Slovenian Third Age University

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Survey of Slovenian Adult Education, Older Adults' Education Focused on Older Adults' Use of Information and Communication Technologies

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Foreword

In this country Slovenian Third Age University introduced education for older adults back in 1984. From the very beginning its efforts were directed towards bettering older people's life and consolidating ties among generations on the basis of knowledge and culture. This has been achieved to some extent using different channels and approaches, last but not least, by choosing educational topics that have been best relating older people to other generations, local communities and society.

From the very beginning older people's gaining ICT skills has been one Slovenian Third Age University's priority. As soon as 1986, a film was shoot in cooperation with the LOGOS group and Ljubljanska banka meant for both learning basic English and getting familiar with WordStar computer programme. From the very beginning ICT courses were part of the emerging curriculum.

The ICT programme was delivered for several target groups. It has been found that age is not an obstacle or and overwhelmingly important factor in acquiring ICT skills, but the expectations of social environment and the social status of the learner. Three decades ago there was no generational gap in the field of ICT since most of us only started being acquainted with the field. What have we done wrong to be facing now a serious generational divide? Why are we being threated by the growing level of older people's ICT illiteracy, why our society has become a society of inequality also in this field and how to cope with these issues? In order to give tentative answers to these questions we indulged in this survey, knowing that there are some data related to older people's issues, their education/learning and their ICT use but they are scattered and need to be united before we carry on our efforts.

Our aim in this initial survey was to study:
(1) General conditions or environment in which older adult education/learning and gaining ICT skills takes place.
(2) The ICT infrastructure and the use of Internet.

(3) Slovenian definition of Lifelong Learning (adult education and older adult education) as well as that of active ageing.

(4) Policies relating to older adult education/learning or learning later life.

(5) Educational programmes, providers and target groups participating in older adult education.

(6) The impact of ICT programmes on individual providers.

(7) Examples of good practice.

Our aim was also to shape recommendations for the future and to join in doing so the efforts of the countries in the Danube region.

Meta Žgur and Dušana Findeisen

Introduction

The present study aims at collecting data about Lifelong Learning (LiLL) and use of Information and Communication Technologies (ICT) by older adults (especially in learning activities) in the Danube Region. It will take into account general conditions and existing structures in the partner countries.

Aims

The results of the study are to enable the partners to draw up recommendations for future projects and encourage networking. The partners involved in the study will have the opportunity of applying for a joint European project together, which will be based on the outcomes of the study.

Methods

Partners will do desktop research to collect information on general conditions (such as policy programmes concerning Learning in Later Life (LiLL) and ICT, demographic and structural data). The present template gives a detailed list of the information to be collected and should be filled in with the research results.

2. General Conditions

2.1. Demographic, Economic, Social and Political Situation

2.1.1. Demographic Data

Age structure and population trends in Slovenia

2.052.496 people were living in Slovenia in July 2011; 1.015.430 men and 1.037.066 women. The population of Slovenia is growing older: the mean age of total population was 38,8 years in 2000, in 2011 the mean age of total population increased to 41,8 years, which means that mean age increased by 3 years over last eight years. Since 1986 men aged on average by 6,9 years and women by 6,7 years. In 2011 the mean age of men was 40,2 years; of women 43,4 years (Slovenia in Figure 2012).

The following chart shows the age group and their size in January 2012.

Figure 1: Population by five-year age groups and sex (SURS 2012)
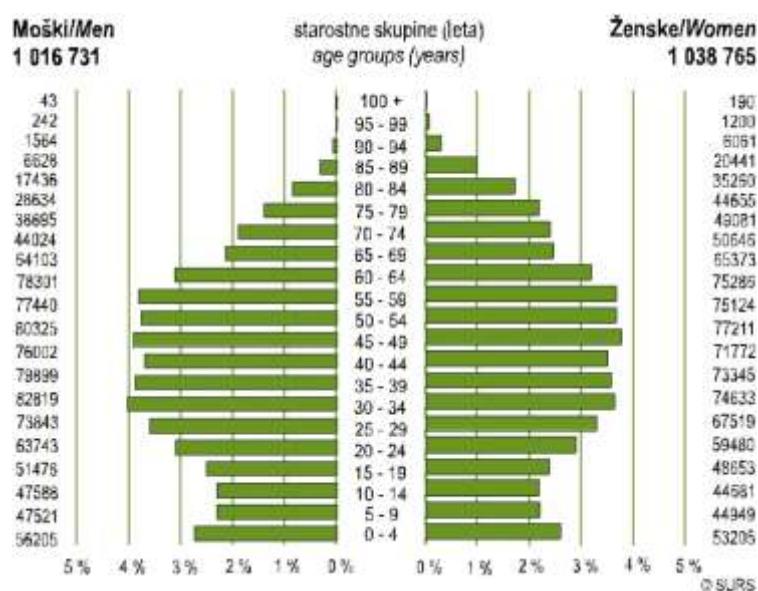
Like the mean age of population also the ageing index is growing quickly. In 2011 the ageing index of the population of Slovenia was 116,8, meaning that there were 116,8 people aged 64 or more per 100 people aged under 15. The aging index of women was much higher (by 55 index points) than of men. There were 145,1 women aged 65 or more per 100 women aged under 15, on the other hand the ageing index of men was 90,1.

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Figure 2: Share of population aged 0-14 and 65+ 1990 - 2059 (The Elderly in Slovenia 2011)
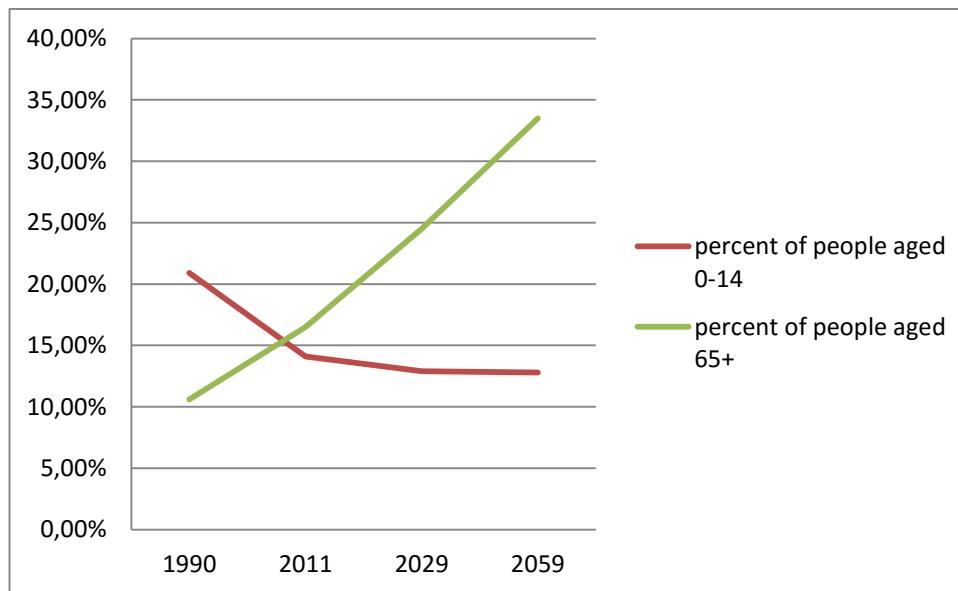
During the period 1986 – 2009, the share of the population in Slovenia aged at least 65 increased from 10,6% to 16,5%. Their number exceeded the number of people aged less than 15 for the first time at the end of 2003. Since then the difference between the mentioned age groups has only been increasing. In 1990 people aged 65 or more present 10,6% of population in Slovenia, in 2011 the share of older people grew to 16,5% but in 2060 almost every third person will belong to this age group. During the same period the share of the population aged 0-14 decreased from 20.9% to 14.0%. This trend is projected to continue: in 2029 24.8% of the population is expected to be at least 65 years old and in 2059 already 33.5%; in 2029 12.9% of the population is expected to be less than 15 years old and in 2059 12.8% (The Elderly in Slovenia 2011).

The fastest is the increase in the share and number of population aged 85 or more (»the oldest old« population). In Slovenia in 1989 they numbered slightly less than 15,000 (0.7% of the total population), by 2009 their number has more than doubled (30.369) and according to the projection they shall number 66.478 in 2029 and 136.720 in 2059. So by the end of the 2050s, their number will have increased five times and they will represent 7.6% of the total population. (ibid)

The proportion of older people throughout the European Union has increased the most in Slovenia. Fact that the share of children aged less than 15 years will be slightly growing for the next 10 years and then start decreasing is alarming information.

Table 1: Life expectancy at birth (SURS 2012)

Period	Men (years)	Women (years)
1990-1991	69,5	77,4
1995-1996	70,8	78,3
2000-2001	72,1	79,6
2005-2006	74,8	81,9
2011	76,6	82,9

Over the last 50 years life expectancy at birth has increased by more than 10 years in Slovenia and in the next 50 years it is going to increase by 7 or 8 years. A female new born in 2011 can thus be expected to live 82,9 years, a male new born in the same year can be expected to live 76,6 years. A man who was 65 years old in 2007 could expect to live another 16.0 years and a woman of the same age another 20.3 years. A decline in the birth rate and child mortality and longer life expectancy indicate that there will be an increasingly larger number of older people. People aged 64 or more present one sixth of total population in Slovenia but in the next 5 years it is going to expand to one third of population. (Older people in Slovenia 2011; Prebivalstvo 2008-2060, Prebivalstvo 2012)

Interesting is also the information about supporting age-dependent persons. To support one age-dependent person, there were 2 working-age people in 2010. If in 2010 there were in 24 elderly and 20 children dependent on 100 working-age populations, in 2060 there will be 58 older people and 25 children dependent on 100 working-age population (ibid).

Table 2: Population of Slovenia according to EUROPOP2010 population projections 2010-2060 (SURS)

	Number of Residents	Residents, aged 0-14 years (%)	Residents aged 15-64 years (%)	Residents aged 65 years or more (%)	Residents aged 80 years or more (%)	dependency ratio of older people (%)
2010	2.046.976	14,0	69,4	16,5	3,9	23,8
2015	2.106.182	14,7	67,8	17,5	4,7	25,8
2020	2.142.217	15,2	65,0	19,8	5,2	30,4
2025	2.154.934	14,7	63,3	22,0	5,7	34,8
2030	2.154.609	13,7	62,2	24,2	6,3	38,8
2035	2.148.629	12,9	61,0	26,1	7,9	42,7
2040	2.141.070	12,9	59,6	27,5	9,2	46,1
2045	2.131.661	13,4	57,4	29,2	10,2	50,8
2050	2.114.985	13,9	55,5	30,6	10,9	55,0
2055	2.089.905	13,9	54,5	31,5	11,6	57,8
2060	2.057.964	13,7	54,8	31,6	12,7	57,6

Like in Europe also in Slovenia the process of ageing of the population will not be avoided. With the decline of the rate of the new born and lower mortality rate, the age structure of the population is changing. Both are expected: strong increase in the number of older people and decrease in the number of the young people.

Figure 3: Population of Slovenia by age and sex 2010 and 2060 (SURS 2010; Vse starejši in dlje aktivni 2012)
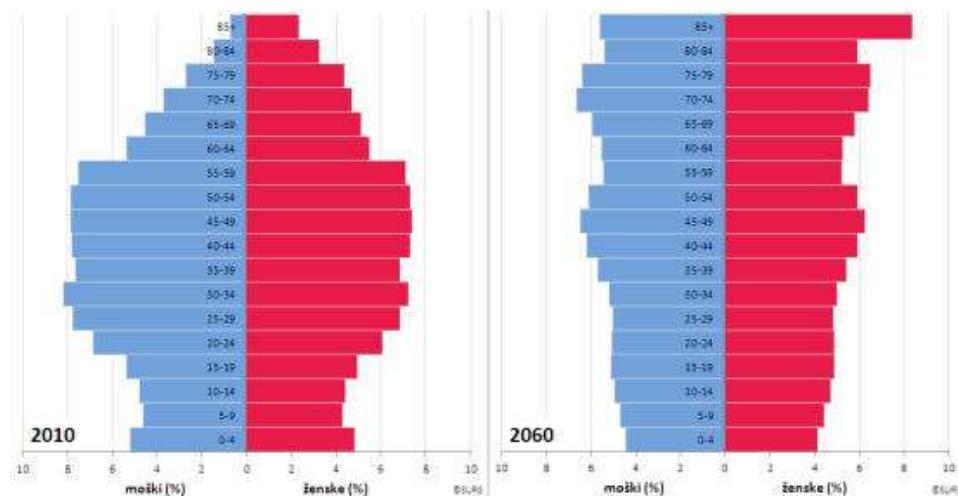
In 2011 the net migration was positive – 2059 more people came to Slovenia than leave. Immigrants were 14.083. Citizens of former Yugoslav republics still prevailed among foreigners. 3387 citizens of Bosnia and Herzegovina immigrate to Slovenia, following Kosovo with 1230 immigrants, Serbia with 1174 and Macedonia with 1016 immigrants (Vse starejši in dlje aktivni 2009).

12.024 people left Slovenia in 2011. Citizens of the Republic of Slovenia emigrated to Germany (1061 people), Austria (630 people) and Croatia (497 people) (SURS 2011).

The number of older people men and women is increasing, and life expectancy of people is getting longer, especially due to improved health and social conditions. Despite the fact that older people are now more able and healthy than they were decades ago, it seems that the preoccupation with age today is much greater than before. In modern culture, in which the values of youth, beauty and success are most admired, doubts about the value and meaning of ageing and age have already been spread; unfortunately, research increasingly mention suicide among older people.

Life is an indivisible whole. Ageing is part of our life and to reach old age is an achievement, so it is normal to grow old. We cannot prevent ageing, but a healthy lifestyle

(healthy diet and proper amount of exercise) keeps a person more vital (full of life power). Ageing is accelerated by a number of factors: genetics, humid and hot climate, living in cities, the way of life, unhealthy nutrition, lack of exercise, and type of job, harmful and bad habits. The Slovenia is getting more and older. We agree ageing is not a threat but achievement of society, however there needs to be something done that we will be able to say: Yes, ageing is an achievement of society. Longer life expectancy, better medical care, better and greater educational provision and growth of e-services lead to a greater participation of older people in society. Especially ICT represent opportunities for their being involved in local community. (The Elderly in Slovenia 2011)

2.1.2. Social and Economic Data

The third age definition in Slovenia

The third age belongs to the old "industrial" division of life. In the industrial times, the cultural division into ages of life was done according to work. Thus the first age meant the age when one was preparing for work, the second age when one was employed and the third age when one ceased to be employed and got retired and the fourth age was the age of dependence and the age when one needed institutional care. So, the third age came after employment, after one's professional work had stopped.

Assess of the economic situation of older adults in Slovenia

The demographic ageing is reflected also in the increasing number of pensioners. In Slovenia, over a quarter of the population is retired. Over the last decade the number of pensioners (old-age, disability, survivors' and farmers') who had been granted the right to a pension in Slovenia has been increasing on average by 1.5% per year. Due to the global financial and economic crisis and due to the announced "modernizing" of the pension system and pension reforms there of a huge arrival of new pensioners in 2009. In 2009 the average number of pensioners (old- age, disability, survivors', widower's/widow's

pensions and the partial pension) in Slovenia increased significantly by 2% as compared to 2008, which marked the highest growth in the last seven years. (The Elderly in Slovenia 2011)

Average pension for men in 2010 was 670€ per month, for women it was almost 100€ lower (589€). Women's pensions are lower primarily due to lower earnings of women which serve as a pension rating base and due to the length of the pension qualifying period. Men's earnings and women's earnings in Slovenia differed already in the past and so far not much has changed. The differences in the amounts of earnings paid of course also affect the differences in the levels of pensions. (ibid)

Are older people wealthier or poorer than other age groups?

Compared with average net earnings, pensioners on average received less personal income as employees. The average monthly net earnings for 2010 amounted to 966,62€. (ibid)

The following table shows pension trend 2000-2010.

Table 3: Pension 2000-2010 (€) (SURS 2010)

	Men	Women
Year	Average pension, EUR	Average pension, EUR
2000	439	347
2001	491	392
2002	508	409
2003	540	438
2004	553	452
2005	577	476
2006	588	491
2007	614	518
2008	661	562
2009	669	580
2010	670	589

Statutory and real retirement age

Table 4: The statutory and real retirement age (Ministry of Labour, Family, Social Affairs and Equal opportunities of RS 2012)

Gender	Statutory retirement age	Real retirement age
Women	61	58,8
Men	63	61,9

Pension beneficiaries first granted the right to a pension were on average 60 years old (men 61,9 years old and women 58,8 years) in 2012 which is 2 years more than 2002. Persons who were beneficiaries of a retirement pension in December 2011 had been employed on average for 35,3 years (men 37,5 years, women 33,4 years). Older people

who were first granted the right to pension in 2011, will be receiving it on average 18,7 years (men 16,3 years, women 21,7 years). Since 2002 the average duration of receiving the pension has extended by slightly more than 3 years. (The Elderly in Slovenia 2011)

Table 5: Pension period, average age and duration of pension (SURS 2010; Vse starejši in dlje aktivni 2012)

Year	Average pension qualifying period			Average age of the pension recipients who were first granted the right to a pension			Average duration of receiving pensions		
	Total	Men	Woman	Total	Men	Woman	Total	Men	Woman
2002	33,8	36,8	31,4	57,7	59,9	55,5	15,6	15,1	16,3
2003	34,0	36,8	31,7	57,7	59,9	55,7	16,7	15,6	18,0
2004	34,2	36,9	31,8	58,6	60,6	56,6	17,1	15,8	18,7
2005	34,3	37,0	32,1	58,8	60,4	57,1	17,6	16,0	19,7
2006	34,5	37,2	32,3	58,9	60,3	57,2	17,4	16,0	19,3
2007	34,7	37,3	32,5	59,2	60,7	57,4	17,9	16,3	20,3
2008	34,9	37,5	32,8	59,2	60,8	57,5	18,3	16,3	20,8
2009	35,0	37,4	33,0	59,5	60,9	58,0	18,8	16,6	21,5
2010	35,2	37,5	33,3	59,8	60,9	58,3	18,8	16,7	21,7
2011	35,3	37,5	33,4	60,1	61,1	58,7	18,7	16,3	21,7

The average retirement age of pension beneficiaries in Slovenia changed significantly in the 1990-2009 period - it increased more for women than for men. For old-age pensioners, it increased for men by 4 years and 4 months and for women by 4 years and 5 months. In 2009 the average retirement age of men exercising the right to old-age pension was 62 years (1 year higher than in 2000), while the average retirement age of women who exercised the right to old-age pension was 58 years and 1 month (2 years

higher than in 2000). (The Elderly in Slovenia 2011)

Table 6: Employment/population ratio of older people by age group, Slovenia (in %) (SURS 2010)

Years/Age groups	1998	2000	2005	2006	2007	2008
Total	60,0	57,7	58,7	59,9	60,2	59,2
50-54	63,4	70,0	74,9	78,2	78,4	80,1
55-59	34,1	31,4	46,9	48,1	47,3	47,0
60-64	17,8	14,9	16,0	16,0	20,1	18,0
65-69	15,3	9,9	10,8	11,8	13,6	9,4
70+	7,2	5,9	5,5	6,1	7,6	4,9

The analysis of socio-economic categories of persons and households shows that the most important causes of poverty in Slovenia are unemployment or inactivity and also age (especially for women), greater number of children, living in single or single parent households, and living in rented accommodation. Employment ratio of older people is lower than in EU-27: 31.2% of people aged 50+ are employed in Slovenia; in the EU-27 is this percentage 56,31% (Forum IKT 50+). The employment ratio of older people, especially workers aged 65+, has decrease from 1998 to 2008.

The at-risk-of-poverty rate in Slovenia is slowly declining. In the last decade it has decreased from 14% to less than 12%, but it should be noted that these data only show the distribution of income among the population and do not take into account assets, savings, price movements, housing conditions, health and other factors that also affect the living standards of people. According to data from the Survey on Income and Living Conditions for 2008, the at-risk- of-poverty rate in Slovenia was 12.3%, which means that 12.3% of people were living below the poverty threshold, i.e. that annual income of 12.3% of the population (even after receiving social transfers) failed to rise above the income poverty threshold. With this value, Slovenia as a whole ranked among the eight EU Member States with the lowest at-risk-of-poverty rate (in the EU-27 the at-risk-of-

poverty rate was 17%); however, for certain population groups the values of this indicator in Slovenia were higher than those in the EU-27 as a whole. (The Elderly in Slovenia 2011)

Table 7: At-risk-of-poverty rate by age groups and sex, Slovenia (The Elderly in Slovenia 2011)

Years/Age	Total		Men		Women	
	18-64	65+	18-64	65+	18-64	65+
2005	10,4	20,4	10,3	11,2	10,4	26,2
2006	9,8	20,0	9,9	12,0	9,7	24,9
2007	9,8	19,4	9,7	10,8	10,0	24,9
2008	10,5	21,3	10,9	11,7	10,0	27,6

People aged 65 or more are at the greatest risk of poverty. In 2008 Slovenia was as regards the at-risk-of-poverty indicator of older people slightly above the EU average (19%); the at-risk-of-poverty rate for women aged 65+ was 27,6 or 6 % higher than for the total population. In Slovenia the at-risk-of- poverty rate for this age group differs significantly by sex (excluding income in kind): the at-risk-of-poverty rate for older women, for example, increased in one year by 2.7 percentage points (to 27.6%), while for older men it increased by 0.9 of a percentage point (to 11.7%). So, 28% of women aged 65 or more lived in poverty and were thus among the most threatened in Slovenia. (The Elderly in Slovenia 2011)

This difference is even more pronounced when we compare the value of this indicator for those women who are aged 65 or more and live alone (single households). In these households the at-risk-of-poverty rate is generally high (in 2008 it was 41.9%) and for women it is significantly higher (in 2008 it was 51.4%). (The Elderly in Slovenia 2011)

Definition of social exclusion regarding to the research works?

As in other European countries there is no clear agreement in this country as to what social exclusion is. Nevertheless, it has constantly been mentioned everywhere: in the media, in public tenders, in political programmes and actions conducted in practice. There is a lot of social exclusion/inclusion talk in discussions about the future of this country since there is a growing generalised feeling that social cohesion is being degraded. Social exclusion has become a paradigm mirroring our society's awareness that it is getting dysfunctional.

Scientific community has identified the diffuse character of this phenomenon and this concept. Researchers, however, who are interested in the modes of social participation, have to be necessarily interested in the phenomenon of social exclusion.

Each period of social changes brings a new societal paradigm. Thus, today's social exclusion could be compared to pauperism of the 19th century, both of them representing "the new social issue"- Pauperism accompanied entering the new industrial system before introducing social regulations and social exclusion means structural changes of the social system after many years where poverty was practically not present anymore.

Social exclusion means unemployment or irregular and badly paid jobs, low educational level and absence of qualified skills, uncertain future. A new way of life is emerging for many characterised by lack of material goods, moral degradation and above all de-socialisation. Social exclusion means that society is in danger to be interrupted.

 Individuals and social groups are participating in the predominating ways of life in society by participation to and taking advantage of key resources, institutions and mechanisms enabling civil, economic, social and interpersonal integration in society. Key resources are being education, work, accommodation, health and social protection" (Klemenčič 1998). Social exclusion is being felt on individual and social level.

Social exclusion and older people

Analyses of the demographic, economic and social position of older people in Slovenia show that pensioners are evenly distributed between the incomes groups, and that their population is stratified in a manner similar to that of the rest of the population, not concentrated in the lower income brackets. The position of single pensioner households, which are in fact more commonly found in the lower income groups, is different; this is especially true in the case of single retired women. These individuals are on the verge of poverty. Social welfare contributions that compensate for the loss of regular income are an insignificant source of income for pensioners. (Mesec 2000)

If the poverty line is equal to one-half of the average income in the country, we find that 13.1 percent of the women aged 60 years or more live under the poverty line; this accounts for the highest percentage of people living under the poverty line for any of the population subcategories of people aged 60 years or more, or among pensioner households.

The 60+ category includes pensioners as well as others. It is only those individuals from this category who do not receive pensions, i.e. those who are financially supported by others and those who simply have no income that are threatened by poverty. In general, poverty of older people is not a major problem in Slovenia, even if occasionally the cases of poverty are exploited for political aims. But some subcategories of elderly population are under poverty line and at risk of social exclusion; particular attention has to be paid to older individuals living in single households and receiving no pension. Also, in the future the situation may change drastically, since the pensions which now amount to approximately two-thirds of the average salary (1998; the average pension amounts to 67.4 percent of the average salary, whereas the average old-age pension amounts to 74.5 percent of the average salary) will diminish.

The general findings about poverty of older people can be best summarised through the conclusions of Novak's survey research on quality of life of pensioners (Novak 1998): "Household income depends on education, not so much on gender and age; pensioners can have a lower standard of living, but it is highly probable, that this correlation does not depend on pensioner status; the satisfaction with living conditions is not dependent on the conditions themselves. Old age and the pensioner status are not a significant factor of poverty in this country."

Age is often associated with *social exclusion*. Older people in general are not being threatened by social exclusion. But there is a risk of poverty (an element of social exclusion) for some older people, especially for women living in single households, pensions being reduced and most of older people depending only on pension. But, according to some authors, anyone whose only source of income is a pension will fall below the poverty line I the future.

In Slovenia 87.2% of all households own an apartment or a house. A comparison of survey data on Quality of Life in Slovenia, between employed persons and pensioners, shows a bigger percentage of owners of apartments among pensioners (80%) than among employed persons. On the other hand pensioners, especially those older and with lower education more often live in sub standardly equipped apartments (Novak 1998).

Research into the housing problems of vulnerable groups (Mandič 1999) mentions »older people« as being part of the vulnerable group (which is not dealt with in greater detail), but also concludes that younger generations would have nowhere to live if they were not living with their parents. However, the housing standard of older people, especially the older ones, who live in old apartments, is often poor. Here, again, the average is satisfactory, but there are sub-categories in which the situation is poor.

With Slovenia transiting a severe crisis, older people are threatened by poverty because they might become less able to pay the new real estate taxes and all sort of charges burdening them as flat owners or tenants.

In the future they might be threatened by poverty because unable to move to more convenient flats. They are also threatened to become poor and socially excluded because of the instability of their grown up children, Slovenian older people depending emotionally on their children and grandchildren and being expected to support them as much as possible. Quite often older people abandon their social and educational activities because they feel they cannot go on taking care of themselves while their children and grandchildren might be in need.

 According the recent "modernisation of the social protection system" older people and other citizens' beneficiary of social support allowances cannot freely dispose of their income or they can do it after they have paid their due to the State.

Being in danger to become poor, older people are also in danger to become socially excluded, far from education, culture, social connections, lacking informational, emotional, and material support. Older people might become socially excluded with the crisis new stereotypes about older people being more and more present preventing good intergenerational understanding and cooperation in different settings: at work, in community. In addition to this, negative attitudes towards older people, ageism is an element of social exclusion and contributes to it. There are no data about the attitude of different segments of Slovenian population towards the cohorts of older people but the impression is that there is no general or widespread negative attitude towards them. Some kind of the traditional respect for older people has still been preserved. But there is a feeling of resentment or envy in the younger generation towards the older generation: the older generation has well provided for itself through the establishment of an expensive pension system (during socialism) causing now a deficit in pension insurance funds, which persists despite the reformed law on pension insurance, thus impeding the possibilities of younger generation.

In Slovenia slightly less than one tenth of the population aged 65 or more felt social excluded from society, according to the European quality life survey in 2007.

Older adults' level of formal education

In 2004 35,2% of older adults had completed primary school, 27,2% had completed vocational school studies, 22,1% high school and 15,5% completed university studies. (The Elderly in Slovenia 2011)

Older adults and their Informal skills

There has been to our knowledge no specific study in Slovenia concerning informal skills of older people. A more comprehensive study is the one by Dr. Nena Mijoč "Experiential Learning and Adult Education" which includes interviews of older respondents. Ethonological studies pertaining to older craft skills have demonstrated some older people specific skills which are now slowly dying away. Further, a small scale research has been conducted at at Slovenian Third Age University in this field. It has been found that older people are not aware of their informal skills and knowledge and they should first be made aware of them as to gain confidence. Their skills however are not age related but are more related to their various social roles they have played lifelong, to their life transitions, normative and non-normative events they have had to cope with, to the problems and issues they have had to resolve, to their marital status, etc. They might have more social skills than younger generations, more and different communication skills, more skills related to domestic situations, etc. But might be very knowledgeable in many fields and this knowledge and skills should not be lost.

For many older people it is difficult to cope with the modern way of living with its heavy use of all kinds of constantly changing sophisticated technical equipment (from cars and computers, to mobiles, audio-visual equipment and all kinds of automata in public places). Ownership of cars and of audio-visual equipment (besides colour TV) is among the

dimensions which discriminate best between employed persons and pensioners (Novak, 1998). As a consequence, in their everyday life, they recourse is to simpler ways, thus excluding themselves from the mainstream of society.

2.1.3. Political Situation and Civil Society

Process of mainstreaming policies related to ageing in Slovenia

There are ageing policies adopted on local and national level with respect to European policies. The interest in shaping these policies has grown with the awareness that our societies are ageing and that ageing societies will require thorough changes on all levels.

Slovenia, like other European countries, has been forced to implement major reforms and adopt new laws regulating work, especially students' work and retirees' work. A new *Act on Labour Relationships* has been adopted stimulating retirees' work but also imposing on it lots of constraints Recently some types of temporary work contracts have been heavily taxed rendering the situation of civil society organisations (they are very active in providing and encouraging older adult learning) much more difficult. In addition, the recent pension reform has risen retirement age for both men and women, which necessarily affects older adult education.

Legislation Directly or Indirectly Pertaining To Older Adult Learning and Co-Operation

The strategy of LiLL is incorporated in the 2007 - 2013 Development Strategy for Slovenia, which also considers human resources and the Active Employment policy. It has also been incorporated in the national Strategy for Active Ageing:

(1) The Slovenian Government in cooperation with civil society organisations drafted a *Strategy for Quality Ageing and Intergenerational Solidarity 2011-2015*. The Strategy, like the

previous strategies, will continue setting a framework for older adult education and learning and other issues associate with older people.

(2) *The Slovenian Adult Education Strategy* developed within the lifelong learning policy document, adopted by the National Assembly (2007), is not going to be renewed. The strategy emphasises the 'strategic cores' among which there are those which are more directly related to older adult education.

• access to learning based on the needs of the individual;
• key competences for learning and personal growth;
• learning to improve work practice and professional career development;
• learning as a source and driving force for the development of the community;
• counselling and providing information.

In general, the strategy aims at adjusting learning to the needs of the individual; developing a positive attitude to learning; developing key competences for a quality life for the individual and the functioning of society; increasing effectiveness and creating equal opportunities. One can argue that equal opportunities mean also active ageing and relating to other generations on the basis of learning.

(3) *The Adult Education Act* (2006) determines the fundamental principles of Adult Education in Slovenia. Unfortunately it does not specify that non-public providers can be responsible for adult non formal education but those are most important for introducing intergenerational learning.

(4) *The Gimnazije Act* (2006) stipulates that "everybody who is employed or unemployed or is older than 18 is entitled to education as an adult.

(5) The labour legislation, which refers also to adult education, includes the *Employment Relationship Act* and the *Employment and Insurance against Unemployment Act* and also branch

collective agreements. The Act gives (older) workers the right to continuing education and training linked to the needs of their working processes, or to maintain their skills in order to remain in employment, or to increase their skills in order to create opportunities for promotion with adequate education and training. The labour legislation is important in relation to age management issues and active ageing as a means of intergenerational cooperation at work place and intergenerational learning at work place as well.

(6) Law On Voluntary Work: This law was adopted in 2011 after a long public discussion. The law stipulates volunteering and organised voluntary work, basic principles of volunteering, conditions to be fulfilled for voluntary work as well as the rights and obligations of volunteers and voluntary organisations. The law is important for intergenerational learning since a lot of intergenerational learning is learning by doing which is a part and parcel of volunteering.

(7) *Unemployment Act* stipulates the right of the unemployed to all forms of education and training. The unemployed are entitled to education upon a prior decision of the National Employment Agency. The unemployed are then entitled to the repayment of the costs of education, and if they decline the training, they lose the status of an unemployed person.

(8) *General Collective Agreement for the Industrial Sector*, with respective collective agreements for each industrial branch, and Collective *Agreement for the Service Sector*. These agreements stipulate rights and responsibilities pertaining to educational provision for workers, employers and institutions, and fix the conditions of remuneration of salary and repayment of expenses.

These priority areas have to be considered with other policy fields. The Strategy encourages an integrated approach. For example, improving the competitiveness of enterprises has a positive impact on the economy and the labour market, but must be balanced in relation to the attractiveness of cities and regions, the quality of life of citizens

and the environment. All these impacts cannot be taken in isolation, but have to be addressed in a holistic way, to reach the most sustainable solution.

Other EU programmes contributed to shaping the national policies, in particular: the 7th Research Framework Programme, the Instrument for Pre-Accession Assistance (IPA) National, Cross-border Cooperation and Multi-beneficiary country programmes, several programmes of the European Neighbourhood and Partnership Instrument (ENPI) (such as the Regional programmes or the Cross-border Cooperation Programmes), the European Agriculture Fund for Rural Development (EAFRD), the European Fisheries Fund (EFF) and the Competitiveness and Innovation Programme. National, regional and local policies also finance important projects. In addition, significant financing is already provided to a large number of projects via lending and/ or co- financing from various International and Bilateral Finance Institutions such as the European Investment Bank (EIB), the European Bank for Reconstruction and Development (EBRD), the World Bank, the Council of Europe Development Bank (CEB) or other lenders.

On the local and regional level

Strategy of Development of Education in the Town Municipality of Ljubljana For The Period Of Time 2009-2019 is one of the basic documents supporting adult education and older adult education in the capital town and region.

Furthermore, older adult education is being supported on the local and regional level by the document Challenge Of Increasing The Quality Of Education Of Children, Young People, And Adults according to which "the network of U3As as a renowed format of older adult education will be expanded enabling older people to enrol for low fees, and premises as well as a part of the Staff's salaries will be funded.

Also a Network of Daily Centres for Older People's activities has been set up in Ljubljana and other towns based on voluntary educational work. Premises and salaries are being

funded by the town municipality. The centres function as clubs for older people and are based in different areas of the town.

The main interests of older adults according to political actors

Political actors have difficulties abandoning stereotypes about old age and older people. Thus, talking about active ageing, they end up discussing long term care. They have difficulties perceiving older people as having different life styles and different needs and also, above all, different capabilities to be actively involved in social and economic development. According to policy makers and other political actors older people are still in need mostly of social protection. They have a lot of leisure time, mostly accidental leisure time and not serious leisure time transforming older people themselves and communities. Political actors perceive older people as having basically two needs: the need to have access to health and social protection as well as leisure time activities. Over the last years, civic society has been participating in shaping some policies which has considerably changed policy orientation. Active ageing is best present in educational policies, civil society policies, and cultural policies.

Are the interests of older adults taken into account by other political stakeholders (relevant political parties, interest groups, seniors' organisations etc.)?

Older adult's needs are being taken care by important and politically active organisations like Slovenian Federation of Pensioners' Organizations, Slovene Philanthropy, Anton Trstenjak's Institute, Slovenian Third Age University.

Which political actors represent the interests of older adults?
There is a political party called DESUS which is party of retirees.

How are older adults represented socially? Is civic engagement considered to be part of Active Ageing? How are older adults involved in organisations representing their interests?

Yes, civic engagement, active citizenship, organised volunteering are all part of active ageing. Older adults mostly run organisations in which they are involved that is to say organisations of older people, organisations for older people and mixed organisations. They are involved in management, planning and implementation of programmes, etc.

Are ICT a new opportunity for older adults to participate?
In some organisations this is the case, especially IKT forum 50+.

Which programs/initiatives aim at improving political, social and economic situation of older adults?
Slovenian Federation of Pensioners' Association has set up a programme Older people for older people, Slovenia Third Age University has several programmes like Carefully with money, Mathematics in everyday life, My parents are old-critical pedagogy.

2.2. *ICT Infrastructure and Internet Use*

2.2.1. ICT Infrastructure

Internet access in households

Table 8: Households' equipment with information-communication technology (%) (Information Society 2012)

Share of households with	2008	2009	210	2011	2012
Computer	65	71	70	74	76
Access to Internet	59	64	68	73	74

More and more households have access to the Internet. Reason for this is mainly the younger members of the household. Young people daily use Internet for social networks, entertainment, education etc. We did not get the data which could show how many elderly has access to the Internet or how many of them have computer at home. But, according to the literature, we could say that a lot of elderly, especially 74+, neither have computer either access to the Internet (Information Society 2012).

26% of population have no access to the Internet. Reasons why do not have it are listed in the following table.

Reasons NOT to have an access at home

Table 9: Households which did not have access to the Internet (Information Society 2012)

Reasons (the share of households which did not have access to the Internet	2011	2012
they have access to Internet somewhere else	14	15
they have no need for Internet	62	70
equipment costs are too high	49	53
access costs are too high	50	48
they lack skills	63	57
they have privacy or security concerns	26	28
broadband Internet connection is not available	12	8
od physical disability	3	9
of other reasons	3	2

Alternative forms of access (libraries, schools, seniors' organisations etc.)

Older seniors have a lot of other forms of access, especially in libraries, seniors clubs, the third age universities, lifelong learning centres and self-study centres. They could use the Internet daily in these organisations. In third age universities, lifelong learning centres and self-study centres elderly have also technical and expertly support.

2.2.2. Internet Use

Thomas et al. (2007) introduce the concept of "trans-literacy", which is defined as "the ability to read, write and interact within a range of platforms, tools and medias from writing and oral communication through handwriting, print, television, radio and film to digital social network.«

In society there is a growing belief that e-skills are crucial to an individual's education and participation in the workplace (or in society in general), and to access more and more everyday services (e.g. e-government, e-banking, e -shopping, e-learning).

The project RIS defines the e-literate citizen as capable of digital communication, of using modern technology and digital tools, in particular, that he is able to quickly and efficiently locate, process and use information. It has highlighted the active and independent role of the individual for further education and development, in order to participate in societal processes of modern life, work, learn and avoid social exclusion. In order to achieve the appropriate level of e-competence of the individual in society, it is important to understand the factors within the different segments of the population who have specific characteristics, barriers and motives (E-kompetentni državljan Slovenije danes in jutri 2011).

Slovenia is in using the services of the information society in the European context, on average. As RIS research shows in Slovenia in 2010 used the Internet for 72 % of the population. The problem, which should be noted, is the fact that Slovenia is much below the EU average in Internet use between the retired and inactive. According to research in the EU use the Internet 40 % of this group, while in Slovenia only 24 %. A more detailed analysis shows that the development of specific e-competences in Slovenia markedly above the EU average in almost all segments of the population except for those aged 55 years behind in all respects and thus impairs the comparative position of Slovenia (RIS data). The authors EKDS reason for this is seen in the fact that the generation who has retired in the last 10 to 20 years, just avoided the introduction of ICT in the employment context. Individual access to ICT after retirement is significantly heavier (E-kompetentni državljan Slovenije danes 2011).

A similar picture also shows the Eurostat survey: "Data for Slovenia have shown that there are 68 % of regular Internet users in the general population between 16 and 74 years. Data for some specific groups are significantly lower. Among the retired and other inactive persons the regular internet users are only 24% ... "(E-kompetentni državljan Slovenije danes, 2011: 13).

Table 10: Last use of Internet (pensioners and unemployed people; in %; Eurostat)

		pensioners and other inactive persons	unemployed people
in the last 12 months	EU-27	40	69
	Slovenia	24	65
in the last 3 months	EU-27	41	65
	Slovenia	21	59
more than 1 year ago or never	EU-27	60	31
	Slovenia	76	35
Never	EU-27	57	27
	Slovenia	74	33

Among persons aged 10-74 years, 72% were regular computer users (in the age group 10-15 years regular users were 99%, and among elderly 65-74 years only 11%). The results of research on the use of ICT among elderly shows that approximately 80% of the population older than 65 years, has never used an Internet.

Table 11: Comparison of population structure and the structure of Internet users by age group, in % (data source: SURS 2008)

age group	Internet users (10-74 years, relative on population, in %)	Population (10-74 years, in %)
10-15	6,18	6,52
16-24	11,92	12,73
25-34	15,43	18,36
35-44	12,89	18,17
45-54	7,62	18,68
55-64	3,89	14,55
65-74	0,47	10,99

If use of the Internet for specific activities observed in relation to age and education group (data for EU-27 and Slovenia presented in the following table), the difference in the rate of use is obvious. Especially elderly use Internet for searching information related to health and the goods or services, and to send and receive e-mails. Persons with no education or low education (completed primary school) for all activities use the Internet less.

Table 12: Use of Internet according to the specific activities (%) (E-kompetentni državljan Slovenije danes in jutri 2011)

		AGE				FORMAL EDUCATION		
		16-24 years	25-54 years	55-74 years		low or no education	secondary education	higher education
using Internet in last 3 months	EU-27	93	78	41		48	74	92
	Slovenia	97	80	28		42	69	94
searching information about education and courses	EU-27	46	26	7		14	23	37
	Slovenia	45	30	9		13	23	53
e-learning	EU-27	8	6	1		2	5	9
	Slovenia	9	4	1		3	3	8
searching for information related to health	EU-27	35	40	21		19	36	52
	Slovenia	51	54	18		16	44	71
sending or receiving e-	EU-27	84	69	35		39	64	88
	Sloveni	92	67	22		38	55	91

mails	a						
searching information about services or the goods	EU-27	69	65	32	35	60	81
	Slovenia	75	68	24	30	57	85
searching the job or sending applications for the job	EU-27	27	19	3	9	16	22
	Slovenia	22	18	2	6	15	21
reading or downloading online news, magazines, newspaper	EU-27	42	40	19	17	36	57
	Slovenia	59	49	16	23	39	69
listening to web radio or watching web TV	EU-27	48	29	10	17	27	40
	Slovenia	71	46	12	29	37	60
sending messages in social networks or for instant messaging	EU-27	75	33	8	24	33	41
	Slovenia	87	37	8	30	33	51

Slovenes above average (as seen in the EU-27 average) use the Internet to search for information about education and courses (SI 39%, EU-27, 34%), searching for information related to health (SI 64%, EU-27, 49%), reading or downloading online news, newspapers, magazines (SI 62%, EU-27, 50%), listening to web radio or watching web TV (SI 59%, EU-27, 38%) and uploading texts created by themselves to any website (SI 42%, EU-27, 32%). (E-kompetentni državljan Slovenije danes in jutri 2011)

The following table shows that in the percentage of users is low in the group of retired and other inactive people, compared to the average EU-27. Unemployed persons are in slightly more likely to use the Internet, but still generally below the EU-27.

Table 13: Use of Internet among retired and other inactive persons and unemployed (Eurostat 2007; E-kompetentni državljan Slovenije danes in jutri 2011 in %)

		retired and other inactive persons	unemployed persons
individuals using Internet for searching information	EU-27	39	68
	Slovenia	24	65
individuals sending e-mail with attachments (photos, folders)	EU-27	30	55
	Slovenia	15	49
individuals sending message to the web-chat, forums or web groups	EU-27	10	33
	Slovenia	4	24
individuals using Internet for phone calls (Skype)	EU-27	9	21
	Slovenia	5	14
individuals using peer-to-peer exchange of music, movies, etc.	EU-27	3	16
	Slovenia	1	19
individuals designing web page	EU-27	3	11
	Slovenia	1	12

Older people are an extremely important target group when we speak about promotion of spreading e-skills and ICT use, because of the demographic projections for Slovenia in the field of aging very pessimistic.

To the greatest extent adults (16-74 years old) gain e-skills through autonomous learning; learning by doing, trial and error learning and by means informal help of others (colleagues, friends, relatives). Less than one third of individuals have also gained the knowledge through self-education on the basis of books or CD-ROMs, and in formal education.

Table 14: Ways of gaining e-skills (Eurostat; E-kompetentni državljan Slovenije danes in jutri 2011; % of individuals aged 16-74)

		Age			Education		
		16-24	25-54	55-74	low or no education	secondary education	higher education
in formal educational institutions (schools) and courses (but no at the request of the employer)	EU-27	7	13	8	6	12	18
	Slovenia	10	15	5	2	11	31
self-study with books and CDs	EU-27	32	29	13	15	25	42
	Slovenia	41	34	10	15	27	56
self-study with practical work	EU-27	72	57	23	33	53	74
	Slovenia	84	61	17	28	55	84
with informal help by colleagues,	EU-27	64	53	25	32	50	66
	Slovenia	78	60	19	25	55	80

relatives and friends							
on some other way	EU-27	2	2	1	/	2	2
	Slovenia	0	0	0	/	0	0

An interesting conclusion of the analysis provides ways of gaining e-skills by age. Young Slovenes in all categories have the edge over the EU-27 average, while in the older group rates for all modes of gaining e-skills Slovenia ranks lower than the EU-27 average. The same paradox appears in the analysis of the level of education: highly educated acquiring e-skills better than in the EU-27 average, lower educated worse. It leads to a conclusion that education in this country is getting very polarized. Those who are already educated are getting more education and low educated are being skipped in our social educational efforts. Also education is an important factor of social mobility, also in the field of ICT skills. More educated ones are being challenged in all fields which are not the case of low educated. Many other tentative conclusions could be made here. They all have to do with social expectations towards individuals and their social roles. (E-kompetentni državljan Slovenije danes in jutri 2011)

Discussion about older people using ICT would otherwise require more in-depth research approach to measure the use and methods of application and the interests of this specific group. Aging is accompanied by a variety of important social consequences, for example altered social interaction, altered interests and activities, changes in financial position (which is important in terms of access to ICT equipment and Internet). Of course, a group of older people is not a homogeneous group. Young old people still have more connection with the development of technology; perhaps they use it at work and want to maintain their activity. On the other hand, older people may have never even come in touch with new technology and even nowadays they don't have this opportunity. With the field of the innovation and technologies that enable older people to improve the quality of their life is now engaging gerontechnology. Jenko and others (2007) have found that older people are not enthusiastic about new technologies, if engaging too much learning and / or excessive financial cost. Therefore is important to adapt the technology to their

expectations, not to subordinate human beings to technology but vice versa, devices must be user friendly.

At the level of ICT literacy three groups has been identified (E-kompetentni državljan Slovenije danes in jutri 2011):

- Low level ICT literacy – retired low educated people, women (30%): This group use ICT very rarely. The group mainly consists of pensioners (54%) and low educated respondents. Nearly seven-tenths of the respondents of this group are older than 50 years. In this group, in comparison with others, the respondents less frequently use cell phone, ATM, 75% have never used a personal computer, 89% have never used a DVD player. The average index of computer skills of this group is low. 76% of respondents do not use Internet in this group.
- Medium level of ICT literacy –secondary to tertiary level of education, employees (59%)
- High level of ICT literacy - young in school, male (11%)

With the union of the two levels of general literacy and ICT literacy have been identified four categories (ibid):

- low level of ICT literacy and medium general literacy: low educated older women (26%);
- low level of ICT literacy and low general literacy: low educated older men (18%);
- medium level of ICT literacy and high general literacy: educated women in middle age (30%);
- high level ICT literacy and high general literacy: educated, younger, students (26%).

Computer skills seem to be decreasing with age, this being due, probably, to the changing structures of challenges and to the decreased scope of challenges. The highest index of

computer skills reach a group of respondents aged 20-24 years, significantly lower is in the group of respondents aged 30-39 years, and the index of computer skills is extremely low in the group of respondents aged 50 to 59 years old.

The main factors for participation of older people in ICT use (E-kompetentni državljan Slovenije danes in jutri 2011):

- level of formally completed education;

- profession;

- living settings;

- health and special needs;

- access to the Internet and ICT, use of cell phones and smart phones;

- awareness;

- personal needs;

- fear of the unknown;

- accessibility of contents.

The environment in which they live, diseases and disabilities that may accompany older people after they go beyond the expected healthy age (67 for Slovenia) are important factors that affect the participation of older people. When older people live in open social networks the likelihood that older people would get their support when is increased, which means for them easier integration in the information society. Older people in their after professional phase who live alone or due to health or other reasons, cannot engage in activities (ICT, LiLL) are the most disadvantaged group. But ICT can be an important contact with the world, relatives, friends and hobbies for them.

Older people are not aware of importance of ICT and of changes which ICT might bring to their everyday life. In this context we mean the conceptual changes of lifestyle, as well as the specific disadvantages and advantages that technology can bring to the life of an individual.

At this point we encounter the question of whether the level of development of the information society, e-services and e-content are suitable for older people. Even cursory

look at the e-services and e-content appears that existing services are mainly adjusted to younger generations and employees. This represents a significant barrier to greater participation of older people in learning ICT. <u>A prerequisite for overcoming obstacles is to improve experience of older people in e-services.</u>

Moreover, it would be necessary to investigate the reasons why bigger operators and e-service providers do not address older people, especially given the fact that they are extremely numerous. (E-kompetentni državljan Slovenije danes in jutri 2011)

2.3. National Definition of Lifelong learning (LLL) and Active Ageing

2.3.1. Definition of Lifelong Learning

Definition of adult education or LLL in Slovenia and definition of Learning in Later Life (LiLL)

Lifelong learning is a continuous process. Learning is considered to be a psychological process resulting in one's changed behaviour (functioning, standpoints, attitudes etc.) If one's behaviour has not changed there has been no learning. This holds good also for lifelong learning.

In learning the emphasis is placed on the anthropological context, which goes beyond that of society and purpose by placing the individual at the forefront – it is "individualistic and individualizing" as well as based on the individual's needs and personal activities, without disregarding social needs. Learning is an extremely broad concept and includes many aspects: it takes place everywhere, covering every situation, circumstance and occasion; the contents are interrelated and thus not specifically object-oriented. Learning becomes an integral part of life; it is a flexible and lifelong process. We not only learn under professional guidance, but also from each other. Learning is marked by enhanced activity and autonomy of the subject (learner). With regard to the subject's active role and the manner in which activities are organised, learning is divided into two basic sets: organised and unorganised learning. In this country we are less interested in lifelong learning (it is like breathing an activity that is inseparable from living).

On the other hand education is a target oriented process externally organised; emphasis is placed on the acquisition of knowledge, skills, habits, etc., which takes place as a process that is usually (but not always) officially defined by objectives, standardised, structured, object-oriented, and externally organised. As a general rule the process (of acquiring knowledge, etc.) is professionally organised in the form of instruction and supervised by the teacher. It is importantly determined by social circumstances and needs (Jelenc, 2007,

p. 34).

In view of the principles and strategy of lifelong education and learning the question arises as to what is subordinate to what – education to learning or vice versa. It is generally believed that learning is a broader concept and that education is one possible way of its implementation.

Formal education leads to a formal and officially acknowledged educational attainment, such as a degree, diploma or professional qualification. Non-formal education, by analogy and contrast to the definition of formal education, constitutes education/learning that does not lead to a formal recognition, such as a certificate, diploma, officially acknowledged level of education or qualification, but meets other educational requirements and/or interests of the participant who wishes to acquire further knowledge or skill.

Both activities (education and learning) possess formal and non-formal aspects, but the distinction between the two becomes most obvious with regard to intentionality or the absence of it. Education is always intentional, whereas learning may be either intentional or not.

Incidental or random learning is a "lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and sources in his/her environment – from family and neighbours, from work and play, from the market place, library, and the mass media". Learning takes place in a completely in formalised manner (form-free, informally) and is, of course, not objective-oriented (unexpected, random). With respect to its basic characteristics informal learning is similar to incidental learning in that it does not take place in a formalised way, but differs from it in that it is at least partly intentional. It involves learning directly from the social and physical environment, learning from experiences and examples. It is an integral part of daily life and lifelong learning and education. It is also a social interaction and closely related to culture. It focuses on the personality of the learner.

Is LiLL part of LLL or adult education concepts?

Learning in later life has become part and parcel of lifelong learning and especially adult education. Actually for a long time LLL was practically a synonym of adult education for non-experts. Moreover, as soon as 1984, Dušana Findeisen emphasised that learning in later life was a continuum,

LLL concentrates on the non-formal aspects of education. Learning in later life means learning and means education in later life for all groups of older people. Chronologically speaking, it means education of older workers, pre-retirement education, third age education and education for independent living or fourth age. It means education and counselling for older people and about older people, i.e. different groups of older people who are in different social positions. Education in later life has characteristics that can be applied to different individuals or social groups who are not necessarily old. Also intergenerational education has become a part of education in later life.

Social and individual needs are in focus in both adult education and older adult education. Education has to be lifelong and life wide especially when older adult education is at stake. Older adult education has to meet cognitive, social, emotional needs an older people's needs of values.

Older people learn and get involved in education in order to know, to belong, to understand themselves and the others and the changing world around them.

2.3.2. Definition of Active Ageing

Active ageing means having more or less equal active access to social resources: education, culture, health, work, transport and accommodation, leisure time etc. Thus active ageing means ageing in good health, being more satisfied at work, having access to decision making processes especially in local community, contributing to society as an active citizen, being able to deploy one's talents and live independently as long as possible. (Findeisen 2007)

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Active ageing means being able to participate in economic development without legal constraints which are currently imposed on retirees and employers who would like to employ older people. Notwithstanding their qualifications and experiential knowledge retirees are mostly able to occupy odd jobs and are not supposed to earn more than 5000 euros a year for their additional activities.

The active ageing index is quite low in this country and Slovenia has been ranked 19th between 27 EU countries.

Active older people should have access to national media in programmes with the highest rating and should not be treated for this matter as a specific social group (which happens very rarely).

Older people, like anybody else, can remain integrated in society only by being active. Experience of many retired people has shown that they can be more successful when joining new social groups, by getting involved in new activities. It is impossible to list all the activities senior citizens can take on together with other people. Given a bit of support and advice and adequate training/education, every individual can find something he or she would enjoy doing, discover what other people need and what they are willing to accept, identify the things that may become a new challenge for him or her.

The choices and attractions of this period are always very personal. The time has finally come when one is allowed and able to do what one is fond of and interested in. As an illustration, let us just mention a few possibilities: one can learn how to play a musical instrument, take up performing, painting, exhibiting, researching, translating, one can co-operate with museums, work as an assistant custodian or tourist guide, do voluntary work within an organisation, set up a club or society, take up calligraphy, design websites, write for and read stories to nursery school children, co-operate in the design of the curriculum of local community schools, take care of one's garden or perform gardening services for others, give advice, provide learning and psychological help, instruct younger people and

people of his own age, make plans, design, get involved in politics, do voluntary work within an organisation, work with public media, establish a company, write and publish books, or participate in community affairs representing their peers and all other generations. All activities should, however, have a clearly defined objective and operative plan. For older people to have their position changed within communities and society it is necessary however, to undertake such activities that are goal oriented and can bring about changes.

With no encouragement from the social environment, with little policy support, no model they could look up to, however, older people tend to sink into a passive way of life, and end up vegetating on the fringe of the society, to which they wish to attract yet other old people. In some European countries it is culturally inadmissible that older people work and older people that are perfectly able and want to go on working adapt and leave their work. They get more in more absorbed in themselves, in their own feelings and well-being, and thus they are less and less interesting to other people. Since many human psycho-social needs cannot be met outside relationships based on the give and receive principle, they are bound to become socially excluded and increasingly dissatisfied. Withdrawn from public life, they spend their days watching TV and reading newspapers, meeting with peers in coffee shops, nourishing the illusion that they are part of the society, or they become tourists, travelling around as nicely wrapped-up packages, passing time aimlessly in an unstructured way. They do nothing for the benefit of the community in which they live and become less and less noticeable to other people.

Employability and access to employment seem to be most important aspects of active ageing given the present economic crisis. Also education is being considered as an important part of active ageing.

Older adult education or education in later life has always been considered to be a part of active ageing. In fact, the idea of active ageing was introduced through education in later life. With the introduction in 1984 of Slovenian Third Age University to former Yugoslavia also theory of older adult education and later in 1995 also education in later

life started to be developed on the basis of the results different small scale research studies and the observation and analysis of the induced practice.

2.4.   Policy Programmed for Learning in Later Life

2.4.1. Policy Programmes

Programmes/initiatives with aim to supporting LiLL by state authorities (local/regional/national or international level)

Because of demographic ageing, living conditions of older people are a special challenge for governments of all countries, and governmental policies must increasingly include a combination of measures to encourage self-reliance of (older) adults and provision of services for those who need them. They have to encourage involvement of family members in caring for older people and taking care of their well-being.

Public authorities are concerned with adult education in contemporary society, though adult education used to be much more in focus in this country in the times when it was considered as being a part of social lift and social mobility and thus a kind of glue for society. In Socialist Federative Yugoslavia focus was on learning foreign languages, political education and second-chance education. Over the last twenty years adult education has diversified spread everywhere and to some extent it is also supported especially when national and European funds join forces.

Slovenia is getting older, therefore the group aged 65+ is going to increase. Older people have knowledge that is already validated by experience, which does not as by miracle disappear at retirement, but continues growing and expanding when encouraged and needed. Thus older people, even if they are considered as a marginalised group, should contribute to economic growth, creating new ideas, models, and practices. Of course; all of this requires educational support made possible by both – the Government as well as civil society.

Ministry of Education, Science and Sport supports adult education and education of older

people at the national level by public tenders etc. and by participating in civic dialogues. The Ministry asked researchers in adult education to prepare a Strategy for Lifelong Learning, in which special attention is devoted to the education of older people.

The Strategy of Lifelong Learning has projected measures to encourage older people to participate in education and to learn in later life. The target groups of older adult learners include older workers, those about to retire and all those who are in the third and the fourth age.

The implementation of the Strategy of Lifelong Learning may help creating opportunities for education and learning in later life; education for later life encompasses in particular employers' education and raising public awareness about the need of cooperation and coexistence of generations at workplace; training for living in retirement, which may take place either in companies or in local communities; preparation of a plan for quality life of older adults which should focus on learning and educational opportunities with different contents and formats: training older people to understand younger generations and to communicate with them, to get familiar with different generations and intergenerational relations; training for various forms of self-help, training for work and second career; training to participate in volunteer non-governmental organizations; training older people to exchange their knowledge and experience with their peers and and other generations (Source: Strategija vseživljenskega učenja v Sloveniji, 2007).

One of the main supporting measures is *Program of Adult education in the Republic of Slovenia for 2007* (at the national level). Primarily it encourages the development and maintenance of a network of providers and provision of educational programs for older adults stimulating social inclusion. The program provides for educational programmes co-financed by public funds. It focuses on the scope and type of activities that are necessary for the implementation of the program, the amount of funds to be provided from the State budget, and the ministries responsible for the implementation of the Program (ibid).

Among the program priorities, special attention is devoted to infrastructure, especially to the further development and establishment of networks and partnerships which will ensure sustainability. Special attention is also devoted to the development of network of public educational organizations as well as equality of access to adult education in all areas. All these activities encourage and influence the accessibility of education for older adults and increase provision of educational programs for older people (ibid).

Program of Adult Education in 2007 defines the arrangement of public funding for co-financing activities in the field of adult education. Among the programmes that are financed from public budget, there is also education in later life. Study circles, centres of autonomous learning, knowledge exchange links are also co-financed by public funds. The above mentioned formats and institutions support as well older adult learning.

Please list the programmes and describe their main aims, target groups and funding opportunities.

The infrastructure stimulating accessibility of education for older adults comprises *The Slovenian Third Age University*. The Slovenian Third Age University is a network of 45 third age universities in 44 cities around Slovenia. The purpose of Slovenian Third Age University is to promote LiLL, empowerment of older people, education for personal growth, and greater participation in community development (see more in 3.a).

Study circles are one of the main models and formats promoting LiLL and LLL. They were first launched and defined at U3As and they differ from what is known in Sweden or the States. They are closely connected with the perceived needs of local community and the results of learning are being built into community development: new activities, new non-governmental organisations, new initiatives, cultural and learning events, studies, festivals etc. Study circles brought a new idea of reciprocal and mutual learning, learning from each other but based on written sources. Study circles are a form of education based on voluntary activities. The process is not hierarchical and it concludes with an action. The

groups are small – consisting of of 5 to 12 members meeting during at least three and a half months. Study circles begins with a socio-cultural animation and end with an action. The work is originated and driven by the need and interest of individuals to do their best and to have the willingness to take an active part in the learning process and the work of the study circle. The latter is led by a group leader or mentor who is specifically trained for leading a study circle. Upon the conclusion of a study circle, the newly acquired knowledge is presented in a form of a lecture, exhibition, excursion, literary evening, production of a booklet or even continually releasing Newsletters, Study circles may set up a play or any other performance. Such a product not only reflects the contents of the study circle and the creativity of its members, but also contributes to the development of the town in which a study circle was carried out. The goals and the purpose of study circles have changed over time. At first their role was to widen the offer for learning programs for adults and with its presence they contributed to the democratization of the society. In ten years' time their purpose of making the education more accessible, motivating for learning mainly uninterested adults and including minority groups have come to the fore. Aims varied according to the topic of study circle. Examples of study circles are *Preserving the old craft – felting wool, Cultural heritage-resource for sustainable development, Life is story …* (http://sk.acs.si/)

Study circles are spread all over Slovenia offered by Centres of Adult Education, libraries, private institutions, NGO organisations and supported by Ministry of education, science and sport. The opportunities of study circle are to connect older people in a way of contributing to society, to share their knowledge and life experience with younger and middle generations. (http://sk.acs.si/)

Lifelong Learning Week (LLW) is the most prominent promotional campaign in the area of education and learning in Slovenia. The festival events take place in May and June all over the country, drawing attention to the presence and importance of learning at all stages of life as well as in all environments, and triggering a shift of perception, thought and deed. In 2012, which marked LLW's 17th edition, 38 LLW coordinators and around 1,100

organisers joined forces to present some 7.654 events focused on the European Year of Volunteering and six other common themes. Lifelong Learning Week is not an example of one programme but it is an example of promotion of LLL and LiLL. It connects a lot of different organisations to illustrate how important is learning through all life. Two months Slovenia breaths in a learning atmosphere. (http://tvu.acs.si/predstavitev/)

A Self-Study Centre is one of the forms of non-formal education where adults can be free to learn, to achieve self- actualisation, to upgrade or acquire new knowledge. Are the results of self-directed learning project organized by the Slovenian Institute for Adult Education began to develop in 1993. Activities of these centres are conducted by educational organizations in local communities throughout Slovenia. (http://www.acs.si/ssu)

These centres are intended for adults for who, for whatever reason, traditional learning and education are not appropriate. There adults can meet their individual needs, pace their rhythm of learning, have the choice of time when they learn.

2.4.2. Support

Political encouragement of LiLL in Slovenia

Lifelong learning has been encouraged since 1972 with the introduction of andragogy and studies on permanent education; much more, of course with the introduction of the European policy on lifelong learning. Speaking about adult education, this has been encouraged since the end of the Second World War (cultural enlightenment and political education).

Learning in later life used to be the most important part of adult education for quite a long time. This was due to the fact that education of later life started in civic society which was scarce when Slovenia got separated from former Yugoslavia. Therefore it got

education in later life got substantial support for some five years, support which was both political and financial. It has remained a part of the adult education policy and a part of action plans.

Support of LiLL by relevant political stakeholders (parties, interest groups etc.)

Learning in later life has never been explicitly part of any political party programmes but has been mentioned in most of them. Lately it has been a part of the leftist political programmes.

Politically encouragement of the ICT in the frame of LiLL

Of course, for some time ICT was even th most important area in this field. There has been a wide discussion on the need to reach out to older people in this field, nevertheless no national strategy has been set up so far but numerous civic society attempts have been existence.

2.4.3. Learning in Later Life (LiLL) - key goals

What do LiLL offers in your country focus on – (re)integration into the labour market, social participation or personal fulfilment?

Adult education in this country has been focusing on employability, education at work place, interpersonal relationships, education of socially marginalized groups for their integration integration society and personal growth.

How do LiLL structures encourage civic engagement, integration in the labour market or personal fulfilment?

There are several structures (Study Circles, Third Age University etc.) encouraging civic

engagement in local community. Practically all structures where older adults are present are engaged in civil society. Integration in labour market is supported by Employment agencies and their programmes.

Education in Later Life in Slovenia

To begin with, education in later life is not considered only as education of older people, but also as education about older people, as well as raising awareness about the issues of older people and intergenerational relationships. Raising public awareness about the importance of LILL for older people themselves and society can take on a number of different forms.

Basically, education in later life is education for *different target groups of older people* and *education about older people,* ie. education for different groups of professionals, older people's relatives etc.

Goals of education in later life can be seen as **individual** and **social** ones responding to different perceived individual and different identified social needs.

Individual needs are emotional needs, social needs, cognitive needs and the need to share values.

Individual goals pursuit through LILL:

-to reach and maintain independence;

-to break away from one's family's control;

-to structure one's life around a regular educational activity;

-to have "serious leisure time" versus "accidental leisure time";

-to validate one's knowledge and skills;

-to get new knowledge and skills;

-to compensate for what has not been lived or learned yet;

-to carry on a family tradition;

- to get new impressions;

-to maintain and develop one's capabilities;

-to consolidate one's social ties and bonds;

-to work for other generations and to be closer to them

-to widen one's social network;

-to perform paid or voluntary work;

-to postpone death.

Social goals pursuit in education in later life

-to maintain older workers at work;

-to improve their working skills and knowledge;

-to empower older workers;

-to introduce older people to active ageing;

-to maintain older people's cooperation with other generations;

-to improve older people's knowledge about themselves and society;

-to prepare older people for the active citizen's role;

-to set up new, more appropriate voluntary roles for older people;

-to improve older people's literacy;

-to enable older people's access to public space;

-to care for social fairness and justice;

-to prevent older people from being poor;

-to improve older people's ICT skills and their integration in e-health, e-communication, e-economy, e-administration;

-to better older people's health and to reduce mortality;

-to decrease costs.

Providers of education in later life in Slovenia and their goals

There are several providers of education in later life in Slovenia. The contents of their interventions differ and most of the time also the target group of older people they are

addressing (age, style of life, level of education). Consequently, also the goals these providers pursuit are different. Thus for instance

Slovenian Third Age University as the central provider of education in later life in this country has a variety of goals to achieve through education, counseling, providing possibilities of organized volunteering, advocacy, educating professionals:
(1)personal growth (more knowledge, more skills, changes standpoints, values, transformation of personal characteristics, empowerment etc.);
(2) social integration of older people (enabling order people to remain included in society or to be reintegrated in society;
(3) maintaining older people's employability (keeping up to date their knowledge, skills, maintain their health as an important part of employability);
(4) social participation by offering education of older people for volunteering, by creating opportunities for organized volunteering, raising public awareness about the need for professionalized volunteering in non-traditional domains like culture, education, counseling etc.

In the field of culture and education Slovenian Third Age University made a breakthrough which started with voluntary work of professionals within university in 1984 and later on within study circles (each of them has a volunteer taking care of all other students, organization of the programme etc.)

In 2006 a new cluster of educational programmes was introduced at Slovenian Third Age University aiming at introducing organized volunteering of older students in public institutions: mediating in culture, volunteering in museums, hospitals, schools, Botanic gardens Ljubljana). Other educational programmes for supporting older people's voluntary work have been related to the field of helping students to understand their dyslexia and specific learning difficulties and advantages.

Ministry of Defense of RS has set up for their retired employee's education that pursuit

mostly the goal of personal growth and social participation of older retired people. It structures self-organized groups of older people, organizing their knowledge exchange and self-help.

National Employment Agency has introduced several educational programmes particularly as concerns ICT skills, foreign languages, communication skills, and management etc. for older workers. Their goal is mostly to maintain employability of older workers. There have been practically no attempts at setting up education for employers and other employees that should accompany education of older workers concerning maintaining older workers at work and their reintegration in the labour market.

But there is a university age management study programme at the Faculty of Economics, University of Ljubljana.

Very successful attempts of the civil society were in the field of volunteering of older people in the charity field which is the case of Slovene Philanthropy's Intergenerational House named The House of Social Fruits). Slovene Philanthropy monitored the preparation and adoption of the Act on Voluntary Work.

Anton Trstenjak's Institute has been organizing volunteering of younger people for older people and it has educated some 2000 leaders of local groups organizing older people's life and education.

For twenty years also museums and public libraries as well as adult Education Centres and Folk high schools have been involved in educating older people.

Lately Daily Centres of activities for older adults have been set up offering education run by volunteers.

Most of these providers offer shorter educational formats and events, whereas Slovenian Third Age University opted for structured, longer lasting educational formats and their studies being related to supporting local development. Slovenian third age universities are constituted as social subjects, mostly as nonprofit societies.

There is still a lot to be done in this field especially in the field of older workers' employment and their education. With the current economic crisis older workers are being ever more squeezed out of the public sector and labour market. When the number of employees is to be reduced, this mostly happens at the expense of older workers, though they seem to be enjoying special protection by the law.

3. Educational programmes

3.1. *Existing structures (organisations and type of offers)*

Reality of LiLL in Slovenia

In this country we are getting ever more aware of the meaning of LiLL and its being connected with life and not only work. As the name says education is lifelong and not "work long" education. This also holds good for learning in later life. Lifelong learning and education do not stop at the age of forty when workers turn to be older workers. Life goes on and so does education. In addition to that, since formal education is less close to life than non-formal education it has become clear that lifelong education needs different providers and civil society has been recognized as one of the important educational providers. Recently, the government has made an attempt wanting to create standards against which education and education of older people provided by civil organisations should be measured. There has also been an attempt wanting to make out of Slovenian Third Age University a public service. This demonstrates that learning and education in later life has been recognized as as a public matter.

This orientation was further stimulated by the European Year of Volunteering and European Year for Active Ageing and Solidarity between Generations 2012. If national and European politicians had been persistently pushing to the edge education of older people, they were now forced to think about older people and their education and active ageing. A large public campaign took place – a lot of effort was put into raising awareness about the ageing issue, the perception of older people as active citizens, and a treasure of potential that can be used. Intergenerational co-operation and intergenerational relations were highlighted as a way of strengthening social bonds and solidarity. Having said that, solidarity is not seen only as older people accepting to work longer and spending less, but also as co-operation of younger and older people, but it is seen primarily as a link between the younger and older creating new wealth and knowledge together.

The first baby boom generations are reaching the statutory retirement age. Baby boomers have been exposed to many challenges and are much more active than previous generations. Therefore new social roles, more adapted to their needs and expectations s well as abilities have to be created. For them, transition to retirement does not mean transition to inactivity, but a new period of engagement, learning and second career. If the generation of veterans is rather passive, this is not the case of the baby boom generations. On the contrary! They are seeking educational opportunities, volunteering opportunities and they are trying to remain included in society.

Older adult education in this country is strongly dependent on social developments, those which are already present and those that can be anticipated. Older adults get involved in education also out of their individual needs: cognitive, social, emotional, and the need to share values.

In Slovenia we are getting aware of the fact that community matters like employment, education, culture, health, sports, tourism, transport, access to new technologies, local development, active ageing, participation of older people in the community, equal rights and opportunities etc. cannot be discussed in isolation, without attempting to understand the changing position of all generations in our changing societies. Seeking solutions within community and for community should by all means involve a perspective involving all generations. All above mentioned sectors and issues have been approached through adult education and education of older people in their local environment, but older Slovenians are not particularly interested in education for democracy and social participation with exception of education for volunteering.

Specific areas of older adult education have been created but generally speaking, there is a strong connection between older adult education and arts and culture. In our changing society older adult education is once again also about a quest of identity, be local, national or European. Older adult education is linked with environmental issues (healthy living,

healthy food, and healthy food production). Interpersonal relationships, foreign languages and associated cultures, communication are still in the focus of older people's attention. Law and economics seem to be of interest.

Experts in older adult education have been focusing on the potential of older people, breaking social stereotypes about older people, they emphasized that retirement does not mean being passive, that it is not only the period of involution but also evolution, a period of life in which older people can experience personal growth, improve their knowledge and share it with other generations. They kept drawing attention to the inadequacy of policies of old age and ageing, struggling for older people's rights to go on working beyond the age of retirement.

With the advent of financial and economic crisis, the situation of learning in later life has been changing. Uncertainty, austerity measures, reducing pensions and unemployment have contributed to the fact that many older people assist their unemployed children and grandchildren. As a result of it, the previously constantly growing participation of older people in education has been stagnating, but the need is there, since the demand for free education is growing. Education of older people is therefore important in the eyes of older people themselves, but the concern for their family is more important. National policies should be supporting LiLL, but politicians seem to be too concerned with servicing the public debt to think about older citizens.

Only in 2012 the Slovenian citizens emigrated as much as by the total emigration (Slovenian citizenship) between 2008 and 2011. This fact suggests that there is the brain drain. Young people in Slovenia, due to uncertain political and economic situation, do not see that future is there for them in Slovenia, so they immigrate to other European countries. In our opinion, older people could be there an important factor that is often overlooked. Social knowledge, communication skills and social networks, could help younger people creating new jobs, starting new business. Therefore it is important that

schools should support intergenerational cooperation and intergenerational practices- well planned, with clear objectives and activities.

It is necessary to create opportunities for the transmission of knowledge and culture among generations. It is also necessary to create a space for collective action. Although schools, old people's homes homes, universities, companies, local communities and policy makers in principle advocate learning in later life and intergenerational cooperation, the issue has been raised: how to encourage such intergenerational cooperation that will strengthen ties, respect and responsibility between generations and resulting in joint work and learning for the benefit of society.

Volunteering is well developed and well distributed between social groups in Slovenia. Many older people are volunteers in the charity field which is also the most promoted form of volunteering in Slovenia. On the other hand, "professionalized" volunteering is not widespread among the elderly. This type of volunteering requires not only time, good will and patience, but it requires knowledge of specific areas. A volunteer without knowledge cannot help an organization running an exhibition or guiding visitors around it; he or she cannot grow plants in botanical gardens, take care of library materials, lead workshops etc. Professional volunteering requires training.

LiLL offered by educational institutions. Possible examples include universities, Universities of the Third Age, adult education centres, seniors' organisations, national associations and others.

An important part of adult education, particularly non-formal education, takes place societies, associations and federations, libraries, museums, galleries, institutes, chambers of commerce, municipalities and other institutions. The most important role in the education of older people is played by Third Age Universities which operate within societies, libraries, adult education centres or independently.

Outstanding older adult education providers:

Slovenian Third Age University

Since 1984, when it was established by voluntary endeavours of a group of adult education experts and university teachers, the Slovenian Third Age University has steadily grown into a nation-wide set network of 46 universities in 42 localities with about 21 000 students, more than 1000 mentors and volunteers. The induced practice has been extensively researched. As a result of it, the today's University follows its own generalisations and is based on its own model.

The initial idea was to enable different groups of older people to strengthen their social identity through getting aware of their cultural role in the society; to gain knowledge and to pass their knowledge, experience and culture onto their peers and younger generations. At this university and within its study circles and other formats knowledge, experience and culture are exchanged; new knowledge is gained and jointly constructed through reciprocal, co-operative and mutual learning.

Currently, Slovenian Third Age University is the most outstanding nationwide set network in the field of education in later life in Slovenia, creating opportunities for learning, education, active ageing and socialising of older people. It enables older people to take part in social and economic development. Education performed by the Slovenian Third Age University is meant for personal growth, paid work and "professional" volunteering of older people.

Through different activities: education in later life, education about older people, education of mentors, research, public campaigning, advocacy, counselling for active ageing the following aims are pursuit:
- To enable older people to meet their cognitive, emotional, social needs and the need to share values;

- To enable older people to experience personal growth and perform paid or voluntary work;
- to achieve better understanding of older people's needs and to better their life through culture and education;
- to facilitate integration of older people in the society through their personal growth, paid or voluntary work;
- to support active ageing in all its forms;
- to enable different generations to collaborate, study and work together;
- to conduct public campaigning in the field of older people's issues and education;
- to support older workers to stay on the labour market and /or to get back there;
- to research education of older adults and to disseminate the findings;
- to educate teachers, mentors and facilitators in the field;
- to run education professionals dealing with people in later life;
- to develop new innovative educational programmes for different groups of people in later life;
- to provide integrated counselling and guidance or active ageing (educational, psychological, legal, and guidance in the field of labour market);
- to ensure networking of civil and public organisations active in the field of education in later life.

Target groups are retired people, older workers, and workers in the pre-retirement period. Students basically study within study circles, on study trips, by attending lectures, educational camps, workshops, etc. they participate in a residential summer University, and take part in international study exchanges. Whenever possible learning leads on to exhibitions, translations, professional publications, TV and radio programmes. All these learning outcomes are clearly of benefit to students themselves and to the community. Study circles are meant to meet several needs of their members; the need to gain new knowledge, to communicate with others, to understand oneself and the society. According to the needs of the students or their mentors and according to current or anticipated social needs, programmes may change.

Volunteer work is very important for older people. Slovenian Third Age University wanted to offer volunteering which will contribute to older people's professional knowledge and personal growth. Currently students can choose between sixth different voluntary programmes set up jointly with public institutions:

- **Cultural Mediators in Museums and Galleries:** Older students of History of art, Anthropology, Archaeology, Architecture and other related disciplines can involve to the volunteer programme Cultural Mediators. Their tasks are surveillance of exhibition venues, provision of information on relevant institutions, and, on request, provision of information on and guidance through exhibitions. A cultural mediator may liaise between the museum and NGOs, assist in education of the young and adult visitors of the museum, gallery or library. The conception of the programme was partly financed by the European Commission (LACE) and the Norwegian Financial Mechanism.

- **Voluntary Cultural Mediators in the Clinical Centre Ljubljana:** Voluntary cultural mediators bring art closer to those who wish to experience it in hospital settings. They do it in various ways, through storytelling, reading at bed side, conversations, art exhibitions, etc. Their special concern are those who have been deprived of access to culture - for social, economic, cultural, health or indeed any other reasons. A group that deserves a particular attention is long-term patients without family support. Jointly with the Clinical Centre Ljubljana, The Slovenian Third Age University offers an introductory training and organizes follow on courses for the voluntary cultural mediators.

- **Garden Volunteers in the University Botanic Gardens Ljubljana:** It had been inspired by the EMIL network (The European Map for Intergenerational Learning) and the Lisbon Calouste Gulbenkian Fund's gardens. Our students attend both educational programmes and activities of The Slovenian Third Age

University and those delivered by the University Botanic Gardens Ljubljana: they do gardening jobs, they keep studying and they pass on their knowledge to visitors, spread knowledge on importance of botanical gardens for maintaining of biotic diversity, contribute ideas for popularization of botanical gardens, and liaise between the University Botanic Gardens Ljubljana and various civil organisations, social groups and generations. At the same time they receive continuous education and training by both, The Slovenian Third Age University and the University Botanic Gardens Ljubljana. The first introductory training and education course was partly financed by the Municipality of Ljubljana.

- **Voluntary Story Tellers:** The art of storytelling is the focus of the Story Telling Study Circle at The Slovenian Third Age University, the objective of its members being learning the skills and techniques of storytelling and working as voluntary story tellers. The story teller weaves a story for his or her listeners, adapting it each time to the environments and audience. The members of this study group try to find ways and opportunities to bring stories to diverse target groups - children in nursery schools and hospitals, hospitalized patients, residents of old people's homes, etc. - and feature at readings in libraries, book fairs of the Slovenian Writers' Association and other events that welcome live words.

- **"A Cloth Doll" to improve manual and communications skills:** A Cloth Doll is a UNICEF project aimed at raising funds for vaccination of children in the developing countries against six children's diseases. The doll represents a child in need of the vaccine. These hand-made dolls can be "adopted" at auctions for a fixed sum in accordance with the project's slogan: "Adopt a doll and save a life". At The Slovenian Third Age University a group of volunteers have now been regularly meeting and sewing cloth dolls over a number of years. Every year they present them at the UNICEF promotion campaigns, organize their own welfare events, and maintain correspondence with their dolls' adoptive parents.

- **Each one teach one; computer literacy in peer mentoring pairs:** The extensive job of making each individual an e-competent citizen, with access to e-communication, e-health, e-education, e-economy etc. cannot be left entirely to public authorities. At The Slovenian Third Age University the movement "Each one, teach one" promoting acquisition of computer literacy skills in peer mentoring pairs has been started. The idea is to spread and improve computer knowledge and skills among people in later life by making them pass on the knowledge they gain or possess. The networks needed are being developed by The Slovenian Third Age University and, S&T Company, its partner in the project. The project got support of the European Social Fund and the Ministry of Public Administration of the Republic Slovenia.

Examples of programmes to choose from at the Third Age University in Ljubljana are Anthropology and philosophy, Archaeology, Chinese culture and art, Creative writing, Cultural heritage and ethnology, English, French, German, Italian, Spanish, Russian language and culture, Families and how we live with them, Geography, Grandmas and grandpas' learning for new challenges, History, History of art, ICT skills, Literature, Introduction to classical music, My parents are old – Critical geragogy, Nature is always right, Pottery, Painting, Psychology of personality, Psychological rapport towards money, Restoration and conversation, The art of storytelling, etc.

The Third Age University in Ljubljana is the largest university in the network of third age universities. It runs two national projects and several international projects. Employees are aware of importance of university influence to the local development; therefore they strive to develop all universities in Slovenia. Both national projects include different universities with the intent that small universities gain new experience with cooperation in project and to create opportunities acting in local communities (www.univerza3.si).

Anton Trstenjak's Institute

Anton Trstenjak's Institute, with its Head Prof. Dr. Jože Ramovš, has set up innovative educational programmes for better intergenerational relationships and understanding. One of them is *Network of neighbourhood self-help and community set groups of older people.* Their objective is to support quality ageing through the establishment of intergenerational self-help groups.

Stimulating quality ageing is currently the biggest project run by the Anton Trstenjak's Institute meeting psychosocial needs of older people. Initially, back in 1987 the Institute participated in the *Project Man for older people.* As a result of it, national and local self-help groups for older people were set up. At present, there are more than five hundred self-help groups monitored by 5 animators or coordinators trained by the Anton Trstenjak's Institute. These groups include more than 5000 older people all over Slovenia. The model of the network of self-help groups served for setting up other regional older self-help group networks. Their establishment was partly made possible by *Association for social gerontology and geragogy of Slovenia,* another coordinating and educational non-profit and non-governmental organisation.

The Institute publishes a scientific journal Kakovostna starost (Engl. Quality Ageing. It has conducted studies and developed new social programmes. The main focus is on the development of new programmes for quality ageing and better intergenerational relations. So far, 20 programmes in the following areas have been developed.

- programmes for informing local communities on the possibilities for quality ageing, preparation for the old age and better intergenerational communication;
- learning courses for the leaders of the intergenerational group for quality ageing;
- voluntary programmes for intergenerational companionship: On the basis of a 60-hour programme experts train the volunteers from younger and middle generation for personal companionship with old person who lives alone;

- programmes for local self-organisation of the intergenerational network for quality ageing and good intergenerational relations.

The Institute has been conducting waste public campaigns to raise awareness concerning the the issues of old age and ageing. Moreover, the Institute runs several other courses and programmes like *Course for better relationships and communication with older family members*, *Course for better understanding younger generations by older people* and *Intergenerational groups for quality ageing*, etc. They have established *three intergenerational centres* in Slovenia.

In October 2007, they launched the program *Intergenerational companionship accompanying acquiring ICT skills* that offers older people an opportunity to acquire basic computer skills or upgrade their computer skills. With students wanting to make a gift of their free time to old people and grant them their computer knowledge, this form of partnership is very popular.

First both students and older people participate in a shorter course, where students learn techniques of how to lead conversation with older people and learn about the features of later life, which helps them later in encouraging computer skills whereas older people learn how to speak with younger people and how to be empathetic to them in today's life. After the course, the older person learns computer science together with his or her young companion, once a week for one hour. Mostly they meet in the lecture rooms of the Anton Trstenjak's Institute and in grammar schools. Their companionship lasts one academic year. The Institute prepares a cultural event at the end of the school year, where participants receive a certificate to commemorate the teaching of computer science and their pleasant companionship. Over four years, about 60 intergenerational pairs were involved in this kind of companionship.

The programme *Intergenerational companionship while learning computer* is based on intergenerational relations, getting to know the generations and exchanging experience. Young people try out how it is to be a teacher and get a lot of life experiences from older people. Through computer classes students are thought a lot of new thing by elderly.

Especially is important that through learning the stereotypes about older people are broken and that young people have opportunity to see value of older people.

The Institute also publishes a scientific and expert journal named *Good Quality of Old Age* (http://www.inst-antonatrstenjaka.si/institut/).

Associations of Retired People

Associations of retired people are community set organisations, set in each locality and all over the country. Their membership is traditionally important in number (more than 200.000 members) though many members are passive members not contributing to the activities of their associations. The associations are providers of education offering courses and counselling to their members. The Federation of the associations of retired people is also the principal organiser of the annual Third Age Festival held in October, dealing with advocacy and issues of the ageing population.

Slovene Philanthropy

Slovene Philanthropy works with different target groups like migrants, refugees, elderly, orphans, volunteers, and young people. It is a humanitarian organization that has bee operating in public interest since 1992. Its central activity is the promotion of volunteering, since volunteering can contribute towards a better and more tolerant society, based on the respect of all people, regardless of their personal or living circumstances. According to this belief programmes are aimed at increasing the quality life in the community and advocacy for the socially fragile individuals. Nevertheless, Slovene Philanthropy has been mostly engaged in supporting refugees but it also conceived a two-year programme *Community development* supported by voluntary work of older people and pursuing several objectives: to motivate and to educate older people and to empower them, to mobilise human resources in the local community, to multiply intergenerational links, etc. Moreover, 40 "educational coordinators" and promoters of neighbourhood groups for mutual help of older people received the training to this purpose. A wide

public campaigning in order to raise awareness about the issues and the position of older people was conducted by this organisation and associated organisations. (Novak-Kožuh 2004).

One of the main programmes is also *Promotion of Health Program Unit* launched in 1995. Within this programme was set up international project *Older people for a better quality of domestic* life conducted jointly with the Association for older people of Slovenia. It is based on self-help groups with over 1000 people participating. Currently, more than 130 towns are included in the project.

Very successful project is the *Intergenerational House called Fruits of Society* that have been encouraging and promoting intergenerational volunteering for several years now. Since 2006, Fruits of Society have been connecting schools, pensioners' societies and other organisations, as well as supporting intergenerational cooperation and exchange of knowledge between younger and older generations. In 2009, the House Fruits of Society was opened in Murska Sobota (northern part of Slovenia); in 2012 it was opened in Vipava (western part of Slovenia). Intergenerational programmes offered in the house are designed to meet the needs and abilities of older as well as younger generations. Special emphasis is placed on the intergenerational exchange of knowledge and experience, lifelong learning and therefore new employment possibilities. Among other aims, workshops strive to develop creative skills and products of traditional arts and crafts, to contribute to a better socialization between younger and older generations. House also offers the educational
programmes of computer, languages, traditional craft, handworks etc.
(http://www.filantropija.org/).

Associations of retired professionals

There are a number of associations of retired professionals i.e. doctors, nurses, pedagogic workers etc. As a rule these associations are providers of lectures, courses, cultural events

for their members and families. Most of them publish bulletins and informative leaflets. Some of them offer voluntary services to the community and are involved in innovative community projects, which are also important learning opportunities.

Slovenian Federation of Pensioners' Organization (SFPO)

Slovenian Federation of Pensioners' Organization – SFPO) is a NGO, organized as umbrella organization of 503 local associations of pensioners and clubs, including over 233.000 members all over Slovenia. ZDUS is active in many ageing and life-long learning areas: promotion of health, different sports, travel, cultural and social activities in local communities, advocacy for the needs of older people on national and local level, cultural activities and taking care of cultural heritage, supporting intergenerational collaboration etc

SFPO has the status of humanitarian organizations and organizations of public interest in the field of social and culture. In SFPO, members voluntary bring together for the purpose of interconnection and cooperation for the implementation and coordination of common interests, to improve the quality of life of its members, retirees and other older and to represent their interest before state and other authorities at the national level, to implement humanitarian activities and other activities that are in the public interest.

Objectives of SFPO are:

- to care for human rights and fundamental freedoms;
- to improve economic and social situation of older people and to improve the quality of life of older people in all environments;
- to improve intergenerational relations;
- to prevent social exclusion of older people and from all forms of violence and discrimination against older people;
- to cooperate with the authorities and organizations contributing to a higher quality of life for older people;
- to encourage older people's active citizenship and social integration through all forms of social dialogue and participation;

- to encourage mutual aid of older people and caring for elderly health promotion;
- to support active ageing and lifelong learning.

They are involved in international and national projects with the aim to improve social situation of older people, to empower them for active citizenship and to adjust living environment to older people's needs. Examples of projects are:

- HELPS: housing and home-care for older people and vulnerable people and Local Partnership Strategies;
- AOBIS: The purpose of this project is to find suitable solutions to the housing problems of seniors, and thus indirectly solve the housing problem of the younger generation.
- MATURE: The project will be implemented training courses and workshops, which will be looking for ways to involve and motivate older people who would not otherwise engage in formal and informal education, who are isolated or limited due to health, social, cultural or any other age-related reasons and who is hardly likely to be included in any educational program.
- MY STORY: The project is dedicated at both older and younger generation. Older tell interesting life stories which are shouted, recorded and uploaded by young to a website that collects stories from the participating countries. Romania, Finland, Lithuania and Great Britain are also involved to the project.
- SAAPHO: The purpose of the project is to support active aging and to support elderly with innovative support solutions (TV, cell phone, special equipment) that will enable them to make more independent and autonomous life in the living environment

(http://www.zdus-zveza.si/).

Slovenian Institute for Adult Education

Slovenian Institute for Adult Education is the main national institution for research and development, quality of education, guidance and validation and promotional and informative activities in the field of adult education. It was founded by the Slovenian government in 1991. It is meant for the development of adult education and promotion of lifelong learning for all, lifelong and life wide. SIAE drafts professional bases and evaluations, and monitors the development of the adult education system, develops various non-formal and formal formats of learning, develops programmes to improve adult literacy, and pays particular attention to improving access by vulnerable groups of adults to education and learning. In doing so, it develops the necessary infrastructure to support learning, develops models for self-evaluation of quality and validation of prior learning, and provides professional education and training for adult educators. The SIAE informs professionals and the general public about all of these processes and achievements, and contributes to the broader awareness of the importance and role of adult education.

Their vision for the future continues to be an active contribution to ensuring access to and the quality of education and learning for all Slovenian citizens under the principles of free choice and equal opportunities.

Slovenian Institute for Adult Education is active in many different areas in the field of adult education:

- **Development of the adult education system:** expert analyses, research, evaluation studies providing expert grounds for the development of the Adult education system;
- **Development of quality in Adult Education:** development of approaches to self-evaluation and external evaluation, counselling and training of people responsible for the development of quality, providing related professional

literature;

- **Information and guidance in Adult Education**: providing guidance to individuals and institutions, developing and monitoring guidance centres (IGAE project), guidance corner (SLO only), database of publicly valid AE programmes;

- **Adult Education and Training:** devising and implementing training programmes for work in adult education and for supporting the implementation of development projects in practice, development of teaching materials and new approaches to training;

- **Development of Non-formal Learning:** study circles (SLO only),reading circles, learning exchange, self-directed learning, project learning for young adults, lifelong learning centres;

- **Validation of non-formal learning:** portfolio, e-portfolio, APL, training of counsellors and evaluators;

- **Promotional activities:** promotional campaigns and events – Lifelong Learning Week, awards for outstanding learning achievements, Adult Education Colloquium, bulletin Novičke, series of professional literature, monographs, video and multimedia publications, miscellaneous small promotional material;

- **Adult Education Information Support:** Survey on adult education providers and programmes in Slovenia (SLO only), databases and indicators, expert library, SIAE website, intranet

(http://www.acs.si/).

SIAE has also been active in the field of education of older people, working with different providers of older adult education and shooting films about education of older people.

Gerontological Society of Slovenia

This society is the oldest civil society working in the field of older people and their issues. Members of this society are mostly retired professionals doctors, nurses, sociologists, and

gerontologists working for the benefit of their profession and older people. The Society has been providing continuing education for active and retired professionals. Among their educational programmes is a programme of pre-retirement education jointly set up with the Slovenian Third Age University, programmes dealing with the prevention of violence again . The society has been active in raising public awareness for a long time. The majority of their educational programmes are dealing with health and medical issues as well as the position of older people in the society (http://www.gds.si/).

Association of Slovenian Adult Education Centres

Association of Slovenian Adult Education Centres is an umbrella organisation with 28 member organizations which are among the most important adult education organizations, located all over the Slovenia. It is voluntary, non-governmental and non-profit organization. Annual programs tasks can be divided into three main groups: **national integration and activity; development of expert work in the field of adult education** (informing, advising, training, promotion of learning and education, project work, integration at the national and international levels); **integration and work with members** (management, legal advisory services, coordination of cooperation and integration). At the national level the Association of Slovenian Adult Education Centres represents the interests and position of its members, thus being one of the key expert partners for the field of development and implementation of lifelong learning strategy and adult education.

Each regional Adult Education Centre offers a variety programmes for adults. It is mainly focused on the adult education, in lesser extent on the education of older people. Programmes in which older people participate are as follows:

- **Programme Writing and reading together** is dedicated for low educated parents and their children.
- **Programme Challenges of the countryside** is dedicated to the low educated adults living in rural areas. The main purpose of the program is that participants

gain basic knowledge and skills to help them recognize and evaluate their own potential and the potential of rural areas.

- **Programme My step** is dedicated to adults with special needs. The main purpose is to gain basic knowledge and skills to enable them to cope with everyday situations, to increase independence and responsibility, and to motivate them for active integration into society.

- **Programme Me and my workplace** is dedicated to low educated (older) workers in companies that are being closed down or dislocated.

(http://www.zlus.si/si/index.aspx)

Daily centres of older people's activities

Daily centres are intended for older people who want to be active and creatively spend their leisure time. All activities taking place in daily centres are managed by volunteers. The main purpose of Daily centres is to promote and enable active citizenship of older and younger adults, active ageing and maintenance of physical and mental form.

The network consists of five centres in Ljubljana, financed by the City Municipality of Ljubljana. Daily centres offer a variety of programmes for older adults like: learning foreign languages, painting, digital photography, dancing, computer classes, yoga, physical exercises, literature, handicraft, studying of interpersonal relations, etc. They offer valuable leisure time activities and possibilities for socialisation.
(http://www.dca-ljubljana.org/).

Distribution of educational services throughout the country

Educational structures and opportunities for (older) adults are unevenly distributed over Slovenia with the exception of study circles and the Slovenian Third Age University which present in all regions. Possibilities for adult education are developing particularly in those regions and municipalities where the demand for education is greater. A key indicator for the increasing demand is higher educational level of the population. Analysis

of educational services by region shows that there are fewer possibilities for adult education in regions where the population is on average less educated, while the richest educational opportunities for adults are in regions with higher educational level of population.

Older people living in bigger cities have more possibilities for education, volunteering and other formats of civic engagement than older people in the countryside. The biggest problem for older people in rural areas is mobility; they hardly go to the nearest city where education takes place whereas older people in Ljubljana or Maribor can public transport. Thus, older people in rural areas, despite the fact that they have that they would like to be involved in education, stay at home. Older people, who have some arable land or a farm, are busy farming. These two phenomena, beside mobility (closed village environment and agricultural activity), are the main reason why older people in rural areas participate less in education, volunteering and other activities. The central region of Slovenia is better equipped with educational programmes for older adults than other regions. Older women in rural areas are often members of *Aktiv kmečkih žena* (Engl. Steering groups of women), offering a lot of education associated with everyday rural life needs, handicrafts, bio farming, etc.)

The non-formal educational programmes are the most offered by educational centres, institutions, organizations, societies, associations etc. Within non-formal educational programmes are especially programmes for general needs and leisure and programmes dedicated for training for work (79%). Among non-formal educational programmes dominate language programmes (English, German, Italian, French, Spanish, Russian, Chinese, and Hungarian). A lot of non-formal programmes are from the field of training to acquire basic communication skills, personal development, business and administration science, and computer programmes. (Pregled ponudbe izobraževanja odraslih v Sloveniji 2011/2012)

The formal programmes for adults are much less offered by educational institutions as non-formal programmes (18%). Within formal programmes dominate programmes of

technical and general education (48%) (economics, preschool education, mechanical engineer, electrical engineer, health care). In an offer of acquiring secondary vocational education (31%) dominate educational programs as trader, administrator, gastronomy and hotel services. Offer of other educational programs of formal education is low. (ibid)

Less than three percent of the total educational provision is intended to training for National Vocational qualifications. In educational offer for adults dominate non-verified programs (68%), i.e. programs that do not allow the acquisition of higher formal education and professional qualifications. (ibid)

Educational opportunities for adults are again very diverse. The most programmes within educational offer are from the scope of the Humanities (27%). This area encompasses languages courses, religion, Slovenian language and literature, history and archaeology, philosophy, creative Writing etc. Within those programmes stand out languages courses (26%): English, German, Italian and French. Follow computer courses (12%), where the highest offer is from the use of, Internet and social networks, word. Programmes for Personal Development (11,5%) offer contents from communication skills, personal development, interpersonal and social relationships, career development and other contents. Slightly lower is the educational offer of technology, arts, teacher education, personal services and literacy. (http://arhiv.acs.si/InfO-mozaik/2012/46.pdf)

Programmes are mainly funded by fees but there are a lot of programmes financed by State and European Commission.

3.2. Target groups and participation in Learning in Later Life offers

Most educational programs are intended for a broader public (74%), followed by educational offer for the unemployed (24%), older and retired persons (23%), entrepreneurs (23%). A smaller proportion of educational programs are intended for other target groups of professionals (pedagogues, andragogues, managers, and other professionals) (12,5%), parents (12%), and adults with special needs (8%).

Target groups of LLL structures are mainly pensioners but also the long-term unemployed, and people in pre-retirement period and older adults with special needs. (Source: http://pregled.acs.si/dokumenti/porocila/PregledIO_2012.pdf)

Level of education participants in LiLL possess compared to overall population

There are no exhaustive data about the level of completed formal education of those who participate in LiLL except those of the SURS Survey 2011. There are a lot of organizations providing LiLL but not all organizations keep statistic data about the level of education of their users. As a rule the most educated, university graduates etc. mostly participate in adult education. So, as one would expect there is a positive correlation between the level completed formal education and participation in adult education and older adult education. We dispose only of the data for The Third Age University of Ljubljana. The majority of the students are university graduates (30.73%), followed by secondary school graduates (28.31%) and graduates from higher education (17.77%). 1,83% of our students have completed a scientific master degree, 1,32% have a doctorate degree, 0,84% have completed vocational school, 0,28% have completed primary school.

The higher the level of completed formal education, the greater is adults' participation in education. The level of education attained plays an important role in deciding to participate in education. Almost two thirds of adult with tertiary education, just over a third of adults with completed upper secondary education and only slightly more than a tenth of people with basic education or less participated in adult education according to the Survey Adult in Education in 2011 conducted by SURS. As regards participation in

education, compared to 2007, the shares of people with tertiary education and adults with upper secondary education decreased by 4 percentage points, while the share of adults with basic education or less remained the same. This is probably due to the changing social and economic conditions.

In the 12 months before the survey, 36% of adults in Slovenia aged 25-64 participated in education, which is slightly less than four years before. The greatest drop in this age group was recorded in formal education. The reasons for the drop are probably the tertiary education reform and the introduction of shorter "Bologna" programmes, as especially higher education at the second and third levels is attended by younger adults than before. Slightly more women than men participated in education. Almost 44% of people aged 25–34, 41% of people aged 35-49 and only 26% of people aged 50-64 participated in education. (http://pregled.acs.si/dokumenti/porocila/PregledIO_2012.pdf)

Figure 4: The most common reasons why adults did not participate and did not want to participate in education, Slovenia
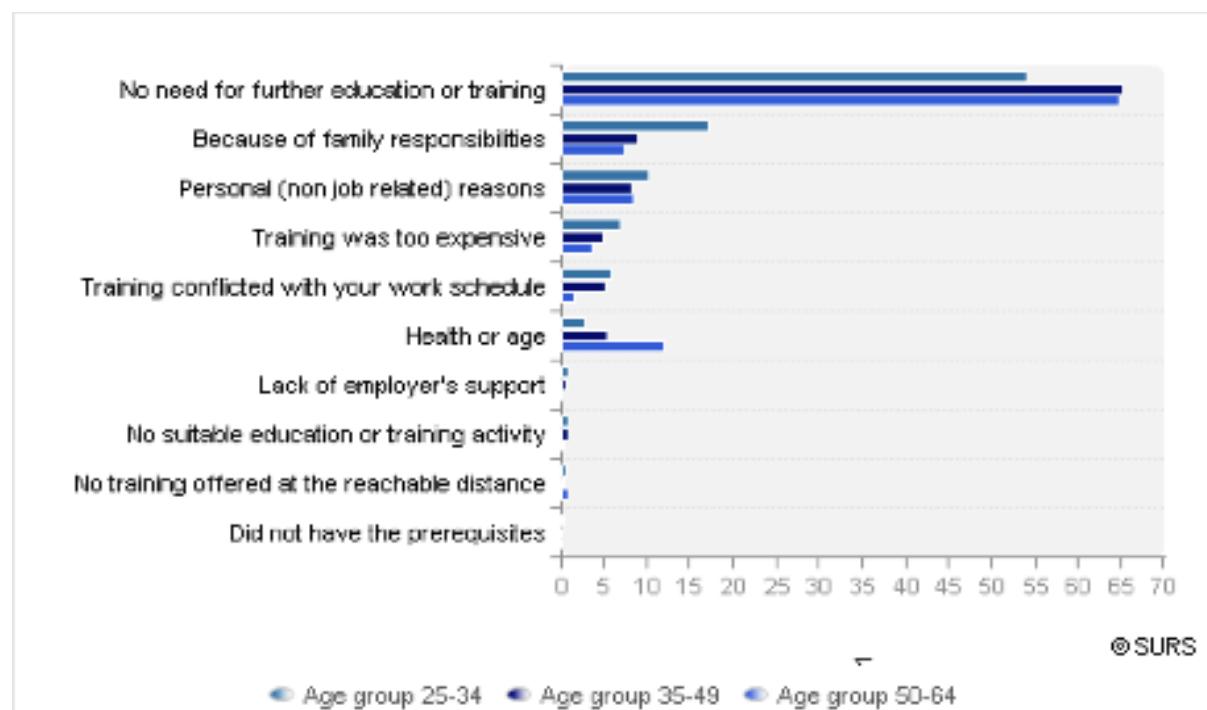
4. Impact on individual organizations (in-depth interviews)

This topic will be analysed with the help of in-depth interviews with people in charge of the relevant education areas in 12 organisations of different types who are potential providers of ICT supported LiLL in your country, for example: 3 university institutions, 4 universities of the third age, 2 seniors' organisations, 3 libraries, or other types depending on the national situation. Please describe your choice of the organisations and justify.

4.1. Comparison of organizations according to the interviews

We made interviews with seven organizations. We planned to interview 10 organizations, but two organizations didn't want to collaborate in the Feasibility study, one organization hasn't answered yet.

Two organizations are Adult Educations Centres, third is Developmentally Educational Centre (RIC), the fourth is Slovenian Federation of Pensioners' Associations, fifth is Daily Centres of Activities, sixth is computer company Inforia, seventh is Third Age University in Ljubljana.

Adult Education Centre (ADC) Ajdovščina and ADC Krško are public adult educational provider. They have approximately the same age range (16+) and gender distribution of participants. Both of them are located in town in countryside area. They have a lot of freelancers who carry out the educational programs and just a few volunteers. Employees mainly deal with project management. RIC Novo mesto is very similar organizations as ADC Ajdovščina and Krško in the field of age range, gender distribution and number of employees and freelancers. All three organizations mainly focus on LLL but they have developed programs specifically for older adults. They are aware of older education importance; furthermore older people represent a big share of total participants in organizations.

Their target groups are adults, particularly they focus on the unemployed, adults with lower levels of education, adults with disabilities, Roma, young dropouts and older. All

three organizations offer formal education (primary school), general continuing education, vocational education (NQC, secondary school), study circles, Project learning for younger adults, general education (Training for Life Success) and non-formal programs. Non-formal programs address content such as art history, literature, psychology, painting, language, ICT, cultural heritage, personal health, sustainability development, photography, etc. The programs are more traditionally designed with the basic use of ICT. LU Krško experience lack of e-content, e-materials and e-classrooms, LU Ajdovščina has e-learning materials that are accessible to all participants via the web portal CVŽU Vita, RIC Novo mesto has besides the e-learning materials and e-classrooms also e-education. RIC Novo mesto is very well equipped with ICT technologies. In programs, especially programs of secondary and higher education, ICT is well integrated into the educational process. Working methods vary from program to program. Project learning for younger adults is a project based – young dropouts through project work acquire new knowledge and contribute to the development of local communities. Training for Life Success programs and study circles are project-based research with a lot of teamwork, collaboration and independent learning, research, and studies of various expert sources. LU Ajdovščina and RIC Novo mesto have a computer room where participants daily access to computers and the Internet with the possibility of professional and technical support. LU Krško does not have a computer classroom, so they have to rent ICT classroom in the primary and secondary schools. This is a big minus for the organization, as older do not have a place for freely use computer. All have WLAN. All three organizations organize ICT courses specifically for the elderly. LU Krško and LU Ajdovščina have two courses, which are designed specifically for the elderly (Computer Literacy for Adults; Computer and Digital Literacy), RIC Novo mesto, in addition, ha also ICT course Digital Skills for the Transition to the Information Society. Within all three programs mentors have developed materials that are intended for the elderly. All three programs are funded by the Ministry of Education, Science and Sport and European Social Funds. Goals of ICT courses are Train to older to use ICT for everyday needs, train to older for independent life with ICT support, promotion of digital literacy, increasing dwelling culture, to train older for using e-bank, e-library, e-health, e-taxes, e-communication, give older the possibility spending

quality leisure time and being involve to the local community via ICT. All three organizations see the vision in the development of new e-program for the elderly and other adults; training of mentors for the using of ICT in the educational process; training the elderly for independent use of ICT; obtaining funding for the implementation and development of programs. RIC Novo mesto also wants to offer e-materials that would be accessible to everyone, including those who did not participate in the program of RIC. They want to ensure that all older people have the opportunity to free use of e-learning materials and, consequently, self-directed learning via virtual educational environment. Use cases of older people are e-mail, Internet search, digital photography, Facebook, Skype. LU Krško and LU Ajdovščina experience quite a lot of problems in the field of ICT. They experience problems such as lack of qualified staff for technical and professional support, inadequate information about use and methods of the use of ICT for education, lack of space and computers, inadequate financial resources, lack of political support, mainly of local authorities. RIC Novo mesto does not experience a lot of problems in the field of ICT because they are young, highly e-literate collective. Possible solution organizations have suggested are collaboration between organizations and Computer ICT enterprises, training of mentors in the field of ICT, acquisition new funding and ICT should be identified in all important strategical documents. Benefits of using ICT for organizations are acquiring new participants, promoting digital literacy, using web application for supporting organisation of educational programs, saving expenses on infrastructure and expenses, monitoring statistical data, improving access to the information, wide range of user, implementation of new methods. All three organizations are financed by Ministry of Education, Science and Sport and European Social Funds, Local Authorities and courses fees.

Daily Centres of Activities (DCA), Slovenian Federation of Pensioners' Organizations (SFPO), Third Age University in Ljubljana (U3 Ljubljana) focus mainly on LiLL. They have approximately the same age range (50, 65+) and the same age distribution (80% women, 20% men). They are located in the capital of Slovenia. All three organizations have a lot of volunteers and small number of employees. SFPO and U3 Ljubljana run a lot of national and international projects in the field of development educational

programs for older, training mentors, improving dwelling culture of the elderly. Both have also network all over Slovenia: SFPO has 507 local Associations of Pensioners; U3 Ljubljana is included in the network of Slovenian Third Age University. DCA has network just in Ljubljana (five DCA in Ljubljana). DCA and U3 Ljubljana organize non-formal programs in the field of Art History, History, Geography, language, psychology, personal health, botany, astronomy, music, mathematic, cultural heritage, and painting. DCA focus more in leisure activities, U3 Ljubljana focus mainly on educational programs and professional volunteering of older people. SFPO does not organize non-formal programs of older people, it runs projects and accounting courses for presidents of local AP. Courses are organized by local AP. Programs are traditional designed with the use of ICT. All three organizations do not offer e-learning, they dint have e-classrooms or e-materials. SFPO and U3 Ljubljana strive to the development of e-programs, but they are aware that currently ICT is insufficiently extended among older people. Therefore they want to train older people for independently using of ICT. U3 Ljubljana has two computer classroom, DCA and SFPO don't have it. Methods in non-formal programs of U3 Ljubljana are discussion, exploratory learning, cooperative and peer learning, individual learning in combination with research projects, and self-directed learning. Programs in DCA and SFPO are traditional designed with low use of ICT. U3 Ljubljana and DCA offer ICT courses. U3 Ljubljana offers 14 ICT courses in seven levels, DCA's ICT courses are adjusted to the older's needs. Older people have to bring their own PC to the DCA's ICT courses because it does not have own computers. Local AP organizes ICT courses in collaboration with primary and secondary schools in local community. U3 Ljubljana has developed materials specifically for older people and has technical and professional support. Goals of ICT courses of DCA and U3 Ljubljana are train older people for using ICT in everyday life, improve quality of their lives by using ICT, train older people for participating in forums, e-debates, develop materials for older people. SFPO wants to purchase at least one computer to each AP. Vision of U3 Ljubljana, DCA and SFPO is to train older people for using ICT to improve the living quality, train them to use e-banking, e-library, e-services, etc. Use cases are e-mail, Internet search, digital photography, Picasso, Facebook. All three organizations experience a lot of problems on

the field of ICT such as lack of computers (DCA and SFPO), lack of technical and professional support (DCA and SFPO), lack of Internet access (SFPO), inadequate information about uses, methods of the use of ICT for education among the learners and mentors, lack of interest by older people to learn ICT, inadequate financial resources of the organizations. Possible solutions could be obtaining new financial resources, spreading examples of good practices, training for mentors and older people collaboration with media in the field of ICT promotion, collaboration with ICT companies for donation computers. Benefits of using ICT for supporting LILL are acquiring new participants, informing participants about events and new programs, publishing of e-news (U3 Ljubljana), testing and applying new educational concepts (U3 Ljubljana), improving the quality of existing programs by applying new instructional designs (U3 Ljubljana), widening the thematic scope of programs and enabling new fields of activity for the learners (U3 Ljubljana). U3 Ljubljana is financed by courses fees, projects are financed by Ministry of Education, Science and Sport and Ministry of Public Administration; DCA is financed by Municipality of Ljubljana; SFPO is financed by Ministry of Labour Market, Family, Social Affairs and Equal Opportunities, Ministry of Public Administration, NGO, European Social Funds, Lifelong Learning programme and membership fees.

INFORIA focuses mainly on LiLL, offering ICT courses for the elderly. INFORIA has web portal where participants acquire new knowledge through interactive way. ICT courses are individual oriented with additions of team work. INFORIA has computer classroom and mobile ICT classroom, WLAN. Goals of ICT courses are to train older people for basic use of ICT, understand meaning of ICT in digital society, independently use of ICT. INFORIA offers six different levels of ICT courses. INFORIA used to offer e-learning but they don't offer anymore because of any interest by older people. They have developed e-materials for older people and participants can use virtual educational environments for refreshing and acquiring knowledge. Use cases are e-mail, Internet search, Picasso, Gimp, Facebook, Word. Vision of INFORIA is remaining one of the best ICT computer providers. INFORIA is financed by courses fees. They experience problems such as inadequate financial resources because they cannot apply to the tenders. Benefits of using ICT for the organization are testing and applying new methods,

widening the thematic scope of the programs content, promoting digital literacy, enabling new fields of activity for participants.

4.2. *Examples of good practice in Lifelong Learning for (older) adults and the use of ICT*

Please, find enclosed the Examples of good practices in Lifelong Learning for adults and the use of ICT.

5. Preconditions for proposal

5.1. SWOT analysis

STRENGHTS	WEAKNESSES
• Widespread access to the Internet (also in public places: libraries, cafes, offices, bookstores, clubs, and associations. • ICT access points in public places with technical and professional support (libraries, schools, offices). • Provision of support to the users at technical and professional level. • High computer literacy of young people. • Ageing population. • Longer life expectancy, longer pension receiving. • Strengthening of intergenerational relation (intergenerational camps, programs, intergenerational ICT learning). • Promoting active aging of older people. • Encouraging older people to engage in voluntary work (well developed volunteering among older). • S Slovenia complies with European strategy in the field of use and development of ICT (investing in accessibility, promotion). • Existence of strategic documents that emphasize the priority of ICT use in	• Low employment rate of older people. • Older workers and retirees are according to the skills and use of ICT rank less than average of EU27. • Low computer literacy of older people. • Low level of education of older people. • Educational provision for older people is concentrated in urban areas (older adult education provision is greater and older people have an easier access to educational programs in urban areas). • Uneven distribution of educational programs by region. • Lack of research on the use of ICT among older people, the importance of ICT for them, needs of older people in ICT. • Inefficient use of funds for research and development. • Poor use of ICT in older people. • No assessment of past actions in e-Learning. • Schools, universities and adult education centres are poorly equipped

education (recent government activities in drafting, preparing and accepting general SI2010-national strategy on information society development, Strategy of LLL).

- National investment in ICT infrastructure and the acquisition of e-skills.
- Facilitation of the expansion of the free Internet access.
- High interest in the use of ICT tools and e-services but the offer is too narrow).
- High level of ICT use in the workplace.
- Developed ICT infrastructure (both in the business sector as well as at the household level).
- Openness to information society services.
- Technological progress (in the field of e-learning, new techniques, blended learning).
- Well-established basic use of ICT (PC, PP, projector, Internet) at all levels of education.
- Majority of virtual learning environments rely on professional tools which enable interaction.
- Measures for "Crossing the threshold" presentation of the benefits of using ICT to older people.
- Establishment of the Forum ICT 50 +: it unites SFPO, Slovenian Association of ICT and SU3 and other experts. This forum is

with ICT equipment.

- Lack of training for mentors, teachers on more sophisticated use of ICT in education (e-learning materials, discussion forums, e-classrooms, interactive whiteboards). The educational organizations experience lack of qualified staff for technical and professional support and inadequate information about uses and methods in the field of ICT.
- Low level of participation in lifelong learning of older people (greater involvement would allow a longer and better employability in the labour market).
- Low investment in the establishment of a national system of advanced e-learning.
- Specificity of the Slovenian language (all software, ICT environment in English).
- Lack of strategic priority of information society developments.
- Absence of an ambitious and binding e-learning strategy and related absence of a competent operative body with enough professional staff to implement strategy.
- Decline in computer literacy project

especially important because it has undertaken to monitor the shaping of the projected development policy in order to properly qualify the possibility of older experts and ICT professionals to understand, manage and implement the necessary conditions of the information society.

- ICT Forum 50 + is engaged in the computerization of services for older people and in their getting familiar with ICT. It wants to enable the transmission of knowledge of older people and inform providers of equipment and services from the ICT sector.

- Older people use Internet for searching information related to health and goods or services, and to send and receive e-mails.

- Older people gain e-skills mostly through informal help by their colleagues, relatives and friends.

- Study circles, knowledge exchange links, centres of autonomous learning and ICT courses are free of charge for older people in adult education centres.

- Well-branched volunteering (possibility of more professional volunteering for older people).

- SFPO as an umbrella organization with the

activities from the late 1990s on and corresponding delay in the PC equipment for schools.

- Almost all interactive courses in a virtual learning are closed or commercial.

- The majority of e-learning is limited to the interaction of the eLearner with the eLearning materials.

- Online courses are often reduced to posting PDF materials on web pages and forum discussion.

- Lack of data for specific groups of older people, because they are not a homogeneous group.

- Many older people are not acquainted with the advantages and opportunities of ICT.

- Older people consider costs for the Internet are too high.

- Older people, who do not use the Internet, do no decide for it because of fear of security and privacy.

- Approximately 80-90% of older people have never used the Internet yet.

- Older people rarely use Internet for education purpose (e-learning, virtual educational environment, e-materials).

- Low share of older people gain e-skills

507 local AP (SFPO can have great impact here). • Participation in international projects. • Acquiring a wider range of target group by the ICT. • Increasing the use of ICT in education programs (e-classroom, e-materials, e-learning).	in ICT courses or through self-study. • Low active ageing index. • Low share of programs intended just for older people. • Pensioners' Associations do not have all ICT equipment (it is important institution in local community for older people and it presents place where older people gather, learn and spend their leisure time. It is also seen as a place where older people have access to the Internet. So, not having Internet access means one place less where older people can use it. • Adult education centres experience a lot of problems in using ICT (inadequate ICT equipment, lack of professional and technical support, inadequate information about uses and methods of the ICT use in education). • Traditional designed programs with low or no ICT use (there is no blended learning). • Educational organizations experience lack of work space and lack of space for classroom (it doesn't have space for PC pool). • Lack of e-content in the field of e-health, e-learning, e- cultural heritage, e-

	commerce, e-space.
	• Poor use of ICT in the learning process and low level of knowledge and skills in this area.
OPPORTUNITIES	**THREATS**
• Establishment of a system of co-mentors (introducing mentoring schemes, older people as transmission of knowledge).	• Absence of key reforms.
	• Slow adaptation of workplaces for older workers.
• Increase in the share of economically active population as the potential to increase total employment rate (encouraging the employment of older worker, intergenerational employment and volunteering).	• Small size of Slovenia for software and content for learning.
	• Threat of foreign providers.
	• Lack of e-content and e-services in the Slovenian language in areas such as science, education, culture, e-commerce).
• Validation of non-formal learning (flexible learning pathways).	• Politicians do not sufficiently take into account trends, information and projections, enabling them to make sound decisions for conditions, situations and needs of older people. The middle aged politicians do not have adequate knowledge of information and communication, and thus not an adequate basis for assessing current trends and makes decisions in relation to them.
• Provision of high quality education.	
• Training of teachers and trainers for more complex use of ICT in the educational process.	
• Increased role of the third sector in the field of education and promotion of ICT and other non-formal programs.	
• Funding and equalization of conditions NGO sector compared to public organizations.	
• Development potential of rural areas (older as one of the carrier of this potential).	• High at-risk-of-poverty rate for older people especially for older women.
• Promotion of lifelong learning.	• Low ICT literacy of retired people with

- Improvement of digital literacy.
- Development of quality monitoring in education.
- Improving social and cultural capital in local community where the educational community as a centre of the community will be supported.
- Investment in research, development and innovation in the field of ICT.
- Improved access to education for older people (acquisition of ICT skills and other non-formal learning).
- ICT as an opportunity to modernize social and health services (creation of e-health, e-medical, home e-care.
- Promotion of active aging of older people.
- Increase of social inclusion of older people (taking into account their needs and initiatives).
- Promotion of digital literacy and improve access to ICT and skills for greater use of ICT.
- Establishment of a Gerontology Centre.
- More targeted measures of e-literacy of older people.
- Access to EU Structural Funds and Programmes.
- Development of quality standards for e-learning projects for older people.

- low education.
- Inadequate financial resources for the adult education.
- Private educational organizations and Companies (especially small one) cannot be financed by Ministry of Education, Science and Sports.
- Lack of Local Authorities support.
- European Social Fund will stop financing programs in August 2013 (ICT courses for older people, Literacy courses, Project studies for young people, PUM, study circles …). The program for the period 2014-2020 is not ready yet, so these programs for one year won't be financed. Adult education centres don't have additional funds to support these programs, therefore in 2014 their provision will be stopped. Furthermore, these programs represent a huge share of all provision.
- Risk of digital divide: young people with a high ICT skills and older with a few).
- Low value of e-learning in formal education.

- Establishment of a competent authority for coordinating the activities in the field of e-learning.
- Slovenian language as a compulsory e-learning language (design programs, software, materials in the Slovenian language).
- Investment in the development of customized hardware and software to the needs of older people.
- Governmental support for the dissemination of ICT skills among older people (the government should see this as an important step both in terms of greater involvement of older people as well as the terms of employment of older people. Should support both at the legislative level (laws, strategies, actions) as well as the promotional level).
- Funding favourable access to ICT and the Internet.
- Promotion of websites for e-participation (municipal website, the administration office, various associations ...).
- Promotion of self-study of older people in the field of ICT.
- Increasing the positive role of the media in the promotion of ICT, e-inclusion of older people.

- ICT courses in SFPO (it doesn't have now, but SFPO has great access to older people and it can be place for ICT learning for older people). - Collaboration between different organizations (e.g. computer companies, schools, educational organizations). - Widening thematic scope of the programs content.	

5.2.   Recommendations

(1) Access to Internet is widely spread in Slovenia. Older people can access to Internet from public libraries, educational facilities, offices, and pensioners' clubs. In libraries and adult education centres older people can be involved in ICT programmes free of charge and they can ask for and get professional or technical support. This is an important advantage of Slovenia in the field of ICT, because older people have Internet access and more importantly they have access to free of charge ICT learning.

Recommendation: *A project consortium will be created connecting at least some of public institutions, providers of internet access:*

- The consortium will be trained to understand characteristics of older people and later life and characteristics of older people's attitude towards ICT. Course leaders and helpers will be trained.

- The consortium will focus on researching older people's needs and the needs of the local community.

- The consortium will develop a learning programme meeting older people's needs to be met by ICT and the analysed needs of local community.

- A common portal will be developed.

- Public campaigning will be accompanying the project.

- Older people learning ICT will teach other older people, thus consolidating and spreading their newly acquired knowledge (learning in pairs).

- On the basis of the analysed needs, manuals and other materials will be created. A common portal will be established.

- Not only older people's needs will be analysed, but also the needs of the local environment. Thus from the very beginning future older participants involved in ICT will be directed towards local community from which they tend to be excluded.

- Public campaigning will be set up.

(2) Research has shown that older people do not easily decide to purchase computer equipment and opt for an Internet access because of fears: the fear to be abused- they consider that the Internet is not secure-and the fear of identity theft.

Recommendation: *In the project special attention will be devoted also to the issue of Internet safety and to the loss of individual identity.*

(3) In 2012 Municipality of Ljubljana introduced free Internet access via WIFI for an hour daily and in the centre of Ljubljana. This means that anyone has one hour of free Internet access. Older people can use Internet also in the streets, in the park. Rural areas, however, have a lower level of development of ICT infrastructure: Moreover, older people in rural areas are most excluded from social life in local community. Therefore, it is important to motivate them to acquire ICT skills.

Recommendation: *Developing a model of Digital Literacy Centres will be the focus of the project, taking into account cultural, asocial and other conditions in the countries:*

- Digital Literacy Centres and info points will be established in rural areas to provide free learning of ICT and consultancy in the purchase of ICT equipment. In addition, these Centres will be e-holders of rural development with a focus on older people. Digital Literacy Centres would be preferably based in public institutions if applicable, or in vicinity of grocery shops or even in attached churches. Attached to these centres will be experts in ICT, responsible for supporting older people in their gaining ICT skills. They will create a special web page only for seniors titled for instance "ICT in later life" They will train older inhabitants to use e-purchasing, e-government, e-banking services and to become later ambassadors of e-learning.

- In Digital Literacy Centres intergenerational e-culture- visual arts and intergenerational cooperation will take place. Digital Literacy Centres will eventually develop into a meeting point for older people.

- The network of study circles could be a good starting point for the development of Digital Literacy Centres as well as associations of pensioners, intergenerational

centres etc. Actually all already developed (older) adult education networks could serve this purpose.

(4) Young Slovenian people are relatively well computer literate. ICT skills they acquired during formal education as well as in their daily use of computer and through other information and communication technologies and sources may be considered both as an advantage and a threat. It can decrease the digital divide or it can increase it. The younger people go on acquiring ICT skills the older people will be left at the edge of the community, the lesser will be the cohesion of community.

Recommendation: *The situation can be avoided by organizing intergenerational computer learning as well as tandem learning (cf. Anton Trstenjak's Institute examples of good practice, Each one teach one and Wikipedia at Slovenian Third Age University). ICT training will be an opportunity for intergenerational learning and learning about generations. Intergenerational programs, houses and camps could be more e-stained.*

(5) Slovenia follows European strategy in the field of use and ICT development. In accordance with EU's strategies, the relevant ministries have developed the following strategies: Slovenia's Development Strategy, the National Development Plan 2007-2013, the Resolution of development projects 2007-2013, Evaluation and measures to improve ICT literacy - Competitiveness of Slovenia 2006-2013, Strategy for Quality Ageing and Intergenerational Solidarity 2011-2015, The Slovenian Adult Education Strategy. The most relevant for us is certainly the Strategy of Development of Information Society in the Republic of Slovenia (si2010) which represents an umbrella political orientation of the Slovenian government in the field of information and communication technologies. It is important that Slovenia should develop a Strategy of the Information Society on the basis of the European strategy and national needs. It is also important that the State is investing in accessibility, infrastructure and the promotion and acquisition of e-skills of all generations. Strategic documents, which emphasize the priority of the ICT use in education (si2010, strategy of LLL) highlight the growing importance of e-learning, e-content and e-inclusion. These documents emphasize not only the priority of the ICT use

in formal education, but also in non-formal programs where certainly education for older people should be included. *The use of ICT has become one of the priorities of Slovenia, which means that the State will seek to increase ICT literacy in older people.*

(6) An important advantage of Slovenia is highly spread level of ICT use at workplace, which means that employees are highly e-literate and use ICT every day. The disadvantage of Slovenia is that the share of employed older people is low.

Recommendation: *Advantages and disadvantages could be linked in order to create a system of mentoring or co-mentoring. Setting up ICT mentoring schemes at work can help exchange knowledge and skills of older and younger workers. It could help younger people get a part time job and older people gain ICT skills and maintain their employability and part time job. Mentoring relationship is a relationship of exchange!*

Establishing such a system requires appropriate systemic regulation and financing, hence the amendment of labour laws is necessary. *A possible solution would be also well-organized professional senior volunteering in enterprises or public institutions and related mentoring.*

(7) At all levels of education basic ICT skills and ICT technology are being used: PC, PowerPoint projector and Internet. However, teachers and mentors are under-qualified for the more sophisticated use of ICT in the learning process, such as e-learning materials, discussion forums, e-classrooms, and interactive whiteboards. Teachers and mentors use in the learning process tend to use only basic computer programmes and functions but they don't use ICT and a variety of its dimensions. The educational organizations experience lack of qualified staff for technical and professional support and inadequate information about uses and methods in the field of ICT.

Recommendation: *Teachers and trainers of older people will be trained to use different ICT dimensions in their educational process: use of e-classrooms (but not only e-classroom as a place for attachment materials, articles, but as a place of exchange of knowledge and the acquisition of knowledge in a different way), interactive whiteboards, existing websites, forums, e-learning materials, etc. A manual addressing these different dimensions will be produced and courses will be delivered in each country.*

After the training of the teachers blended learning will be offered to older students. Adult education institutions and cultural centres as well as libraries, museums etc. cannot become a place of intergenerational learning if they do not use computers and programmes in the process of learning.

(8) Older people in Slovenia mostly gain ICT skills in informal learning, with the assistance of colleagues, friends and relatives. The fact that older people generally acquire ICT skills through informal learning also suggests that there is a lack of organized courses for seniors (mostly free of charge) and organized self-study with technical and professional support.

Recommendation: *The project will develop Each one teach on model, which implements the principles of peer learning, also in the field of ICT. (Cf. Slovenian Third Age University). Older people will work free of charge (mentors are volunteers) acquiring ICT skills by learning in pairs. The project will develop a model of the "third excluded partner" meant to support mentoring pairs and mentoring schemes by a web page and lectures on volunteering, older people and ICT.*

(9) NGOs are an important actor in the field of older education and promotion of digital literacy. They possess valuable knowledge about the target audience. Older people have developed the culture of written communication, thinking processes and aptitudes that have to change with the use of ICT. Storing, organisation, recalling, classification and modifying information changes with the use of ICT and the distance to discourse, older people are used to, shortens in this way. Digital literacy changes the nature of literacy and transmission of knowledge and diminishes abstract thinking, the ability to summarize a message and therefore does less appeal to older learners.

Recommendation: *Experts from different fields (rehabilitation and special educators, andragogues, psychologists, medical doctors, computer programmers, physics ...) could work together and develop core programs for older people with special needs, which will allow them to use to ICT and to practice the new type of literacy. Experimental deliveries of the programmes will take place in each country.*

(10) Older people love participating in LLL in Slovenia. Greater involvement in lifelong learning brings to older people knowledge, skills and on the other hand, a better employability in the labour market. Participation of older people in LLL is as an important measure both in terms of greater participation of older people in local community as well as in terms of employment of older workers. For these purpose legislative changes, strategies and actions are needed. The government has already appointed a Herald of digital literacy to promote the importance and necessity of digital literacy. Herald of digital literacy could be an important actor in the promotion of ICT and in identifying the needs of older people in the use of ICT.

Recommendation: *Events could be organized by educational providers and Herald of digital literacy introducing ICT to older people and promoting learning the use of ICT. Also collective demonstration of ICT technology could be organised putting in touch two distance groups of older learners from two different countries.*

(11) There is a lack of research on the use of ICT among groups of older people, the importance of ICT to them and the needs of older people in the field of ICT.

Recommendation: *In the framework of the project a study will be conducted on e-literacy among older people. Currently there are only a few studies on e-literacy of older people, their needs and wishes in the field of ICT. The study will focus on the common needs of specific groups of older people. More targeted measures of e-literacy among older people are needed.*

(12) There is no public institution dealing specifically with the research and development of social innovations the field of social gerontology, geragogy, geriatrics, gerontechnology, though older people are becoming very numerous group.

Recommendation: *There is a growing need for such a centre, which would monitor research and development in the field of older people's issues older learning included. Experts would carry out research in the ICT field, develop methods and techniques for teaching older people ICT and develop learning material. Mission of such a Gerontology Centre would be primarily research and development and experimental delivery of programmes.*

(13) In the field of e-learning Slovenia has numerous opportunities and of course numerous deficiencies. E-Learning is currently mainly limited to the interaction between e-learners with e-learning materials. E-learning should be encouraged as interaction and community among students, mentors, materials, meaning that both mentors and older students should be trained accordingly. In addition, older people rarely use Internet for educational purposes.

Recommendation: *It is necessary to increase the supply of e-programs on the national level Training for the design of e-learning programs could be organized. Considering, that neither U3s nor adult education centres have a lot of e-programs, training for the use e-programs for educators is crucial.*

Recommendation 2: *Creation of quality standards for e-learning projects, supervision and standardization of products and services of e-learning and creation of Slovenian virtual learning tools is necessary. Low value ascribed to e-learning in formal education is one of the barriers to the development of e-learning. Teachers should give to e-learning more value and use it in the learning process. Only then e-learning could develop and users would be in a habit to refer to it.*

(14) All software, e-content, e-services are in English. Older people seem to be less familiar with English language, so they do not decide to acquire ICT skills.

Recommendation: *For that matter specific e-content in the field of e-learning, e-culture, e-consumer, e-commerce could be developed in Slovenian language intended for older people as well as all other users.*

6. Methods used

6.1. Implementation of interviews

First we used the method of brainstorming to list possible organizations for this feasibility study. Then we checked their websites and learned about their programs, goals, mission and projects. To the selected organizations we sent by e-mail general information about the feasibility study and the interviews together with additional instructions. After some time we called them and had a face-to-face with them appointment or via Skype. We met all respondents face to face also with the help of ICT.

When we met the representatives of organizations we introduced them to the Feasibility study, telling them again about its purpose, goals and individual thematic categories. We adjusted questions to the type of organizations since not all organizations were adult education providers. We asked them additional questions when applicable. We also asked them to enumerate and describe examples of good practice. Some respondents sent us examples of good practices by e-mail since they could not recall all the data we had asked for. The respondents are all interested in the finding of this study. They believe there is a lack of this kind of research, so they are keen on getting the summary of the findings.

We had some problems recruiting organizations and respondents because they were overloaded with work and all sorts of surveys and thought they would not find the time for us, or we were not persuasive enough. When we explained the content, goals and importance of the Feasibility Study, they became interested.

On purpose we used only Slovenian literature and references. We searched on the Internet and in libraries literature about ICT, digital literacy, older adult education. Statistical Office of the Republic of Slovenia and EUROSTAT were an important source of statistical data of social and economic situation of older people in Slovenia and

Internet access, and ICT users in Slovenia. We found articles and books about ICT but we did not find so many research studies dealing with the field of ICT and older adult education except those in which we participated in the past.

Summary

The study titled Survey of Slovenian Adult Education, Older Adults' Education Focused on Older Adults' Use Of Information and Communication Technologies is an investigation in to social, economic, political and demographic situation in Slovenia focusing on the position of older people, their social statue and about all their involvement in Lifelong Learning, older adults education and their use of ICT skills. It was rather different to collect the relevant data since older people, thought they are considered as a special social group, are not treated such in Slovenian statistical data. We owe much, however, to the recent study E-kompetenčni državljan Republike Slovenije danes in jutri (Eng. E-competent citizen of the Republic of Slovenia, today and tomorrow) and the specialized publication Older people in Slovenia published by Statistical office of Republic of Slovenia.

On the basis of the annexed questionnaire we conducted in depth interviews with some relevant Slovenian organizations of older people or for older people and also with the organizations with the mixed age structure. As a result of these questionnaires we produced a SWOT analysis. Some of the findings are follows. One of the most positive advantages is the fact that access to the Internet is widely spread over the country. There is also a good network of publicly accessible Internet. The public access points enjoy technical and professional support. In 2012 76% of Slovenian household were equipped with computers and 74% of households were connected to the Internet. Thus, unlike many European countries Slovenia is well equipped with ICT technology. The degree to which it is used by different generations, is not that much age related but depended on social expectations, encouragement and support. Slovenian younger generations demonstrate high level of computer literacy. Generations in the middle are pragmatically orientated and older people in the post professional period of life are dependent in this field of encouragement of the community (social values, social norms and expectations, different structures in to which they are integrated). More over voluntary work has been increasing lately and this is important incentive for older people ICT use. Important is also the legal framework and national strategy on information society development is

being drafted. Older people in the post professional period of life had been using computers at work which encourages them to use it in their private life also after retirement. An important phenomenon is also the fact that older people organized themselves in the Forum ICT 50+, engaging in the shaping of ICT policy in this country and focusing on the potentials and needs of older people in this field. Important for the spread of ICT skills are also formats of reciprocal and mutual learning (study circles, Exchange links, Centres of autonomous learning) but also ICT courses costumized to the analysed needs of older people.

SWOT analysis has shown also numerous weaknesses concerned the use of ICT technology by older people. Their computer literacy is low, the level of formal education in older people is lower than level of younger people. Educational provision for older people is being concentrated mostly in urban areas and there is also uneven distribution of educational programs over the Slovenian regions. In Slovenia we lack of research on the State-of-art of ICT use of older people. Also educational facilities were older people attend courses are poorly equipped with computers and teachers and trainers are not qualified enough to support older peoples' learning in this field. E-learning programs are not frequent and they are being rarely used by older people after retirement. Older citizens consider that Internet is too costly and this seems to be an obstacle to their using of ICT technology. There is also a lack of e-content and e-services in Slovenian language in relation to education and culture.

We have found several opportunities like training teachers and trainers for more complex use of ICT in the educational process. It has been found that social and cultural capital in local communities should be preserved increased. Active ageing measures comprising the diminishing of ICT generational gap should be promoted as well as cooperation between different organizations (computer companies, schools and other educational organizations). Among a recommendation resulting this study are that a modal of Digital Literacy Centres should be developed taking into account cultural, social and other conditions in different localities. Networks supporting intergenerational, reciprocal acquiring ICT skills should be encouraged. In addition a system of mentoring or co-mentoring, mentoring schemes at work, community and other settle should be establish.

Teachers and trainers of older people will be trained to use different ICT dimensions in the educational process. Events could be organized by educational providers together with herald of digital Literacy introducing ICT to older people and promoting learning of ICT skills. Also quality standards of e-learning project, supervision and standardizations of products and services of e-learning and creation of Slovenian Virtual learning tools should take place.

7. Subject Index

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9. Annex

Annex 1: Questionnare for guided interviews

Feasibility Study

OLDER ADULTS' LIFELONG LEARNING AND ICT USE IN THE DANUBE REGION

Qualitative in-depth interviews, answers to be elaborated

A. DATA ABOUT THE ORGANISATION AND PARTICIPANTS

1. Organisation

Type of organisation (University, U3A, adult education provider, cultural organisation, seniors' organisation, other

types)..

Name..

Legal status (public or private) ....

Membership in national and international Associations for LiLL or ICT – which ones?

....

Address..

....

Location (city, small town/village, rural area – please specify) ....

Website..

Contact (Name)..(Position)..

(Email)..(Telephone)..

2. Adult learners

Age range (estimate if no data available)..

Gender distribution (estimate if no data available)..................................

Education upon entering educational programs (estimate if no data

available)..

3. Requirements for participation of (older) adults

Are there any formal requirements regarding previous education for applicants in the educational programs (please specify)?..

4. The number of participants that annually pass through the programs for older adults
Please give number or an estimate..

5. Staff involved in LiLL
Number of part-time staff ....
Number of full -time staff ....
Number of external staff (freelancers)..
Number of volunteers..
Other

B. EDUCATION TYPES AND INSTRUCTIONAL DESIGN

1. Position of LiLL in your organisation

> *Organisation focusing on LiLL, department with focus on LiLL, program with focus on LiLL, project with focus on LiLL.*

Answer:

2. What target groups do the offered education programs/activities address?

> *e.g.* Designed and organised specifically for older adults, Designed for adults, with participation of older adults (estimated percentages), Designed for people of all ages, open to older people (estimated percentages), Designed specifically for intergenerational learning, Other

Answer:

3. What type of education do you employ? Please describe the type, duration, educational goals (if any) and what qualifications do you offer (if any)?

> *e.g. General continuing education for all age groups, General continuing education for older adults, Train the trainer, Vocational training, Non-formal education, Formal education, other forms*

Answer:

4. What subjects do the education programs/activities focus on?

Humanities (e.g. literature, history), Arts theory (e.g. design, painting, music), Applied arts, Social sciences (e.g. politics, pedagogy, geragogy, psychology, sociology), Natural sciences (e.g. biology, ecology & environment, medicine, gerontology), Personal health and self-care in old age, Computer / Internet use, Training for volunteer work, Other

Answer:

5. Instructional design

E.g. Is the education participative (e.g. research projects and groups, self-directed learning, etc.)?
More traditional (frontal instruction, e.g. lectures)?
A combination of the two? (a percentage of the applications of the different forms of instruction?)

Answer:

C. USE OF ICT IN THE EDUCATION PROGRAMS/ACTIVITIES FOR OLDER ADULTS

1. What ICT equipment / services are available for learning at your institution?

e.g. Learners have (free of charge or low cost) access to PCs with Internet access in a PC pool, Learners have Internet access via WLAN, using their own devices, Videoconferencing equipment, Digital cameras, Technical support staff

Answer:

2. What are the educational goals of the ICT courses for seniors?

e.g. Digital literacy for everyday life, The ability of using the ICT for learning, The ability of using the ICT in a profession, To train the trainers for the use of ICT in (older) adult education, Other goals

Answer:

3. What kind of ICT basics do you teach?

e.g. Do you offer introductory courses on the use of the Internet?, If so, do you use materials developed specifically for older adults or materials developed for all age groups?, Do you have a hotline or other service for help with problems in using the ICT?, Others courses, etc.?

Answer:

4. ICT-based instructional designs

e.g. Online courses on various subjects, Online learning / interest communities, Blended learning courses (combination of online and face–to-face), Other designs

Answer:

5. Methods of ICT instruction

e.g. Instructions by professional trainers , Peer teaching, Young teach the old

Answer:

6. What are the use cases for the new communication technologies among your participants?

e.g. Text writing, Picture editing, Internet search, Internet-based research, Email / Mailing lists Chat (e.g. Facebook, ICQ, Skype), Forums / Messageboards, Videoconferencing (e.g. Adobe Connect, Skype), Social networking (e.g. Facebook, Google+), Video sharing (e.g. YouTube), Online learning / E-Learning (e.g. ILIAS, Moodle, Stud.IP), International cooperation and communication

Answer:

7. Do you use ICT in teaching any of the subjects mentioned in B.4.?

Please specify

Answer:

D. SUSTAINABILITY AND OUTLOOK

1. What is the vision / goals for the future of your organisation concerning the issue of using ICT in the education of seniors?

Answer:

2. How is your vision supported by the national strategies for LLL and LiLL? By your regional government or municipal authorities?

Answer:

3. How is your vision supported by the Danube Strategy and European policies?

Answer:

4. Which forms of financing and other resources do you have?

E.g. Is your institution financed by the state?, By your regional government?, By course fees paid by learners? (if so, are there differences in fees charged to older learners and other learners?), By private sponsorships?, By third party funds from projects?, By donations?
By combinations of more than one sources? Which ones?, Are differences in funding between ICT and other courses?, What other resources do you have at your disposal? (Rooms, PC Pools, etc.), Other?

Answer:

5. What kinds of problems did you experience in using ICT for supporting Lifelong Learning of (older) adults in your institution?

e.g. Lack of access to the Internet in the institution, Lack of access to the Internet outside of the institution, Inadequate information about the uses/methods of the use of ICT for education in the institution, Inadequate information about the uses/methods of the use of ICT for education amongst the learners, Inadequate financial resources of the organisation, Inadequate financial resources of the learners, Lack of qualified staff for technical support, Lack of qualified staff for educational efforts
Lack of political support, Other

Answer:

6. What would be the solution for overcoming the problems mentioned in D.2.?

e.g. Cooperation with other organisations with access to the technologies and/ or target audience, Developing new curricula and programs, Developing good practice examples, Training trainers for the use of ICT in LLL of (older) adults, Organising information campaigns, Lobbying
Looking for sponsors and other forms of funding (businesses, specialised NGOs, government institutions, EU), Other

Answer:

7. What are, in your experience, the benefits of using ICT for supporting Lifelong Learning of (older) adults in your organisation?

e.g. Testing and applying new educational concepts, Improving the quality of existing programs by applying new instructional designs, Acquiring new participants, Widening the thematic scope of events/programs, Extending the organisation's reach to other regions/countries, Internationalization, Teaching independently of time and place (e.g. enabling people with limited mobility to participate)
Saving expenses on infrastructure (e.g. equipment, venue), Enabling new fields of activity for the learners (ICT peer teaching, joining online communities, taking part in eLearning courses, extending professional possibilities, etc.), Promoting digital literacy amongst (older) adults, Supporting intergenerational communication amongst participants, Other

Answer:

E. DO YOU KNOW EXAMPLES OF GOOD PRACTICE IN LIFELONG LEARNING FOR (OLDER) ADULTS AND THE USE OF ICT IN YOUR INSTITUTION / COUNTRY (1/2 TO 1 A4 PAGE EACH EXAMPLE).

Each description should include the following:

Project description

Narrative description/details

Project type (information campaign, course development, etc.):

Project aims:

Subject focus:

Target groups:

Methods applied:

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Application of the new media:

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Project milestones:

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Project data
Project name:
Acronym:
Project starting date:
Project ending date:
Project URL (Including http:// at the beginning!):
Activity financed by:

Details of coordinator
Name of the coordination organisation:
Type of the coordinating organisation:
Street/City:
Country:
Organisation URL:
Contact name :
Contact email :
Contact phone: