third Age University of Velenje co-organized in the prestigious venue, the Cultural Center of Velenje, the 3rd International Festival of Knowledge and Culture in Later Life. The festival is unique of its kind in Slovenia and other Southern European countries, focussing on research, knowledge and artistic creativity of older people.



Students of Third Age University of Murska Sobota presented their photo study of local castles, focussing on its possible contribution to cultural tourism development in their Eastern Slovenian region. Third Age University Žalec (another U3A in the network of 49 universities all over Slovenia) screened their documentary film on the traditional production of hops as well as cultural socialising around this economic activity in their Savinjska Valley. The dramatic arts and folk traditions from Carinthia, another Slovenian region, were staged by Third Age University of Slovenj Gradec.

Moreover, the audience was introduced to a non-governmental organization from Tuzla, Bosnia, connecting older people by means of cultural and humanitarian activities, and to the international activities of Third Age University Zagreb, Croatia.

Members of the [European CINAGE project](#) from Third Age University of Ljubljana participated in the round table about film producing and creativity in old age. They premiere screened two short featured films on the



topic of active ageing resulting from the CINAGE project. The short films were produced by "those who know what ageing is all about", that is older CINAGE course students under the guidance of young professionals. The films were showcasing active ageing competencies, particularly stressing the learning competence and the creative joy of learning.

On the platform of the Cultural Centre of Velenje several hundred visitors and passers-by listened to the brass band concert of Third Age University of Velenje. We were impressed by the sounds of zither and guitar and by singing by the choir of the hosting university of Velenje.

In the afternoon some of the visitors took a study tour of Velenje Castle and The Coal Mining Museum of Slovenia while others attended the intergenerational workshop Freedom of Participation and Intergenerational Learning organized together with the MISSS, Youth Information and Counselling Centre of Slovenia.

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### **Socio-cultural animation in hospitals changes perspectives on culture and body argues Slovenian Third Age University**

Socio-cultural animation has had a long tradition in French hospitals, most probably starting with a theatre performance staged by Marquis de Sade between 1800-1810 while he was admitted to a Parisian hospital. The theatrical performance was attended by "le Tout Paris" all notables of the city. Later, in 1999, was signed a convention Culture and Health and culture has been moving to hospitals ever since, transforming them into open institutions with patients and staff acquiring a different perspective on culture and body. Moreover, Slovenian Third Age University has been educating and training cultural mediators (its students) for transmitting culture and knowledge gained at the U3A to patients, patients' relatives and staff within the University Clinical Centre Ljubljana.

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### **Silver Apple of quality in Ljubljana City Library**

In the year 2014 Ljubljana city library was enriched with a wide collection of various awards. In the area of adult education we were especially pleased to receive a national »Silver Apple of Quality Award« given by [CMEPIUS](#).

The award was earned by *Špela Šubic Zalezina*, a colleague working at [The Centre for Autonomous Learning](#) for participation on the "*Lifelong learning – Public language education for adults in Europe*" study visit (Santiago del Compostela, Spain, 24.–27. February 2014). Award was given in the *category of Individual Mobilities Comenius, Grundtvig, Study visits* for tender years 2012 and 2013, which was one of the five categories, in which this year's awards were awarded for completed projects of mobilities in the



Lifelong Learning Programme.

Impacts of the awarded study visit are, as were augmented in the description of nomination and as we feel it at LCL, extensive and heterogeneous. Beside the participating and awarded colleague it also had benefits for other employees of LCL as well as end-users – adult learners. This experience in synergy with existing knowledge enables us to develop new learning activities, learning methods and tools. It also enables us to improve quality and attractiveness of existing learning activities for adults in our library, which are carried out in the frame of [Knowledge Exchange, Employment Information Service](#) and other learning project.



LCL continues its international project cooperation in the [Erasmus+](#) programme. Each year's Erasmus+ calls are an excellent opportunity for the colleagues from other institutions to establish or upgrade their work in this area and maybe to earn their own "apple of quality".

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