



Implementation of the European Agenda for Adult Learning (EAAL) in Slovenia – 2017

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Challenges in adult education at national level

Dr Maja Makovec Brenčič, Minister of education, science and sport

‘Strengthening of adult education support mechanisms, more resources (also due to ESF projects), renovated legislation (Adult Education Act), definition of public service and public network in adult education ... these are some strategic guidelines we have been following in the past two years with the ultimate aim to increase participation and adult skills.’

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Success, not profit, should be our motto

Ivo Boscarol, Director of Pipistrel d.o.o., Ajdovščina

‘Formal education is important but a wide perception of life (and work) is even more meaningful ... including the thirst for continuing learning. This is what I expect of my staff. In my opinion, values need to be put in the forefront ...’

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Qualified people – the greatest source of power

Miran Naglič, Chamber of Agriculture and Forestry

‘The element of progress is the strengthening of the endogenous potential of people and nature through awareness raising and different trainings, debates, excursions and other activities. Well-informed and qualified people are interested in action, but in rural areas, the latter need to be mutually agreed upon and coordinated.’

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Digital competences and a change in mindset

Tanja Skaza, Directress of Skaza Smart Plastic d.o.o., Velenje

‘Both will be of key importance for work in the future. People will have to be able to identify trends and practice analytical thinking. We expect these new forms of knowledge of young people and we, the older ones, will provide them with experience.’

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There are numerous treasures hidden in older adults

Kristijan Musek Lešnik, PhD, Faculty of Arts, University of Ljubljana

‘As we get older it is necessary to refocus on the fields where we thrive and become stronger in every aspect. A constant tendency towards personal growth and congruence is important and keeps us connected with the image of our ideal selves. Lifelong learning facilitates this process ...’

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Adult learning is a wide concept

David Mallows, University College London

‘Adult learning is so much more than mere acquisition of skills needed for work ... and its benefits are wide. Who are the so-called ‘low-skilled adults’? The ones with low educational level and/or the ones who scored low in PIAAC? What about other skills which they possess and which should be recognized, validated and thus might become the basis for successful life and at work?’

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‘Catch your dreams, many have succeed ...’

Slovenian rapper Zlatko, recipient of the Promotion of Adult Learning Award 2016

‘There are thousands of excuses, so at least you try. Think positive, and you might also fail ... It's not bad if you fall, but you must stand tall ...’

Zlatko, the ‘learner voice’ from Slovenia, rapped a part of the song [Svet je tvoj!](#) (The world is yours!) by Nina Pušlar & Zlatko, during our study visit in Ireland, Dublin 10 March 2017

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The 3rd phase of the EAAL project has closed

The implementation of the European Agenda for Adult Learning (EAAL) has taken solid roots in adult education in Slovenia. It has led to the development of many concepts such as the Learning Parade – Days of Learning Communities, and Promoting Adult Skills events – thus supporting awareness raising and skills development endeavours in the country. Examples of good practice have been acknowledged and shared at home and abroad.

European background

The European background of the implementation of EAAL has been the Council Resolution on a (renewed) [European Agenda for Adult Learning](#) (EAAL; 2011). Its aim has been to activate the potential of adult education, i.e. to contribute to the overcoming of the socio-economic crisis, mitigate the consequences of demographic trends, and maintain the balance between economic and humanistic development of society. The Erasmus+ programme has provided the financial support of this process.

[National co-ordinators](#) (NCs) nominated by member states as institutions and individuals responsible for the coordination of the implementation of EAAL at country level have designed projects for the following periods: 2012–2014, 2014/2015 and 2015–2017. Throughout the process, endeavours have been based on priority fields of EAAL, namely:

- Making lifelong learning and mobility a reality; [more >>](#)
- Improving the quality and efficiency of education and training; [more >>](#)
- Promoting equity, social cohesion and active citizenship; [more >>](#)
- Enhancing the creativity and innovation of adults and their learning environments; [more >>](#)
- Improving the knowledge base on adult learning and monitoring the adult learning sector; [more >>](#)

with special attention given to low-skilled adults and other vulnerable groups, and taking into account national specifics.

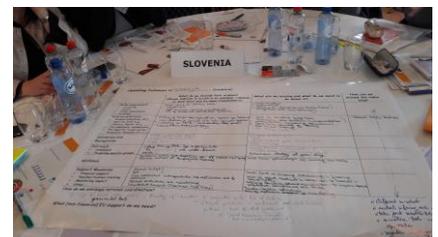
Since 2012, several developments have affected the implementation of EAAL, such as the 2015 Joint Report (ET 2020) and the Paris Declaration (2015) – documents that gave new impetus to fostering active citizenship, mutual understanding and peaceful coexistence. The setting up of the Electronic Platform for Adult Learning in Europe in 2015 (**EPALE** – [English](#) and [Slovenian](#) site) provided a welcome joint environment for the exchange of information, experience, examples of practice, viewpoints and news regarding adult education practice and policy.



The most recent process that has affected the implementation of EAAL was the publication of the [New Skills Agenda for Europe: Working together to strengthen human capital, employability and competitiveness](#) (June 2016), and the process leading up to the adoption of its initiative, i.e. the [Council Recommendation on Upskilling Pathways \(UP\): New Opportunities for Adults](#) (December 2016). Through both documents, **adult skills** – acquired via formal or non-formal pathways, related to work and/or life in general – have been put in the forefront of all endeavours. Without doubt, the implementation of the Upskilling Pathways Recommendation (especially its three steps: skills assessment, tailored and flexible learning offer, validation and recognition; as well as coordination and partnership, outreach, guidance and support measures) will strongly affect the present and future (2017–2019) EAAL national coordination at EU

and national level.

This was actually confirmed at the **2016 conference on adult skills** called [Adult Skills: Empowering people](#). Around 300 participants, representatives of policy makers as well as of the professional and practical spheres of adult education from 37 countries, attended this event, which was organised on 6 and 7 December in Brussels as part of the [European Vocational Skills Week](#). Slovenia was represented by the official delegation composed of eleven members who discussed various aspects of the UP document, which will shape future work in this field. The most challenging was the question on who can contribute to the national coordination of the Recommendation, and how. A table was filled in by national stakeholders and the determination that synergy at national and EU level is needed was strengthened. For more see [e-bulletin 2016](#) (p. 14–17).



National background

In the third phase of EAAL, again the mandate of **national/project coordinator** was given to the Slovenian Institute for Adult Education (SIAE), the umbrella institution for the development of adult education in Slovenia. The Ministry of Education, Science and Sport (MESS) contributed directly to project financing, while the Ministry of Labour, Family, Social Affairs and Equal Opportunities contributed indirectly by financially supporting basic SIAE's awareness raising work.

In the past, Slovenia took pride in a rather high share of adults (25–64 years) participating in lifelong learning. However, in the last six years, the participation rate has decreased from 16.4% in 2010 to 11.6% in 2016 (source: [Education and Training Monitor](#)). The structure of participants is in line with the so called ‘Mathew effect’, meaning that the share of the low-skilled is ten times lower than that of the high-qualified (ISCED 0–2: 2.4%; ISCED 3–4: 8.8%, ISCED 5–8: 20.7%) strengthening the captivity of the former in the ‘low-skills trap’. Moreover, Slovenia’s results in the survey on adult skills ([PIAAC Slovenia](#)) that were published at the end of June 2016 showed that there is still a large share of population (33% or 400,000 people) with low literacy levels. Moreover, a large part of this population group will still be in the labour market for 10 years (250,000 people) or even 20 years (140,000 people).



Due to both aspects (low participation rate, large share of the low-skilled), there is a continued need for constant **awareness raising and motivation**, especially of the educationally disadvantaged groups. On the other hand, there is a need for increased supply of non-formal educational programmes for **basic skills and other key competences**, support mechanisms and other approaches tailored to the needs of (non)learners. Better employability and active involvement in society, based on intergenerational learning are additional national themes that are in line with priority fields of the national coordination of EAAL. In addition, co-operation among stakeholders from various levels and walks of life has also been recognized to be a prerequisite for improving the situation.

The general aim of the Slovenian activity plan in the period 2015–2017 has therefore been to promote effective implementation of the EAAL but also to support current national endeavours in adult learning as a response to the above challenges. The national policy strategy in Slovenia is embodied in the Adult Education Master Plan (AEMP) 2013–2020 and in respective Annual Adult Education Plans. Consequently, EAAL activities have been planned and implemented in line with these strategic and operative documents, and have addressed all levels – policy, profession and practice. The AEMP has been the background for the implementation of EAAL in Slovenia from the very beginning in 2012. As a result, throughout the three phases, the area of

awareness raising and promotion of adult learning has found its place in the Slovenian EAAL project, and so has the development of adult basic skills and other competences. Special focus has been paid to low-skilled adults and other educationally disadvantaged target groups.

Another aim has been to demonstrate and reinforce existing partnerships and stimulate the establishment of new ones – both based on examples of good practice on the one hand as well as on new challenges on the other hand. The latter stem from latest policy developments:

- At EU level, the before mentioned documents (The New Skills Agenda for Europe, Upskilling Pathways – New Opportunities for Adults etc., and
- At national level, the revision of the Adult Education Act, findings from the Analysis of the implementation of AEMP in 2014–2016, and current European Social Fund projects regarding (1) the development of key and vocational competences of adults 2016–2019, and (2) information and guidance, and identification and validation of non-formal knowledge and skills of adults 2016–2021.

In 2016, in order to ensure an effective national coordination of the implementation of EAAL, the **National Coordinating Board** (NCB) was established. In fact, the existing high-level Coordinating Board for Adult Education (run by the MESS) has been used for EAAL coordination which has guaranteed that representatives from several ministries, relevant associations and agencies at the national level as well as key stakeholders at the national and local/regional level were informed on the EAAL project and contributed to steering its implementation. At two meetings (in June 2016 and in October 2017) members of the NCB had the opportunity to get acquainted with current activities and results as well as with challenges of the forthcoming period.

In addition, since not all actors envisaged to play a role in the initially foreseen NCB are members of the CBAE, such as the Public Employment Service, the EPAL NSS, adult education providers and others, these were contacted on an individual basis, mainly via joint activities or via manifold dissemination efforts.

Activities focused on awareness raising and development of skills

In Slovenia, raising public awareness about the importance of adult education and lifelong learning is explicitly listed among activities needed for the implementation of the AEMP. We have been active in this field since 1996 by implementing the Slovenian Lifelong Learning Week (LLW) and other promotional measures. In the period 2013–2015 these endeavours have been upgraded by the EAAL project through introducing the concept of the Learning Parade (LP) – Days of Learning Communities.

In 2016, after three years of European support, the LP has become fully integrated into the LLW and is now financially supported by the state, which is solid proof of the sustainability of this EAAL project result.



Based on the more than 20-year experience with the LLW, the 5-year experience with the LP and taking into account recent developments and needs, in the current EAAL project we dedicated a set of activities to the formulation of the **Adult Learning Awareness Raising Strategy (ALARS)**. In addition, **thematic action plans** contributing to a widened and strengthened approach to awareness raising on adult and lifelong learning were defined and identity cards of several campaigns/projects were produced. They relate to seven public sectors (education, employment and social affairs, culture, sustainable development, health, internal affairs, public administration, and agriculture, forestry and food) with emphasis on successful promotional approaches and taking into account the existing and/or potential links with adult education and learning.



This – along with an overview of development strategies in the before mentioned public sectors – provided grounds for the first two action plans on increased cooperation of various public sectors in the awareness raising process. The other four action plans are outlining (1) effective outreach activities and (2) an increased role of adult educators in the adult learning awareness process, (3) effective media and visual promotion, and (4) an increased role of learners in awareness raising processes.

These outputs are mainly intended for further work of the SIAE staff and the network of co-ordinators of the Lifelong Learning Week, which has been the major Slovenian promotional campaign for adult education and lifelong learning. To some extent, initiatives have already been passed on to this network and implemented in the 2016 and 2017 editions of the LLW. The results of this work will also feed into the work of the newly established working group on the strategic development of the learning festival. For more see <https://epuo.acs.si/en/outcomes/alars>.

Regarding endeavours for raising the level of basic skills and other key competences, Slovenia completed the PIAAC survey in spring 2015. Its results – published on 28 June 2016 – showed some progress, however confirmed the fact that the development of adult skills will remain one of the biggest challenges of Slovenian adult education policy and practice. In the next chapter, 2017 EAAL activities that relate to skills needed by and provided to selected priority target groups are presented.

More and adequate skills for life and work

The methodology as well as recommendations of the **2015 Promoting Adult Skills (PAS)** and the **2016 PASS** events served as the springboard for the 2017 events. The latter were dedicated to the development of basic skills and key competences of low-skilled adults and other vulnerable groups of population. They also addressed the topic of active involvement in learning communities.

The methodology of the [2015 PAS events](#) has been revised in 2016 already, and was embodied in **cooperation agreements** that were signed by the national coordinator (SIAE) and each of the seven local coordinators. In the agreement, tasks and responsibilities of both parties were laid out, among others the coordinating role of SIAE, such as its responsibility to take active part in local events by presenting EAAL and the overall Slovenian project, as well as to synthesize findings and recommendations of all events. On the side of the local coordinator, tasks such as the preparation of the event's plan/program, the setting up of the event's co-creators – wider stakeholders in adult education, media coverage, preparation of the report and manifesto as well as active participation at the international closing event were listed.



Altogether, seven events were carried out in May and June 2017 involving partners from the local and national level, namely:

- four **Promoting Adult Skills – Second round (PASS) events** dedicated to the issue of identifying needs and providing non-formal educational programmes and other services for the development of basic skills and other key competences of four vulnerable target groups, i.e. the low-qualified young adults, the unemployed, Roma and migrants and adults living in rural areas;

- three **Key competences for active involvement in learning communities** focusing on the relation between education/learning and active citizenship, and addressing the needs and aspirations of people living in rural areas, younger and older adults.

In the course of events, the above distinction between both groups turned out to be rather artificial since in both cases education proved to be inseparable from active involvement in the community, and vice versa.



Events took place within the Lifelong Learning Week 2017. Local/regional as well as national adult learning professionals, policy makers, practitioners and representatives of other agencies whose work is related to this field (employers, civil society, NGOs etc.), representatives of municipalities as well as educators and learners participated in the exchange of experience, information and viewpoints. At all locations, representatives of the Public Employment Service (PES) and its local and regional branches were important partners.

At EAAL events, local/regional as well as national adult learning professionals, policy makers, practitioners and representatives of other agencies whose work is related to this field (employment services, employers, civil society, NGOs etc.) participated in the exchange of experience, information and viewpoints. In addition to the professional part of all seven events, which brought together nearly 219 participants, practical trainings or other activities of representatives of respective target groups took place at each venue. They involved altogether 141 learners/participants.

For each event, contents and presenters are listed in the programme. As a follow-up, a harmonized manifesto/statement was produced in addition to a report and PowerPoint presentation (in Slovenian and English language). The latter served for presentation at the 2017 closing event.

In 14 EPAL blogs (7 in Slovenian and 7 in English language), PASS and 'Key competences for active involvement in learning communities events, their findings, recommendations and initiatives have been thoroughly described from different angles.

More can be found on the [project website](#). On the following pages of the e-bulletin, main features and conclusions of the seven events are presented.

Involvement of volunteers in working with migrants

Date and venue: 23 May 2017, Jesenice

Target group: **Migrants**

Coordinator: Jesenice Adult Education Centre; directress: Maja Radinovič Hajdič, MA

Invited stakeholders: Representatives of adult education centres, social centres, non-governmental organizations, SIAE, Slovenian Philanthropy, migrants – participants of Slovenian language course, and other stakeholders – altogether **27 participants**

Professional part: Presentation of examples of different practices with volunteers and migrants at adult education centres and non-governmental organizations: Jesenice AEC: Donate an Hour – a day, month or year initiative; RIC Novo mesto: a variety of support for empowerment of migrants; Second Home: operation of the social center for migrants; Slovenian Philanthropy: the concept of volunteering

Practical part: Guided discussion, exchange of experience and examples of good practice regarding the acquisition of basic skills and key competences for migrants



Findings and recommendations

The institution's director Ms Maja Radinovič Hajdič believes that multi-culturalism is the main advantage of Jesenice, while volunteering is its integral component. Therefore they opted for the implementation of the EAAL PASS event on migrants, based on the fact that volunteering was the main topic of their Lifelong Learning Week events and that a successful [Donate an Hour – a day, month or year \(Podari uro – na dan, mesec ali leto\)](#) initiative is being implemented at the Gorenjska multi-generation centre.

Tina Strnad works at the adult education guidance centre where personal approach and confidentiality are essential. She believes 'empowerment' means to identify knowledge and abilities which migrants already have, while trying to provide them with opportunities and supporting them when they follow their chosen paths.



Arne Zupančič, the representative of Second Home migrant social centre in Ljubljana explained that they are keen to do more networking with various stakeholders across the country. Arne came to Jesenice together with Sharif, an Afghan refugee who works at the centre as a volunteer, and he speaks Arab, English and Slovenian.

The discussion revealed that also elsewhere in Europe the state shifts the burden of working with migrants and refugees to NGOs. Integration programmes (like the Slovenian Initial Migrant Integration programme ([IMI](#))) do not receive adequate funding therefore volunteers are more than welcome. At the Žalec Adult Education Centre ([UPI LU Žalec](#)) they decided to implement a project for the inclusion of volunteers in language learning for migrants.

The biggest success with respect to the implementation of volunteering definitely occurs when the user of volunteering services becomes a volunteer himself/herself, i.e. when the two roles are reversed. In addition, there are cases when volunteers even managed to get a job in this process, because they were able to expand their contact networks and their working environment.

At the end of the PASS event, the organizers drafted a [manifesto](#) (in Slovenian) similar to the [Manifesto for Adult Learning in the 21st century](#) by EAEA. The Jesenice Manifesto refers to the involvement of volunteers and other approaches to working with migrants in the local and broader environment.

Find out more about the event in the EPALE blog: [Small events with a large reach \(1/7\)](#)

Youth on their path to entrepreneurship

Date and venue: 25 May 2017, Črnomelj

Target group: Young adults

Coordinator: Črnomelj Adult Education Centre; directress: Nada Žagar

Invited stakeholders: Young adults, students, representatives of associations, municipalities, adult education providers and citizens, SIAE representatives – altogether **49 participants**

Professional part: A round table on determining the responsiveness of young people to the needs of the labor market and developmental opportunities of the environment. The needs and demands of individual stakeholder groups were discussed by young people, entrepreneurs and craftsmen. The competences of young people entering the labor market, especially self-initiative, were highlighted. As an entrepreneurial idea, the possibility of developing entrepreneurship related to flax and cannabis (from seed to final products) in Bela Krajina was presented

Practical part: Workshop for the young – presentation of a start-up enterprise in coworking, motivating the young and especially the unemployed for job-searching; presentation of examples of good practice, elaboration of individual entrepreneurial action plans.



Findings and recommendations:

For several years, the Črnomelj Adult Education Centre has been stressing the significance of entrepreneurial competences and self-initiative, especially in young people, to help them recognise job-creating opportunities in their home environment. They believe that this will remain an important topic, while they are also aware that no changes can be implemented overnight, so the results of their efforts invested in the development of the above-specified competencies will be seen only after 5 or even 10 years.



Individuals acquire knowledge and skills at school or with other organisations, as well as in day-to-day life. In Bela Krajina they miss technical schools, a larger range of programmes for girls, etc. The school system fails to adequately integrate work/practical experience and lacks support for entrepreneurship and entrepreneurial mind-set, which could help youth develop specific competencies. Nevertheless, young entrepreneurs can exploit other offered opportunities provided outside compulsory education, e.g. by different youth organisations.

Margita Adamič, who is familiar with the entrepreneurial mind-set, also in connection with the local environment, believes the creation of opportunities is the ultimate approach. A (young) person must seek their own story and work, whereby support from older people is key, but often lacking. Parents and older people in general are often not capable of an open, broad and entrepreneurial mind-set. Consequently, it would be reasonable to work with them. Regardless of age personal and professional development require will, ideas and courage, as well as readiness and motivation for continuous learning and in-service training.

Companies/employers look for people, including young adults, who are willing to work and willing to learn how to work. E.g. Akrapovič company and the Adria Dom company are looking for people of all ages with different levels of education, since their door is open to everyone who demonstrate their interest and self-initiative regardless of their educational level. So, in the beginning, this is more of a matter of will than knowledge. And this is something they miss: will and a sense of self-initiative of both adults and – or perhaps primarily – young people. Therefore, learning should be a continuous life-long process based on strong motivation.

The so-called “millennials” are the most innovative generation in the history of mankind. This was confirmed at the parallel practical event, i.e. the entrepreneurship workshop in the Bela Krajina Company Incubator where young people reflected on their professional path and developed concrete entrepreneurial ideas. Our experience confirmed that sometimes all young people need is a bit of motivation and support.

In short, adult educators have to work proactively and in close cooperation with various stakeholders at the national, local and even international level, in order to assure an all-encompassing support to the establishment of new (learning) communities based on the respect of diversity, identity and personal dignity of each and every individual.

At the end of the PAS event, the organizers drafted a [manifesto](#) (in Slovenian) similar to the [Manifesto for Adult Learning in the 21st century](#) by EAEA. The Črnomelj Manifesto refers to establishing conditions for entrepreneurship and self-initiative in order to activate and keep young people in the Bela Krajina region.

Find out more about the event in the EPALE blog: [Small events with a large reach \(2/7\)](#).

The development of the competences of adults in rural areas – opportunities and challenges

Date and venue: 6 June 2017, Žiri

Target group: Rural population

Coordinator: Škofja Loka Adult Education Centre, directress: Petra Rozman

Invited stakeholders: Experts in agriculture, forestry, participants of the Slovenian Ministry of agriculture, farmers, representatives from the field of adult education and SIAE — altogether **45 participants**

Professional part: In the professional part, the Rural Development Program 2014–2020 and the development of competences for adults in rural areas were presented, programs for sustainable rural development and the possibility of creating a green workplace on the farm. Some activities carried out by development centers and people's universities (study circles) were set in the foreground.

Practical part: Workshop ‘Internet – my window to the world’



Findings and recommendations:

Education in rural areas around Škofja Loka usually takes place in local learning centres, such as hayracks, cultural centres, fire stations, village community centres, etc. If all goes according to plan, then things will improve and people will soon be able to exchange their knowledge and skills in the classrooms set up in Žiri and three surrounding towns.

[The Rural Development Programme of the Republic of Slovenia 2014–2020](#) offers aid to the development of the competences of adults in rural areas on a national level. It allows the organization and implementation of knowledge transfer and many demonstrations, both of which concern the technological, economic as well as environmental challenges. The Chamber of Agriculture and Forestry is an important promotor and provider of different trainings, thematic classes, debates as well as NVQ training and tests, excursions and other activities. Therefore, the work of their consultants, which also help to obtain the EU and national funds, is crucial, but there is also a lot of animation work to be done. The promotion of competence development is free, but the training to obtain the licences and some other kinds of support are not.

And how is the population of rural areas elsewhere in Slovenia being looked after? We have listened to the presentations from Vitra from Cerknica, the [Soča Valley Development Centre \(PRC\)](#) and the [Kočevje Adult Education Centre](#).

Vitra named their efforts within the programmes Leonardo da Vinci and Erasmus+ ‘**Peaking across the border and learning for entering the labour market**’, which allowed the exchange of knowledge and opinions between the Slovenians and Scots in the field of tourism, energy and waste management and farming. For the participants these practical tours abroad and the integration of organizations and persons, which in many cases have grown into permanent friendships, were free.

Since last year, PRC has been implementing the European Social Fund project, Acquisition of basic and vocational skills in the Soča Valley. PRC together with some partner institutions enrolled employed people with low levels of skills aged over 45 years into different training programmes. Damijana Kravanja of PRC shared with us the story of the workers from TIK Kobarid, which were included in the programme Vocational training for success in life – An active lifestyle through learning. The 120-hour programme for businesses brings competence in the field of health, sustainable development, communications, learning to learn, digital literacy, financial literacy, personal management, foreign language communication and interpersonal skills. To achieve these positive changes, many obstacles had to be overcome. Nevertheless, the training activities were well-received and will be implemented for team-building purposes of employees in production.



The conversation between Majda Valda, who works at the Kočevje AEC, and Alojzij Vidic, a botanist and local activist, who loves nature, about the revival of village centres in the Kočevje region was calm and inspiring at the same time. The key is to recognize what the real needs are and the right moment, to motivate people to learn and then to maintain their learning stamina with constant new and useful contents.

In rural areas, raising awareness and the mutual provision of information is key as well. It is only right that the national institutions are working together with NGOs and activists, because they jointly support the mutual learning of residents of rural areas, enabling them to strengthen their professional and general competences. It is also right that national institutions receive local feedback about what yields results and what does not.

The results will be right only if we know how to make use of the endogenous potentials for a healthy and quality life and beautiful relations. It is understood, that adult education centres and other institutions play a crucial role in these processes.

At the end of the PASS event, the organizers drafted a [manifesto](#) (in Slovenian) similar to the [Manifesto for Adult Learning in the 21st century](#) by EAEA. The Žiri Manifesto refers to cooperation of various stakeholders in rural areas in order to activate endogenous potentials of people and nature.

Find out more about the event in the EPALE blog: [Small events with a large reach \(3/7\)](#)

The development of knowledge and skills of human resources in economy

Date and venue: 8 June 2017, Ajdovščina

Target group: **Employees**

Coordinator: Ajdovščina Adult Education Centre; directress: Eva Mermolja

Invited stakeholders: The mayor of the Ajdovščina municipality, representatives of business, support organizations, entrepreneurs, adult education providers, employees, SIAE representatives – altogether **62 participants**

Professional part: Lecture on the development of competences and education for older employees, presentation of examples of good practices of various companies and institutions, discussion of key stakeholders.

Practical part: Workshop on photography



Findings and recommendations:



In the opening statement, Tadej Beočanin, the mayor of Ajdovščina, and Zvonka Pangerc Pahernik, MSc, the EAAL project manager at the Slovenian Institute for Adult Education ([SIAE](#)), emphasized the necessity of the active integration of different players. They are on the right track, here in the Ajdovščina region. Eva Mermolja, the directress of Ajdovščina AEC, told us that the educators want to be informed about the needs of business, so they can adequately respond to them. The economy in the region is improving, there is a lot of demand for specialized personnel, but one also needs to listen to the needs of the people, the local environment and connect with the supporting institutions in the region. The key therefore is a local partnership, where different stakeholders work hand in hand.

Nives Fortunat Šircelj from the institution [Zavod ZAPOSILISE](#) emphasized the fact that nowadays the work methods are rapidly changing and with them the need for knowledge and skills. It is therefore crucial to educate and train employees and to be able to motivate them. With the increasing automation of work processes, such as operating new machines, for example, new specific competences and knowledge, such as ICT skills, computer literacy, knowledge of foreign languages etc. will be required. Especially the so-called soft skills are getting more and more important, which must also be obtained by the professional technical personnel. Investing in knowledge and the development of appropriate skills is therefore necessary.

Zoran Keser from the [Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia](#) spoke about the Competence centres for the development of personnel (COC) and their positive impact on employee involvement in education. Education and training of employees means added value in the company. Employees have become more aware about the importance of continued education and training of employees. Steklarna Hrastnik glassworks and Mlinotest d.d. are good examples, where education has become a value and they have been intensively investing into it. Targeted training, tied to individuals, is what they are betting on in the company [Kolektor](#). The company's representative, Eva Cvelbar Primožič, highlighted targeted training as being the most important for developing those competences, which certain employees are lacking. First, the individual and his potentials, competences and desires must be analysed, after that an individual development plan is made, personnel are allocated to the job positions most suitable for them, and in this way the work process as well as employee satisfaction is optimized.

An example of good practice in the company is the mentoring system, which should be simple, accessible, motivationally orientated and help solve everyday challenges. The system includes all new employees, those who were reclassified, absent for a longer period or sent to work abroad or from abroad, high school students and university students on mandatory practical training and those who are receiving scholarships. The completed training is followed by an oral exam, which the employee must pass. The positive experience and efficiency are good reasons for implementing this system in other organizations.

The [Ptuj Adult Education Centre](#) is connecting people. In the project, which is intended for obtaining fundamental and professional competences, they teamed up with partners and based on an analysis of the social environment, they began to focus on the acquisition of professional skills of employees older than 45. In the Lower Podravje region, they have been focusing on agriculture, processing activities and medical/nursing activities. They have organized several programmes where participants can acquire competences, such as foreign languages, computer and digital competences, encouragement to learn, social inclusion, self-initiative and entrepreneurship. Participants report about numerous positive effects and want to learn various new skills, which would also be useful in everyday life.



It is important that the training programmes are tailored to specific companies, so employees can get involved and eventually benefit from them. The lack of suitable personnel is what plagues many of the employers in the economic sector. The latter are especially emphasizing the wrong strategy of the education system, which is too focused on general education and neglects the technical aspect. Participants in the debate saw the solution in a proper promotion of different professions, which should already begin in kindergartens and then continue throughout the rest of the schooling. The social attitude towards work should also change. It is important to give work a sense of meaning, while at the same time it is crucial to allocate employees to job positions best suitable for them, and with it increase their efficiency as well as motivation.

At the end of the PAS event, the organizers drafted a [manifesto](#) (in Slovenian) similar to the [Manifesto for Adult Learning in the 21st century](#) by EAEA. The Ajdovščina Manifesto refers to a new organisational culture, effective allocation of staff, the introduction of mentoring and partnerships between business and educational providers.

Find out more about the event in the EPALE blog: [Small events with a large reach \(4/7\)](#)

Opportunities for strengthening competences of young adults during their transition from school to employment

Date and venue: 4 June 2017, Maribor

Target group: Young adults with less opportunities

Coordinator: Maribor Adult Education Centre; directress Irena Urankar

Invited stakeholders: Young people, representatives of the economy, support organizations, entrepreneurs, regional and local units of the Public Employment Service (PES), adult education centres, non-governmental organizations adult training centres, teachers and Slovenian Institute for Adult Education (SIAE) – altogether **46 participants**

Professional part: Introductory speeches, presentation of PIAAC results regarding young adults, presentations of examples of good practice

Practical part: Workshop for young adults on the theme of employment, active citizenship, active involvement in the community and workers rights led by a representative of the Trade Union for Youth



Findings and recommendations:

According to the directress of the Maribor AEC, Irena Urankar, throughout the year they organize several programmes for young people (especially disadvantaged). An example would be the well-known Project Learning for Young Adults programme ([Projektno učenje mlajših odraslih – PUM-O](#)). This particular June event gave seventeen young people who participated in its practical part the opportunity to strengthen their social and civic competences.

The representative of the student's trade union Mladi plus, Zala Turšič, familiarized participants with the topics of employment and the position of the youth and their labour rights in a workshop with the meaningful title *For decent work*. Participants rated the topics as extremely educational, useful and applicable to real life situations.

Jasmina Mirčeva, MSc, from the SIAE presented the key findings on the global and national level of study on measuring adult skills – [PIAAC](#) (Programme for the International Assessment of Adult Competences). Skills become outdated way too quickly. It is also true that the skill level does not differ much between employed or unemployed young people. The achieved level of formal education and the (un)involvement of youth in education – be it formal or informal – have a much greater impact.

The representative of the Maribor Regional Office of the PES, Andreja Motaln, presented the opinion that young people with clear objectives and interests, who are aware of their strengths, have it easier on the labour market. In addition to the already acquired knowledge and skills, they only need to obtain soft skills to be able to properly communicate with their potential employers, solve problems, make decisions, develop synthetic and analytic thinking, work under pressure and finally – to participate in teamwork. Young people can benefit from consulting services and vocational training at the career centres, where they can not only obtain the fundamental and professional competences, but also expand their circle of acquaintances. At the PES they have dedicated a special website to young employment seekers, where they, among other things, invite them to [network](#) more intensively and work actively on their career.



In their local environment there are also other possibilities for young people. Vasja Bajde from Prizma gave a presentation about project-based opportunities designed to improve the employment opportunities for young people. For example, the Network for the Development of Entrepreneurship ([NDE](#)) ensured the transfer of knowledge and experience and contributed to the integration and better accessibility of the offer of entrepreneurial training and consulting, as well as the informing of young people on both sides of the Croatian border. At the [Ormož Youth Centre](#), which operates as a branch of the [Ormož Adult Education Centre](#) and has been stationed in their premises, they offer young people of all ages the opportunity of development-oriented socializing,

which is based on the principle of democratic leadership. The centre also organizes vocational trainings, consultations and debates, performances, exhibitions and workshops as well as a special event – a wilderness survival camp. The camp is organized in cooperation with the Slovenian Army. Viki Ivanuša, the directress of Ormož AEC, pointed out the involvement in the European Voluntary Service project ([EVS](#)), which enables young people to create an independent life and to work abroad. Urška Breznik from [Infopeka](#) reminded us what criticism actually means. She connected criticism with literacy of young people and presented the four resources model, which should enable young people to assess their current social situation. The former is a prerequisite for their equal and active participation in society, she pointed out.

At the end of the PAS event, the organizers drafted a [manifesto](#) (in Slovenian) similar to the [Manifesto for Adult Learning in the 21st century](#) by EAEA. The Maribor Manifesto refers to the need of young people to stay active, to get involved in social networks and NGOs and to become active citizens on the basis of adequate competences.

Find out more about the event in the EPALE blog: [Small events with a large reach \(5/7\)](#)

Basic skills and competences of the employed – messages from employers to policy-makers and professionals

Date and venue: 26 June 2017, Velenje

Target group: Low- skilled employees

Coordinator: Velenje Adult Education Centre; directress: Brigita Kropušek Razinger .

Invited stakeholders: Representatives of the Velenje municipality, employers, schools, and other educational organizations, local communities, public and non-governmental organisations, employees, representatives of the Public Employment Service (PES) of Slovenia, SIAE representatives – altogether **29 participants**

Professional and practical part: Introductory speech by the representative of the Velenje municipality, plenary presentations by representatives of employers (Skaza and Gorenje), working panels with the aim to formulate messages to policy makers and professionals regarding the type of key



competences and knowledge needed by employers of various sectors in order for employees to be able to contribute better to the achieving of the enterprises' aims and aspirations;



Findings and recommendations:

The host of the sixth PASS event was the Velenje Adult Education Centre, which invited the representatives from the economic, political, education, public and non-governmental sectors and employees. From the participants Peter and Laura Apat stood out, both highly educated and who had dream jobs in Ljubljana just a few years ago and are now making their vision a reality on a family [farm stay](#). In their interesting speech, they emphasized that this business also requires from you to be involved in continuing education and learning – in many informal ways, since taking over a farm is not a simple thing, they said.

In the introductory presentation, Tanja Skaza, the director of [Skaza Smart Plastic](#), reminded everyone that work in the future will be shaped by three factors – automation, globalization and cooperation. The project Acquisition of basic and vocational competences (Pridobivanje temeljnih in poklicnih kompetenc – PTPK), which is being implemented in the [Gorenje Group](#) in cooperation with the Velenje AEC, has finally made it possible to introduce training to employees with a lower education. Because people older than 45 with a secondary education are generally not in favour of additional education, raising awareness was the first step. This 50-hour training, which took place in their premises, but outside of their working hours, brought new language and computer skills to almost 165 attendees.

At the central round table we discussed and took a look at the fundamental competences from different angles. Selma Filipančič Jenko, PhD, of [Invel](#), despite being the owner and director of several companies and an expert in the education of adults, represented the views of the non-governmental sector. She emphasized the personal characteristics: having a gleam in one's eyes, being human... and volunteering. Peter Dermol, the deputy mayor of the municipality of Velenje, warned us about the trap of saving money, which presumes that employees represent a cost instead of an investment. He believes in connectedness between all the employees and cultivating a sense of belonging. Nataša Detečnik, director of the Velenje Regional Office of the Public Employment Service of Slovenia, told us that the unemployment rate is approaching the pre-crisis rate and that the demand for personnel is growing so rapidly that long-term unemployed people are increasingly finding employment. Several trainings are being organized to empower job seekers and help them establish connections with potential employers. Velenje AEC motivates their participants to be volunteers. Franja Centrih from the [Žalec](#) Adult Education Centre pointed out the importance of support activities, namely guidance and validation of the non-formally and informally acquired knowledge and skills of adults. For everyone, especially for vulnerable target groups, it is important to realize that knowledge is a virtue that opens many doors. Zvonka Pangerc Pahernik contributed information about the EAAL project, the purpose of the professional events, connecting the field of economy with (adult) learning and about the current European Social Fund projects, which are held at the Slovenian Institute for Adult Education and at the local level with networks of adult education providers.



Other participants attended the thematic discussions depending on which topics were emphasized. The director of the [School Centre Velenje](#) told us, that the education sector is aware of the need for changes. The curriculum allows them to adapt up to 20% of the educational content to each class, almost on an individual level, and potential employers also have a say in this. Peter Apat learned firsthand that formal training with no practical work experience does not guarantee the successful entry into the labour market. Elido Bandelj, director of the [Centre for Vocational Education and Training](#), pointed out the need for the coordinated work of educators, employers as well as the Chamber of Commerce and the Chamber of Craft and Small Businesses for the common good of all, especially young adult participants of the vocational education and training. The

public organization [Public Utility Company of Velenje](#) is increasingly deviating from its core activities on to the market, which increases the need for different skills and approaches, since dealing with people is in the forefront.



At the end of the PAS event, the organizers drafted a manifesto (in Slovenian) similar to the Manifesto for Adult Learning in the 21st century by EAEA. The Velenje manifesto refers to the need of strategic partnerships among various stakeholders, education tailored to the needs of business, willingness to learn and acquire basic skills in addition to vocational ones.

Find out more about the event in the EPALE blog: [Small events with a large reach \(6/7\)](#)

Challenges of involving older adults into learning, work and society

Date and venue: 29 June 2017, Slovenj Gradec

Target group: Older adults

Coordinator: MOCIS Slovenj Gradec Adult Education Centre; directress: Sonja Lakovšek

Invited stakeholders: Local communities, public and non-governmental sectors, employees, representatives of the Public Employment Service (PES) of Slovenia, SIAE representatives – altogether **46 participants**

Professional part: Presentations of content related to the active inclusion of older adults in society: presentation of statistical results, psychological aspects, presentation of good practices

Practical part: At the the workshop older adults could test themselves in a brain gym, where they interactively trained their memory, attention, concentration and relaxation.



Findings and recommendations:

Some meaningful statistics about the percentage of older people in the population of Slovenia, their employment and unemployment, education and work activities, and the participation of older adults in lifelong learning were shared with us by Peter Beltram, MSc, from the SIAE. We learnt that according to data from 2016, 32.9% or around 680,000 people of the Slovenian population are older than 55. The participation of this age group in education programmes is quite low compared to the European average.

Psychologist Kristijan Musek Lešnik, PhD, pointed out that as we get older it is important to maintain a positive self-image and mindset, as well as to set realistic expectations. The fact is that we simply cannot do some things as good as before when we were younger, that is why it is necessary to refocus on the fields where we thrive and become stronger in every aspect. In the discussion we agreed that there are many positive stories about older people who were successfully integrated into various forms of (intergenerational) learning and training – we must spread these stories and thus increase the share of active older people.



Public Employment Service of Slovenia help older people to integrate into the labour market. The Velenje Regional Office of the Public employment service of Slovenia knows the right recipe: figure out the advantages of the unemployed older people, make the public aware of the unemployed older people and their potential, make them more active by integrating them into lifelong learning programmes, one

of which is also lifelong career orientation, make use of this potential of older people and promote intergenerational activities, responsibilities and forms of help etc.

The presentations from the [Velenje AEC](#) and the Development and Education Centre Novo mesto ([RIC Novo mesto](#)) prove that there are excellent new projects being carried out right now. 'The [Planet of Generations](#) programme is spreading like wildfire,' is how Edita Tamše described the vibrant activities of the multigenerational centre (MGC). The programme is being carried out through the cooperation of Velenje AEC and the UPI Žalec AEC as well as the Slovenian Philanthropy – Hiša Sadeži družbe (House of Society's Fruits) Žalec, which covers the 12 municipalities of the Savinjska region. Everyone is equal here, the exchange of knowledge and skills goes in all directions and produces wonderful results, which brings the MGC closer to the public (such as the intercultural scarf of all generations, which is wrapped around the tree in the park). A lot is going on in this centre: Slovenian language courses for immigrants, creative and digital workshops, memory training, discussion of topics, such as health, personal growth, culture, etc. All this is combined with useful computer skills for everyday use, which you learn in no time, since you know that you really need them. Bojan Krevh, one of the participants, could not praise the MGC staff enough and prompted everyone to spread information about the opportunities available at the Planet of Generations.

In Novo mesto older people have the possibility of attending the University for Older People, which formed from a workshop in 2000 and which did not want to stop its activities once and for all. Through an intermediate organizational form – the University for the Third Age – it switched to its current form in 2015, which is characterized by its democratic functioning. Members, there are more than 350, are co-creators of a quality-content programme, which is entirely the result of their needs and interests. In this case, too, it is not just about education, but about being productive, about personal growth and about socializing. The latter is perhaps what older people miss the most. Their goals, amongst others, are to develop a positive attitude towards age and ageing in public and exploring the education for older people. Operating now also under the University for Older People is the MGC and the activities are also being carried out at the Centre for independent learning.

The other major field of activity of the RIC Novo mesto is an international project Plan BE – active older volunteers. In it lifelong learning is closely connected with promoting a balanced and sustainable social development, on a local level as well as on an EU level. And again we get told, this time by Simona Pavlin, that the opportunities to teach are as important as opportunities to learn (know-how and skills). Therefore, the project creates opportunities for volunteering, where the main source of the wisdom of older people is their experience. Events, training, materials – all this is generated by dedicated participants and experts from four countries. We know that projects are of a limited duration, but if they produce quality and necessary results, they exceed the initial life expectancy of the project and become integrated into the life of the community. This is what we want and hope for all the projects that were discussed.

At the end of the PAS event, the organizers drafted a [manifesto](#) (in Slovenian) similar to the [Manifesto for Adult Learning in the 21st century](#) by EAEA. The Slovenj Gradec Manifesto refers to the integration of older adults into learning, work and society.

Find out more about the event in the EPALE blog: [Small events with a large reach \(7/7\)](#)

2017 EAAL closing event

At the EAAL closing event a link was established to the theme of sustainable development. The strategic role of adult education was highlighted and the importance of skills for life and work was illustrated through various presentations and panel discussions. The power and joy of learning were demonstrated by contributions of domestic and international participants.

The 2017 EAAL closing event was organized under the framework of the traditional professional LLW event at national level, i.e. the Adult Education Colloquium (AEC). The event consisted of three parts:

- 'Challenges of non-formal education in the Zgornja Vipavska Valley': SIAE co-organized the event in cooperation with the Ajdovščina Adult Education Centre that provided local contents regarding non-formal learning for rural inhabitants, such as study circles, NVQs, Project learning for Young Adults, Urban garden etc. into this workshop. Sixty-nine participants attended this part of the programme, most of them actively engaged in some form of non-formal adult learning.



Participants listened to achievements and future challenges regarding sustainable development, adult skills and other themes at 2017 closing event.



Stakeholders representing the national level discussing present challenges and the way forward at EAAL closing event, 3 October 2017.

- ‘With adequate skills to better life’: Coordinators of 2017 PASS and ‘Key competences for active involvement in learning communities’ events took part in the presentation of their findings and recommendations regarding opportunities for educationally deprived target groups to gain skills for life and work. In addition, the way forward (touching upon the implementation of the Upskilling Pathways recommendation) was represented in the panel of national stakeholders such as the PES, SIAE and both associations of adult education providers. Sixty-eight participants attended this part of the programme, mostly professionals in adult education.
- ‘Non-formal adult education as a strategy for reacting to changes’ (the theme of the AEC in the narrow sense): presenters from the field of adult education as well as sustainable development (Ministry of the Environment and Spatial Planning) elaborated on the potential impacts of non-formal adult learning in ensuring sustainable development. Seventy-eight participants attended this part of the programme.



Guest speakers from Ireland, Jim Prior and Catherine Aylmer of the Limerick Community Education Network (LCEN), presented their view on ‘Community learning as a way to react to changes’. In the second programme strand, we also witnessed the input from the Irish EAAL national coordinator – AONTAS’ directress Niamh O’Reilly (via Skype). She reported on their current and future activities as regards the implementation of the EAAL in Ireland.

There were also participants from Bosnia and Hercegovina (EAAL NC), Croatia (EPALE NSS), Italy and Serbia taking part in discussions. The event enabled altogether 122 participants to become acquainted with interesting and topical themes, exchange viewpoints and formulate challenges and recommendations for the future.

For more details, see dedicated website of the event (in Slovenian): <http://pro.acs.si/ak2017>. Videos documenting the most important parts of the happening are available here: <http://pro.acs.si/ak2017/video>.

International peer learning

In addition to the 2017 closing EAAL event, several other gatherings served as platforms for international exchange, peer learning, and presentation of EAAL project aims and results.

International peer learning took place at meetings of national coordinators (NCs) with the European Commission as well as through other direct contacts especially within the South-Eastern European region where SIAE has been acting as a unifying factor in the years since 2015.

The study visit to Ireland

In line with the following study visit [programme](#), a twelve-member Slovenian delegation paid a visit to Ireland in the week between the 6 and 10 March 2017. The group consisted of six members of the EAAL project staff at the SIAE, two external collaborators, two 2016 award winners for the promotion of adult learning, one representative of the Slovenian Learners’ Forum, and one representative of the Ministry of Education, Science and Sport.



Slovenian delegation at the Star Awards ceremony of the AONTAS Adult Learners' Festival in Dublin, 6 March 2017.



Slovenian representative taking part in the EU Policy seminar 'The EU: Solidarity in a time of uncertainty' in Dublin, 10 March 2017.

In short, the purpose of the study visit – organized within the framework of the [AONTAS Adult Learners' Festival](#) – was the exchange of experience and knowledge related to the EAAL project as well as to awareness raising activities in general. We, as well as our hosts, [AONTAS](#), function as national coordinators for the implementation of the EAAL but also as national coordinators of our respective learning festivals. Therefore, we were eager to find out how our Irish colleagues tackle media and visual promotion, how they prepare their attractive publications, e.g. [I'm an Adult Learner 2016. Inspiring learner stories from across Ireland](#), how they successfully inform and attract people via Twitter and Facebook and also, how they engage politicians.



During our 5-day tour, we took part in the Star Awards ceremony, visited the Limerick Community Education Network, had a meeting with the AN Cosan, Warrenmount Community Education Centre and Exchange House Ireland collaborators. We thoroughly exchanged experiences and viewpoints with several AONTAS staff members as well as with their remarkable learning ambassador, Una Buckley. On the last day, we took active part in the policy seminar on the theme 'The European Union: Solidarity in a Time of Uncertainty'.

The newly acquired knowledge and experience has already been incorporated into our work for the 2017 Lifelong Learning Week, it was used in activities related to the formulation of ALARS, and will serve for inspiration in the future as well.

Related to the study visit in Ireland, 12 EPAL blogs were published:

- In English language: [initial explanation](#) of our attempts and impressions of day [One](#), [Two](#), [Three](#), [Four](#), [Five](#);
- In Slovenian language: [initial explanation](#) of our attempts and impressions of day [One](#), [Two](#), [Three](#), [Four](#), [Five](#).

Other opportunities for exchange and support

Study visit to SIAE by the Italian EAAL national coordinator, i.e. the National Institute for Public Policy Analysis (INAPP) (12–14 June 2017, Ljubljana and Velenje, Slovenia): The visit by the three-member Italian team took place in accordance with the following [programme](#). After the introductory presentations of our EAAL project at the SIAE and of the Slovenian approach to the evaluation of previously acquired knowledge and skills, they visited the Velenje Adult Education Centre and learnt about how these processes are implemented in practice. They also met with Aferdita Preshtreshi, a participant of the education programme and the consultation and assessment processes.

Croatian EAAL final conference (16 October 2017, Zagreb, Croatia): The Slovenian national coordinator took part in the event organized by the Croatian Ministry of Science and Education which rounded up their endeavours in the reporting period with special emphasis on primary education of adults. This was another opportunity to present Slovenian activities and outcomes. See more [here](#).



Italian colleagues collected (video) impressions for their written and video documentary on assessment and validation.



Silke Maria Bettray from Germany, Martina Ní Cheallaigh from the European Commission and Zvonka Pangerc Pahernik from Slovenia – speakers at the Croatian event.

Building Bridges in Adult Education 2017 (25–26 October 2017, Skopje, Macedonia): This year’s regional conference of adult educators from South-Eastern European countries again involved several national coordinators of EAAL from this region. In the presentation on topical challenges of adult education in Slovenia, we presented also some results of the EAAL project. For more information on this conference see [here](#).



Participants of the ‘Building bridges in adult education’ conference celebrated the publication of the Macedonian version of the ‘Manifesto for Adult Learning in the 21st Century’, 25 October 2017.



The Power and Joy of Learning / Moč in radost učenja – this was the slogan of the 2017 closing event, 3-4 October 2017, and other 2017 EAAL events.

Most our activities were related to EAEA’s initiative ‘**2017: The Year of Adult Education in Europe**’ under the slogan ‘The Power and Joy of Learning’ (in Slovenian: Moč in radost učenja). They were part of the [joint calendar](#) of around 100 dedicated European events.

Dissemination tools

ICT support and promotional materials supported all project activities and served for dissemination of outcomes at home and abroad.

The **new project website** was established (see <https://epuo.acs.si/en>). It is an updated version of the platform that had been set up in 2012 (for old website see: <http://tvu.acs.si/paradaucenja/projekt/opis>). The new website will continue to be the focal point where all information on project activities and achievements are collected and presented thus assuring their sustainability.

In addition, two editions (2016 and 2017) of the **e-bulletin** (in Slovenian and English language) with information on all project aspects but with special emphasis on PASS events, ‘Key competences for improved employability’ and ‘Key competences for active involvement in learning communities’ events were prepared. See: <https://epuo.acs.si/en/materials/e-bulletin>.

The production of **video(s)** on EAAL events has surpassed the initial plan as regards the number of outputs and more importantly – the width of contents. In the introductory video as well as in the additional five videos, statements of adult education professionals, learners and other relevant stakeholders are presented for each of the selected target groups: the unemployed,



young adults, rural population, migrants and Roma, and older employees at risk of losing employment. Infographics on statistical data and recommendations stemming from the before mentioned events are added for the respective target groups. See: <https://epuo.acs.si/en/outcomes/video/videos-2015-2017>.

A summary of video contents for each of the above target groups as well as for older adults was printed on six exhibit graphic panels. These have become part of SIAE's permanent exhibition titled 'Celebration of learning' used in awareness raising campaigns throughout the country. See: <https://epuo.acs.si/en/materials/infographics>.

We posted information on project outcomes, especially blogs and news, on EPALE (in 2016 and 2017 altogether 47 blogs and 40 comments) as well as in many other media.

For various dissemination items see: <https://epuo.acs.si/en/dissemination>.

Slovenian EAAL national coordination in 2017–2019

We are on the verge of the fourth phase of the national coordination of the implementation of EAAL in Slovenia. Activities will build upon achievements of the previous phases on the one hand, and will relate to the most topical policy and professional processes in adult education. We are looking forward to exciting challenges within the country as well as internationally.

In the period 2017–2019, the envisaged activities' overall objective is to raise the profile of the Council Recommendation on Upskilling Pathways: New Opportunities for Adults (UP Recommendation) as well as pave the way for its systematic implementation in the future. This way the issue of low participation rates of low-qualified adults, and furthermore, their low levels of skills as indicated by PIAAC results for Slovenia (2016) will be further addressed.

Specific objectives are among others:

- High awareness of key stakeholders on existing national arrangements in the education and employment sector that are already in line with the UP Recommendation,
- Professional grounds and opportunities for reflection and interaction of these stakeholders for them to be able to influence further developments and the UP implementation process,
- Good practice and role-models highlighted and employed so as to strengthen the commitment of stakeholders and motivate end-beneficiaries/learners for participation, self-development and co-creation of a better society and economy.

Two-year activities will concentrate on the mapping of processes, projects, especially ESF-funded, policy measures and tools that are currently in place. Events for engaging relevant stakeholders in the identification of the state of affairs and the formulation of a synergetic way forward will be organized in addition to awareness raising of the widest public through video and audio recordings on good practice of skills assessment, programmes for low-qualified adults to raise their basic skills and other key competences and/or bring them back to education and/or training, validation and recognition procedures, outreach and guidance as well as other promotional approaches. Activities will be intertwined, they will complement and support each other and provide opportunities for peer learning at national and international level.



The target groups to be reached, engaged and supported are manifold and include stakeholders from the field of education and training (policy makers, professionals, providers and learners) as well as from the field of employment, social affairs and other sectors. In the project, it is envisaged to involve them all, however, as regards learners, with special focus on people with low educational achievements and skills. Classical outreach activities (e.g. personal contacts, local TV and radio, etc.) as well as innovative and ICT-based ones will be engaged.

The envisaged impact of the abovementioned activities and their outcomes will be greater awareness of stakeholders at policy and professional level on existing and potential new arrangements supporting the implementation of the UP Recommendation.

In addition, we will strive for greater awareness of the widest public, especially low-qualified adults, on opportunities enabling them to progress on their upskilling pathways and strengthen their life and work prospects.



Photo taken at the Policy seminar 'The EU: Solidarity in a Time of Uncertainty' in Dublin, 10 March 2017.

The 2015–2017 EAAL team at the Slovenian Institute for Adult Education: Zvonka Pangerc Pahernik, head of project, with collaborators: Erika Brenk, Neja Colja, Simona Kavčič, Nevenka Kocijančič, Darijan Novak, Mateja Pečar, Ana Peklenik, Franci Lajovic, David Fartek, and many others (most of them in the photo); administrative staff: Nina Fele, Marjetka Petelin Zadnik and Katarina Šešet.