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Older Adults' Learning and ICT Use in the Danube Region"

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## 1. Introduction

The present study aims at collecting data about Lifelong Learning (LLL) 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. Please indicate the sources for all data. The questions in this template are to be seen as a framework for your research; you can set your own individual focus. **The completed template will serve as the final report of each partner.**

Furthermore, the study will draw up a list of existing educational structures for LiLL, e.g. the partners of the study and their networks and other educational organisations. To this end, all partners have received a questionnaire that was discussed in detail during the partner meeting in Ulm.

### ***Timetable***

14/15 March 2013	Partner Meeting in Ulm (Germany)
April/May 2013	All partners collect information and implement interviews according to the questionnaire
7 <sup>th</sup> June 2013	Draft version of the study
14 <sup>th</sup> June 2013	Feedback
22 <sup>nd</sup> June 2013	Additional questions for comparing
28 <sup>th</sup> June 2013	Final report and invoices

## 2. General Conditions

Please, compile the most recent research results on the following subjects, adding diagrams/charts wherever possible, including your sources.

### ***a. Demographic, economic, social and political situation***

Please compile the most recent research results on following subjects, adding diagrams/charts wherever possible and including your sources.

## Demographic Data

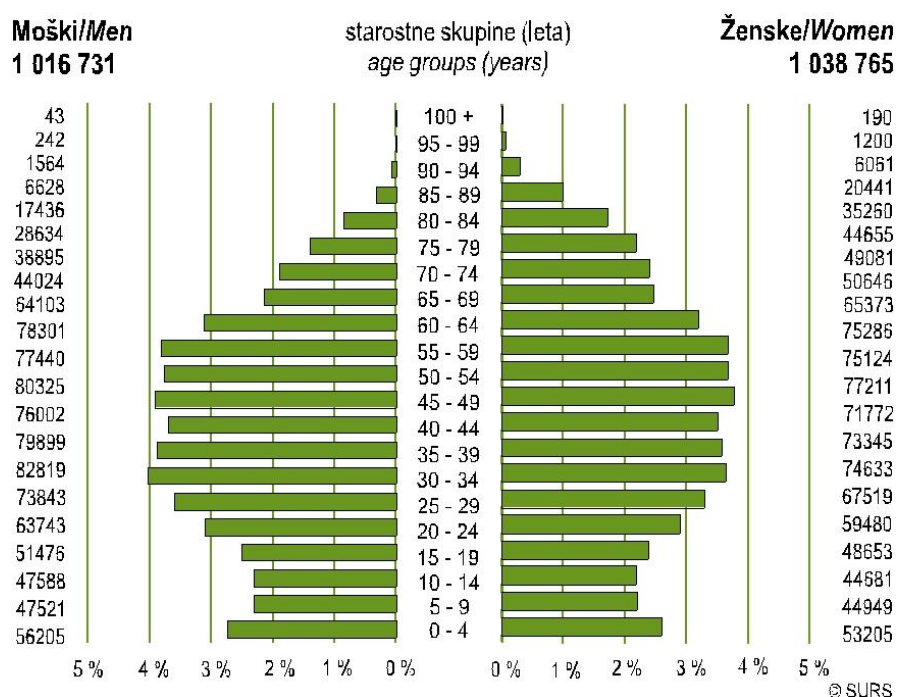
Age structure of your country's population

Past and future development of the age structure, including trends such as life expectancy and immigration.

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).

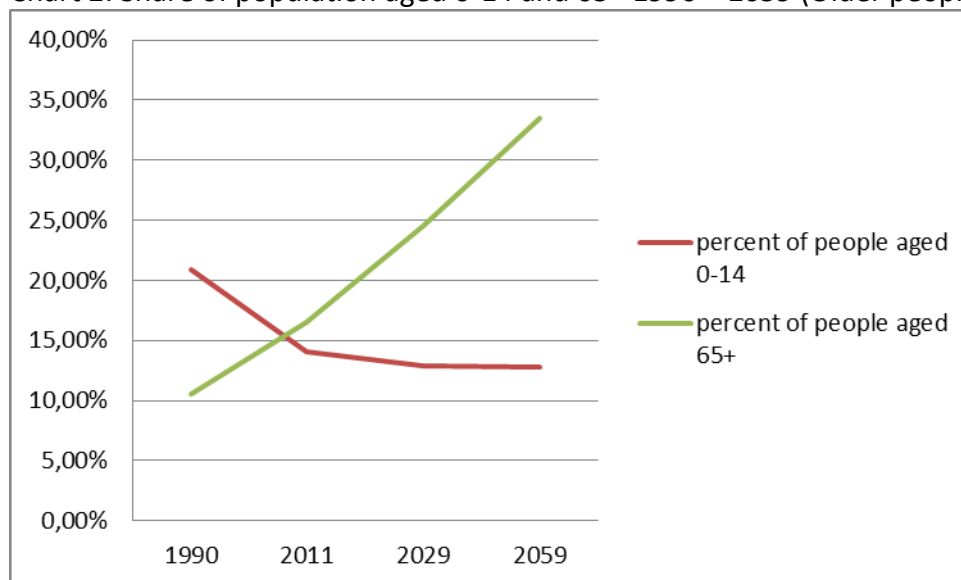
The following chart shows the age group and their size in January 2012.

Chart 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.

Chart 2: Share of population aged 0-14 and 65+ 1990 – 2059 (Older people 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 percent 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% (Older people 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 shall have increased fivefold and they shall 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

<b>1995-1996</b>	70,8	78,3
<b>2000-2001</b>	72,1	79,6
<b>2005-2006</b>	74,8	81,9
<b>2011</b>	76,6	82,9

Life expectancy at birth in last 50 years has increased for more than 10 years in Slovenia and in the next 50 years it is going to increase for 7 or 8 years more. The female born in 2011 can be expected to live 82,9 years, male 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. Lesser number of births and longer life expectancy indicate to 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)

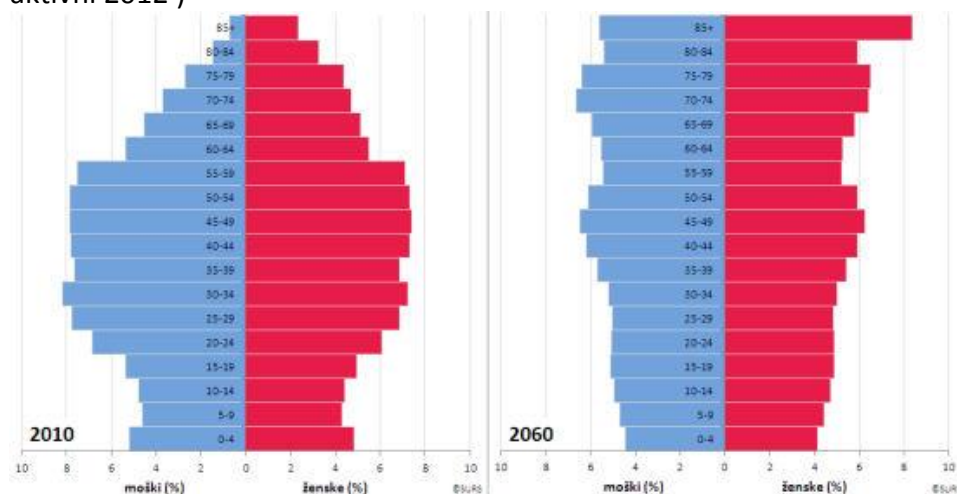
Interesting is also the information about supporting age-dependent persons. To support one age-dependent person, there were 2 working-age people in 2010. If there were in 2010 24 elderly and 20 children dependent on 100 working-age population, in 2060 will be 58 elderly and 25 children dependent on 100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

Table 2: Population of Slovenia according to EUROPOP2010 population projections 2010-2060 (SUR5)

	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 (%)
<b>2010</b>	2.046.976	14,0	69,4	16,5	3,9	23,8
<b>2015</b>	2.106.182	14,7	67,8	17,5	4,7	25,8
<b>2020</b>	2.142.217	15,2	65,0	19,8	5,2	30,4
<b>2025</b>	2.154.934	14,7	63,3	22,0	5,7	34,8
<b>2030</b>	2.154.609	13,7	62,2	24,2	6,3	38,8
<b>2035</b>	2.148.629	12,9	61,0	26,1	7,9	42,7
<b>2040</b>	2.141.070	12,9	59,6	27,5	9,2	46,1
<b>2045</b>	2.131.661	13,4	57,4	29,2	10,2	50,8
<b>2050</b>	2.114.985	13,9	55,5	30,6	10,9	55,0
<b>2055</b>	2.089.905	13,9	54,5	31,5	11,6	57,8
<b>2060</b>	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 born number and lower mortality, age structure of the population is changing. Both are expected: strongly increase of older people and decrease of the young people.

Chart 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. We need to exploit these situations to improve quality of life of older people.

## **Social and Economic Data**

How is the third age defined in your country? How would you assess the economic situation of older adults in your country? Are they wealthier or poorer than other age groups? At what age do citizens generally retire (statutory and real retirement age)?

Are older adults menaced by social exclusion? How is social exclusion defined in the research works.

What is the older adults' overall level of formal education? Which informal skills do they possess?

*Note: A possible source of information are the results of the European Year of Active Ageing 2012.*

### **How is the third age defined in your country?**

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.

### **How would you assess the economic situation of older adults in your country?**

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 was a huge arrival of new pensioners 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 was the highest growth rate in the last seven years. (Older people 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. (Older people in Slovenia 2011)

### **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€ (older people in Slovenia 2010).



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

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

Gender	Official retirement age	Realretirement 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, had been receiving it on average 18,7 years (men 16,3 years, women 21,7 years). Since 2002 the average duration of receiving the pension extended by slightly more than 3 years.

#### At what age do citizens generally retire (statutory and real retirement age)?

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

	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	women	Total	Men	women	total	Men	Women
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

<b>2006</b>	34,5	37,2	32,3	58,9	60,3	57,2	17,4	16,0	19,3
<b>2007</b>	34,7	37,3	32,5	59,2	60,7	57,4	17,9	16,3	20,3
<b>2008</b>	34,9	37,5	32,8	59,2	60,8	57,5	18,3	16,3	20,8
<b>2009</b>	35,0	37,4	33,0	59,5	60,9	58,0	18,8	16,6	21,5
<b>2010</b>	35,2	37,5	33,3	59,8	60,9	58,3	18,8	16,7	21,7
<b>2011</b>	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).

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

<b>Years/Age groups</b>	<b>1998</b>	<b>2000</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Total</b>	60,0	57,7	58,7	59,9	60,2	59,2
<b>50-54</b>	63,4	70,0	74,9	78,2	78,4	80,1
<b>55-59</b>	34,1	31,4	46,9	48,1	47,3	47,0
<b>60-64</b>	17,8	14,9	16,0	16,0	20,1	18,0
<b>65-69</b>	15,3	9,9	10,8	11,8	13,6	9,4
<b>70+</b>	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% people aged 50-64 are employed in Slovenia; in the EU-27 is this percent 56,31% (Forum 50+). We can see the employment ratio of older people, especially workers aged 65+ 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.

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

Years/Age	Total		Men		Women	
	18-64	65+	18-64	65+	18-64	65+
<b>2005</b>	10,4	20,4	10,3	11,2	10,4	26,2
<b>2006</b>	9,8	20,0	9,9	12,0	9,7	24,9
<b>2007</b>	9,8	19,4	9,7	10,8	10,0	24,9
<b>2008</b>	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.

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%). (Older people in Slovenia 2011)

### How is social exclusion defined in 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 19<sup>th</sup> 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 desocialisation. Social exclusion means that society is in danger to be interrupted. At Slovenia Third Age University we consider social exclusion to be accompanied by absence of access to culture and education as well as valuable free time activities.

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

### **Are older people threatened by social exclusion?**

Analyses of the demographic, economic and social position of elderly people in Slovenia show that pensioners are evenly distributed between the income 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, )

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 best be 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 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«.

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 in 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 substandardly equipped apartments (Novak, 1998).

Research into the housing problems of vulnerable groups (Mandic, 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 grand children 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 grand children 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 Euroflash Barometer on Intergenerational Solidarity, 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 of life survey in 2007.

#### **What is the older adults' overall 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. (ibid).

#### **Which informal skills do they/ do not possess?**

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. Ethnological 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 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 elderly 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, audiovisual equipment and all kinds of automata in public places). Ownership of cars and of audiovisual equipment (besides color TV) is among the dimensions which discriminate best between employed persons and pensioners (Novak, 1998). As a consequence, in their everyday life, they recourse to simpler ways, thus excluding themselves from the mainstream of society.

## Political Situation and Civil Society

Is there a process of mainstreaming policies related to ageing in your country? According to political actors, what are the main interests of older adults?

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

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? Are ICT a new opportunity for older adults to participate?

Which programs/initiatives aim at improving the political, social and economic situation of older adults? Please list educational programs separately in section 1.d.

### Is there a process of mainstreaming policies related to ageing in your country?

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. (employment caritative approach)

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 LLL 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 associated 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 renowned 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.

### **According to political actors, what are the main interests of older adults?**

Political actors have difficulties abandoning stereotypes about old age and older people. Thus, talking about active ageing, they end up discussing long term care. Among examples of good practice they have a tendency to quote the active ageing ones corresponding to stereotypes about dependent older people. Are often considered as being good for the social elite. 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, 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 Federation of Pensioners Societies of Slovenia, Slovenian 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? Please list educational programs separately in section 1.d.**

**b.) ICT Infrastructure and Internet Use**

**ICT Infrastructure**

What is the percentage of your country's population that have an internet access at home (according to age group)? How many percent of older adults (60+) have internet access at home? What are primary reasons NOT to have an access at home? Which alternative forms of access (libraries, schools, seniors' organisations etc.) do older adults have?

**What is the percentage of your country's population that have an internet access at home (according to age group)?**

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

the share of households with	2008	2009	210	2011	2012
Computer	65	71	70	74	76
access to the 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.

**What is the percentage of older adults (60+) having internet access at home? What are primary 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

**Which alternative forms of access (libraries, schools, seniors' organisations etc.) do older adults have?**

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.

## Internet Use

Which percentage of your country's population regularly uses the Internet? What is the Internet usually used for - maintaining social contacts (e.g. mailing, VoIP, social networks), services (e.g. shopping, contacts with authorities) or entertainment (e.g. streaming or downloading videos, music or games)?

How often do older adults use the internet (compare with other age groups)? What do they use it for?

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 državljani 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 državljani 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 državljani 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 a 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 državljani Slovenije danes, 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-mails	EU-27	84	69	35	39	64	88
	Slovenia	92	67	22	38	55	91
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%).

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; 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

To the greatest extent adults (16-74 years old) gain e-skills through autonomous learning . learning y 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; % 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 not 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, relatives and friends	EU-27	64	53	25	32	50	66
	Slovenia	78	60	19	25	55	80
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 is 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.

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 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 it 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 have been identified (E-kompetentni državljani Slovenije danes, 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 (ibid):

- 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 because of 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. A prerequisite for overcoming obstacles is to improve experience of older people in e-services.

At the same time it would be necessary to investigate what are the reasons that bigger operators and e-service providers do not address older people, especially in relation to their number (E-kompetentni državljani Slovenije danes, 2011).

### **c.) National Definition of Lifelong learning (LLL) and Active Ageing**

#### **Definition of Lifelong Learning**

Is there commonly accepted definition of adult education or LLL in your country? How is Learning in Later Life (LiLL) defined? Which aspects of these concepts are considered to be most important?

Is LiLL part of LLL or adult education concepts?

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” (Jelenc, 2007, p. 34), 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 (Jelenc, 2007, p. 34). 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 and non-formal education and informal learning**

Formal education leads to a formal and officially acknowledged educational attainment, such as a degree, diploma or professional qualification (Jelenc 1991, p. 30). 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” (Jelenc 1991, pp. 54–55). Learning takes place in a completely informal 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.

LLL concentrates on the non-formal aspects of education, on the tacit knowledge. Here we are facing the fact of the knowledge triangle policy-economy- education. The aim of LLL is to provide other skills and competences that are relevant for the promotion of science in economy and market.

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 and 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.

### **Definition of Active Ageing**

How is Active Ageing dominantly (officially) defined in your country? Which aspects of this concept are considered to be most important by different actors? Is LLL considered to be part of Active Ageing?

Active ageing means having more or less equal active access to social resources education, culture, health, work, transport and accommodation 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)

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 and 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.

#### ***d.) Policy Programmed for Learning in Later Life***

##### **Policy Programmes**

Are there programmes/initiatives by state authorities (local/regional/national or international level) that aim at supporting LiLL?

Are there any major (regional, national or foreign) foundations that feature such programmes in your country?

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

In relation to population 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 people and provision of services for those who need them because of old age. 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. 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, 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 consequently education of older people at the national level. 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 elderly to join in education and encourage them to learn in later life. The target group of older adult strategy includes older workers, persons before retirement and all those who are in the third and fourth age.

Implementation of the Strategy of Lifelong Learning may help creating opportunities for education and learning in later life; they may be related in particular to 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 other generations (Source: Strategija vseživljenjskega učenja v Sloveniji, 2007).

One of the main supporting activities 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.

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, 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 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 result 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 is 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 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 ...* (Source: <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/>)

**Centre of autonomous learning** 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.

These centres are intended for adults who, for whatever reasons, traditional learning and education are not available or they do not comply, they can customize the individual needs of the individuals own choice of content, pace and rhythm of learning, the choice of time learning and deepening the content of the needs. (<http://www.acs.si/ssu>)

## Support

For how long (if at all) has LiLL been politically encouraged in your country? Which relevant state and non-state actors stakeholders (ministries, agencies, parties, interest groups, professionals etc.) support LiLL? How?

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.

### **Which relevant political stakeholders (parties, interest groups etc.) support LiLL? How?**

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.

### **Is the use of ICT politically encouraged in the frame of LiLL?**

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.

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

### 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 organised 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 caritative 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.

## **2. Educational programmes**

### ***a) Existing structures (organisations and type of offers)***

What is the reality of LiLL in your country?

Which types of educational institutions offer LiLL in your country? Possible examples include universities, Universities of the Third Age, adult education centres, seniors' organisations, national associations and others.

Are the educational structures well distributed throughout the country, or are some regions better equipped than others?

Which types of educational offers are there? How are they mainly funded?

Which kind of professional support do institutions get in creating, providing and evaluating of LiLL programmes on regional, national, international level?

Slovenia is getting more aware of the meaning of LiLL for society and not only older people themselves. Thus, over recent years a greater emphasis has been placed on both civil society and education in later life, both fields being closely connected in this country. 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, a treasure of potential that can be used. Intergenerational co-operation and intergenerational relations was highlighted as a way of strengthening social bonds and solidarity and creating joint knowledge. 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.

Baby boom generations are slowly reaching retirement age. Baby boomers have been exposed to many challenges and are much more active than previous generations. 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 to remain included in society.

Experts and people of good will have developed specific areas of older adult education, knowing the needs of their generation. Focusing in public 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 retire. Non-governmental organizations were created promoting the importance of LiLL for older people themselves and society.

With the advent of the recent crisis, the situation has been changing. Uncertainty, austerity measures, reducing pensions and unemployment have contributed to the fact that many older people help their unemployed children and grandchildren. As a result of it, the

growing participation of older people in education has been stagnating, but the demand for free education programmes is growing. Education is therefore important to them, but the concern for the family is more important. National policies should be supporting LiLL, but politicians seem to be too concerned with the servicing of 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 to the brain drain. Young people in Slovenia, due to uncertain political and economic situation, cannot see the future 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. Older people with their knowledge. Social knowledge, communication skills and social networks, could help younger people creating new jobs, starting new business and produce and implement project ideas. 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 transmission of knowledge and culture as well as creation of experience, ideas, ambitions and views between generations. It is necessary to create a space for collective action. Although schools, retirement homes, colleges, businesses, and policy promote intergenerational cooperation, the issue has been raised: how to encourage the intergenerational cooperation that will strengthen ties, respect and responsibility between generations and resulting in joint work for the benefit of society.

Education of older people is focused on non-formal learning. Educational institutions often offer language and computer courses and programs from sociology, psychology, history etc. Not many science programs and programs to empower older people are there. Otherwise, there are some programs that train older for critical engagement in society, but they are in the minority.

Volunteering is well developed and well distributed among residents in Slovenia. A lot of older people are volunteers in the charity field which is also the most promoted form of volunteering in Slovenia. On the other hand, the professional volunteering is not widespread among elderly. This type of volunteering required not only a time, good will and patience, but it requires knowledge of the specific area. Volunteer without knowledge cannot help at organization of an exhibition or guide visitors around it; cannot grow plants in the botanical garden, take care of library materials, lead workshops etc. Professional volunteering requires training of older work in a public institution requires training mentor volunteers and requires organizational support of volunteering in the institution.

Employees should accept the older volunteers and see them as an added value rather than as a threat and competition. Older over professional volunteering acquire new knowledge, which is not an end in itself, but enters into the public sphere. Older thus assume new social roles.

Among the largest providers of adult education are classified private institutions and schools, secondary schools, which educate adults, vocational colleges and Adult education centres. An important part of adult education, particularly non-formal education, takes place

in many societies, associations and federations, libraries, museums, galleries, institutes, chambers and other institutions. Important role in the education of older people also have Third Age Universities which operate within societies, libraries, adult education centres or independently.

Some older adult education providers:

### **The 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, The Slovenian Third Age University is the most widely nation 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.

Aims:

- 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, 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 because it presents entrance to the new social roles and to the new field of working. Certainly volunteering is not charitable work but it is professional. The charitable volunteering is essential for the society but not provide professional skills and knowledge. The Third Age University wanted to offer volunteering which will contribute to their professional knowledge and personal growth. Volunteering not shapes only individual but also the community. Volunteering should be on an organised way with a lot of researches and public campaigns in background. Currently elderly can decide for six different voluntary programmes proceeded in public institutions in Ljubljana:

- **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](http://www.univerza3.si)).

### **Anton Trstenjak's Institute**

Anton Trstenjak's Institute, with its Head Prof. dr. Jože Ramovš, has set up many 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 for quality ageing.

The area of quality ageing is at this moment 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 has realised the seriousness of demographic change in Slovenia, therefore it has made studies and developed new social programmes. The main focus is given to the development of the new programmes for quality ageing and good intergenerational relations. They have developed 20 programmes in the following areas:

- programmes for informing the 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: through 60-hour the experts are training 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 of 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 while learning computer* that offers older people the 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. Both students, as well as older people, first participate in a shorter course, where students learn techniques of how to lead conversation with older people and learn about the features of the third age, which helps them later in encouraging computer skills whereas older people learn how to speak with younger people and how to be empathetic in today's life. After the course, the older person learns computer science together with his young companion once a week for one hour. Mostly they meet in the work space of the Institute Anton Trstenjaka and in colleges of the Bežigrad area. 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 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 the experiences. Young people try how it is to be a teacher and get a lot of life experiences from older people. Through computer classes students are taught a lot of new things 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-antontrstenjaka.si/institut/>).

### **Associations of the Retired People**

Associations of retired people are community set organisations 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 educational programmes and counselling for their members. The Federation of the associations of retired people is also the principal organiser of the yearly 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. Is a humanitarian organization operating in public interest since 1992. The central activity is the promotion of volunteering, because of believing that through volunteering can all contribute to a better and more tolerant society, based on the respect of all people regardless of their personal or living circumstances. According to this believe programmes are aimed at increasing the quality life in the

community and advocacy for the socially weak. Nevertheless the 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 with 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. (Source: Mateja Novak-Kožuh (ed.): *Odprimo poti k človeku*, Slovenska Filantropija, Ljubljana, 2004).

One of the main programme is also *Promotion of Health Program Unit* launched in 1995. Within this programme set up international project *Older people for a better quality of domestic life* conducted 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 projects were Intergenerational House 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 the younger and older generations. In 2009, the House Fruits of Society was opened in Murska Sobota (north part of Slovenia); in 2012 it was opened in Vipava (west 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. Activities mainly revolve around socializing, collective creation, and promotion of healthy lifestyle and voluntary work. Among other aims, workshops strive to develop creative skills and products of traditional arts and crafts, to contribute to a better socialization between the 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 (SFPA)**

Slovenian Federation of Pensioners’ Organization – SFPA) 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 sport, 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 SFPA has the status of humanitarian organizations and organizations of public interest in the field of social and culture. In SFPA, members voluntarily 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 SFPA are:

- To care for the realization of human rights and fundamental freedoms,
- to improve economic and social situation of their elderly and to improve the quality of life of older people in all environments,
- improve intergenerational relations,
- prevention of social exclusion of older people and from all forms of violence and discrimination against older people,
- cooperation with the authorities and organizations contributing to a higher quality of life for older people,
- older people's active citizenship and social integration of all forms of social dialogue and participation,
- encouraging mutual aid elderly and caring for elderly health promotion,
- active aging 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 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/>).

The Slovenian Institute for Adult Education is the main national institution for research and development, quality an education, guidance and validation, and promotional and informative activities in the field of adult education. It was founded by government in 1991. Its' intent is development of adult education and promotion of Lifelong Learning in all dimension. SIAE drafts professional bases and evaluations, and monitors the development of the adult education system, develops various non-formal and formal forms 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 the self-evaluation of quality and the 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.

The Slovenian Institute for Adult Education works 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 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/>).

### **Gerontological Society of Slovenia**

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 against elderly people. 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 organization of 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 Center offers variety programmes for adults. It is mainly focus on the adult education, in lesser extent on the education of older people. It offers programmes such as primary school for adults, vocational and technical education, education and training for work, higher education, programmes for acquiring The National occupational qualification, language courses, study circles, courses, workshops, leisure programmes, Project studying of the young etc.

Many of them also offer programmes Training for life success which are public valid programmes with aim to raise the literacy rate among adults. In programmes are involved less educated adults. Slovenian Institute of Adult Education and Association of Slovenian Adult Education Centres develop five programmes in the frame of umbrella programme Training for Life Success:

- **Programme Writing and reading together** is dedicated for less educated parents and their child with aim to qualify them for motivate and help a child with a school work;
- **Programme Bridge to the education** is dedicated to the less educated adults who want to get involved in vocational education or for level of education. The main purpose of the programme is that participants acquire learning habits, techniques and skills that will facilitate re-entry into education and refresh the skills that help in solving everyday problems;
- **Programme Challenges of countryside** is dedicated to the less educated adults who live in rural area. The main purpose of the program is that participants gain the basic knowledge and skills to help them recognize and evaluate their own potential and the potential of rural areas for the implementation of activities in rural areas, in order to increase independence and improve their economic and social situation.
- **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 to the society.
- **Programme Me and my workplace** is dedicated to less educated workers in jobs that are being closed due to changes in technology and the transfer of production to areas with lower labour cost and those employers who want to get primary or vocational education.

Mostly adults educate in Adult Education Centres because it not has programmes for older persons. They used to have some computer courses for older people financed by Ministry of education, science and sport. Study circles present one of the possibilities where elderly can participate and contribute to the local development (<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 of daily 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, dancin, computer classes, yoga, physical exercises, literature, handicraft, studying of interpersonal relations, etc. (<http://www.dca-ljubljana.org/>).

### **Uneven distribution of educational services for adults by region**

Educational opportunities for adults are very unevenly distributed throughout Slovenia. Adult education provision and opportunities are in those regions and municipalities where the demand for education is higher. 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. The rural environment is a closed type of environment where older people have good extended network of relatives, neighbours and acquaintances, on which they can rely. People in this extended network visit them and buy them food and other goods for daily life. Older people, who have some arable land or farm, are busy with farming. These two phenomena beside mobility (closed village environment and agricultural activity) are the main reason why older people in rural areas do not participate a lot in education, volunteering and other activities as in cities. On the other hand, older people in cities decide to participate in education because they want to meet new people, make new friends and spread their social networks. In the study groups, based on the principles of study circles, primary relations have been created.

Central region of Slovenia is better equipped with educational programmes for older adults as other suburban regions.

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 provided by educational institutions than non-formal programmes (18%). Within formal programmes dominate programmes of technical and general education (48%) (economics, pre-school education, mechanical engineer, electrical engineering, 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 programmes 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-accredited 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 the State and European Commission.

### ***b) Target groups and participation in Learning in Later Life offers***

Which parts of the population are generally targeted by LiLL structures (active population, pensioners...)? Compared to the overall population, which level of education do participants in LiLL possess?

Target groups of LiLL structures are mainly pensioners, long- term unemployed, and people in pre-retirement period and older adults with special needs.

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

(Source: [http://pregled.acs.si/dokumenti/porocila/PregledIO\\_2012.pdf](http://pregled.acs.si/dokumenti/porocila/PregledIO_2012.pdf))

It cannot be said what is the level of completed formal education of those who participate in LiLL because there are no relevant data. There are a lot of organizations providing LiLL but not all organizations have statistic data about the level of education of their users. We dispose only of the data for The Third Age University of Ljubljana. The majority of the students are university graduates (30.57%), followed by secondary school graduates (28.31%) and graduates from higher education (17.86%). 1,84% 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.

### 3. 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.

The questionnaires serving as a basis for the interviews were presented and discussed during the partner meeting in Ulm on 14 and 15 March.

The areas examined are:

- A. Organization and participants
- B. Educational types and instructional design
- C. Use of ICT in the education programs/activities for older adults
- D. Sustainability and Outlook

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

The results should include the comparison of the different types of organizations, the central findings and the descriptions of six relevant good practice examples (1/2 to 1 A4 page each example).

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

## Preconditions for proposal

### *a) SWOT analysis*

Please summarize the results of your SWOT analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"><li>-widespread access to the Internet (also in public places: libraries, cafes, offices, bookstores, clubs, associations)</li><li>- ICT access points in public places with technical and professional support (libraries, schools, offices)</li><li>- provision of support to the users at technical and professional level</li></ul>	<ul style="list-style-type: none"><li>-low employment rate of older people</li><li>-older workers and retirees are according to the skills and use of ICT rank less than average of EU27</li><li>-low computer literacy of older people</li><li>-low level of education of older people</li><li>-educational provision for older people is concentrated in</li></ul>

<ul style="list-style-type: none"> <li>- high computer literacy of young people</li> <li>-ageing population <ul style="list-style-type: none"> <li>- increased life expectancy, longer pension receiving</li> <li>- strengthening of intergenerational relation (intergenerational camps, programs, intergenerational ICT learning)</li> <li>- promoting active aging of older people</li> </ul> </li> <li>-encouraging older people to engage in voluntary work (well developed volunteering among older)</li> <li>- Slovenia complies with European strategy in the field of use and development of ICT (investing in accessibility, promotion) <ul style="list-style-type: none"> <li>-existence of strategic documents that emphasize the priority of ICT use in education (recent government activities in drafting, preparing and accepting general SI2010-national strategy on information society development, Strategy of LLL)</li> <li>-national investment in ICT infrastructure and the acquisition of e-skills</li> </ul> </li> <li>-facilitation of the expansion of the free Internet access</li> <li>-high interest in the use of ICT tools and e-services but the offer is too narrow)</li> <li>-high level of ICT use in the workplace</li> <li>-developed ICT infrastructure (both in the business sector as well as at the household level)</li> <li>-openness to information society services</li> <li>-technological progress (in the field of e-learning, new techniques, blended learning)</li> <li>-well-established basic use of ICT (PC, PP, projector, Internet) at all levels of education <ul style="list-style-type: none"> <li>-majority of virtual learning environments rely on professional tools which enable interaction</li> </ul> </li> <li>-measures for "Crossing the threshold" - presentation of the benefits of using ICT to older people</li> <li>-establishment of the Forum ICT 50 +: it unites SFPO, Slovenian Association of ICT and SU3 and other experts. This forum is 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.</li> <li>-ICT Forum 50 + runs on the computerization of services for older people and in the area of getting familiar with ICT. It wants to enable the transmission of knowledge of older</li> </ul>	<ul style="list-style-type: none"> <li>urban areas (elderly have more offer and easier access to the educational programs in urban areas)</li> <li>-uneven distribution of educational programs by region</li> <li>-lack of research on the use of ICT among older people, the importance of ICT for them, needs of older people in ICT</li> <li>- inefficient use of funds for research and development</li> <li>-poor use of ICT in older people</li> <li>-there is no assessment of past actions on e-Learning</li> <li>- schools, universities and adult education centres are poorly equipped with ICT equipment</li> <li>-lack of training of 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.</li> <li>•the low level of participation in lifelong learning of older (greater involvement would allow a longer and better retention in the labour market)</li> <li>• a small investment in the establishment of a national system of advanced e-learning</li> <li>• specificity of the Slovenian language (all software, ICT environment in English)</li> <li>•lack of strategic priority of information society developments</li> <li>•absence of an ambitious and binding e-learning strategy and related absence of a competent operative body with enough professional staff to implement strategy</li> <li>•decline in intensity of the computer literacy project activities from late 1990s in and corresponding lagging in PC equipment for schools</li> <li>•almost all interactive courses in a virtual learning are closed or commercial</li> <li>•the majority of e-learning is limited to the interaction of the eLearner with the eLearning materials</li> <li>•online courses are often reduced to postings of PDF materials and forum discussion</li> <li>•lack of data for specific groups of older people, because they are not a homogeneous group</li> <li>•many older people are not acquainted with the</li> </ul>
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<p>people, to inform providers of equipment and services from the ICT sector.</p> <ul style="list-style-type: none"> <li>-elderly use Internet for searching information related to health and goods or services, and to send and receive e-mails</li> <li>-elderly gain e-skills most through informal help by their colleagues, relatives and friends</li> <li>-study circles, knowledge exchanges, self-study centres and ICT courses are free of charge for older people in Adult Education Centres</li> <li>-well-branched volunteering (possibility of more professional volunteering among elderly)</li> <li>-SFPO as an umbrella organization with the 507 local AP (SFPO can have great impact to it)</li> <li>-participation in international project</li> <li>-acquiring a wider range of target group by the ICT</li> <li>-increasing the use of ICT in education programs (e-classroom, e-materials, e-learning)</li> </ul>	<p>advantages and opportunities of ICT</p> <ul style="list-style-type: none"> <li>•Older people consider costs for the Internet are too high</li> <li>•those older people who do not use the Internet, do not decide for it because of fear of security and privacy</li> <li>•approximately 80-90% of older people have never used the Internet</li> <li>•elderly rely use Internet for education purpose (e-learning, virtual educational environment, e-materials)</li> <li>•low rate of elderly who gain e-skills in ICT courses or through self-study</li> <li>•low active ageing index</li> <li>•low share of programs intended just for older people</li> <li>•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 the Internet)</li> <li>• 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)</li> <li>• traditional designed programs with low or no ICT use (there are not blended learning)</li> <li>• educational organizations experience lack of work space and lack of space for classroom (it doesn't have space for PC pool)</li> <li>• lack of e-content in the field of e-health, e-learning, e-cultural heritage, e-commerce, e-space</li> <li>• low use of ICT in the learning process and low level of knowledge and skills in this area</li> </ul>
<p>OPPORTUNITIES</p>	<p>THREATS</p>
<ul style="list-style-type: none"> <li>•establish a system of co-mentors (introducing mentoring scheme, elderly as bridge to the knowledge)</li> <li>• increase the share of economically active population as the potential to increase total employment rate (encouraging the employment of older worker, intergenerational employment and volunteering)</li> <li>• the recognition of non-formal learning (flexible learning pathways)</li> <li>• provide a high quality education</li> <li>• training of teachers and trainers for more complex use of ICT in the educational process</li> <li>• increased role of the NGO sector in the field of education and promotion of ICT and other non-formal programs</li> <li>• funding and equalization of conditions NGO sector compared to public organizations</li> <li>• the development potential of rural areas (older as one of the carrier of this potential)</li> <li>• promoting Lifelong Learning</li> <li>• enhancing digital literacy</li> <li>• development of quality in education</li> <li>• improving the social and cultural capital in the local community where the educational community as a center of the community will be supported</li> <li>• investment in research, development and innovation in the field of ICT</li> <li>• Improve access to education to older people (acquisition of ICT skills and other non-formal learning)</li> </ul>	<ul style="list-style-type: none"> <li>• the absence of key reforms</li> <li>• too slow adaptation of workplaces for older workers</li> <li>• the small size of the local environment for software and content for e-learning</li> <li>• threat of foreign provider</li> <li>• lack of e-content and e-services in the Slovenian language in areas such as science, education, culture, e-commerce)</li> <li>• politicians do not sufficiently take into account trends, information and projections, enabling them to make decisions appropriated to the conditions, situations and needs of older people. The middle generation of politicians do not have adequate knowledge of information and communication, and thus not an adequate basis for assessing current trends and make decisions in relation to them</li> <li>• high at-risk-of-poverty rate for elderly, especially for older women</li> <li>• low ICT literacy among retired people with low education</li> <li>• inadequate financial resources for the adult education</li> <li>• private educational organizations and companies (especially small one) cannot be financing by Ministry of Education, Science and Sport</li> <li>• lack of Local Authorities support</li> <li>• European Social Funds stop financing a lot of programs</li> </ul>

<ul style="list-style-type: none"> <li>• ICT as an opportunity to modernize social and health services (creation of e-health, e-medical, home e-care)</li> <li>• promote active aging of older people</li> <li>• Increase of social inclusion of older people (taking into account their needs and initiatives)</li> <li>• promotion digital literacy and improve access to ICT and skills for greater use of ICT</li> <li>• establishment of Gerontology Centre</li> <li>• more targeted measures of e-literacy of older people</li> <li>• access to EU Structural Funds and Programmes</li> <li>• development of quality standards for e-learning projects for older people</li> <li>• establishment of a competent authority for coordinating the activities in the field of e-learning</li> <li>• Slovenian language as a compulsory e-learning language (design programs, software, materials in the Slovenian language)</li> <li>• Investment in the development of customized hardware and software to the needs of older people</li> <li>• government's 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)</li> <li>• financial favourable access to ICT and the Internet</li> <li>• promotion of websites for e-participation (municipal website, the administration office, various associations ...)</li> <li>• promotion of self-study of older people in the field of ICT</li> <li>• Increasing the positive role of the media in the promotion of ICT, e-inclusion of older people</li> <li>• 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 elderly)</li> <li>• collaboration between different organizations (e.g. computer companies, schools, educational organizations)</li> <li>• widening thematic scope of the programs content</li> </ul>	<p>at August 2013 (ICT courses for elderly, Training for Life Success, PUM, Study circles ...). The program for period 2014-2020 is not ready yet, so these programs one year won't be financed. Adult education centres don't have additional funds to support these programs therefore in 2014 won't offer it. Furthermore, these programs represent huge share of all offer.</p> <ul style="list-style-type: none"> <li>• Risk of digital divide: young people with a high ICT skills and older with a few)</li> <li>• low valuation of e-learning in formal education</li> </ul>
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### ***b) Recommendations for proposal***

Please evaluate the above-mentioned results with regard to recommendations for a future project proposal on older adults and LiLL with ICT in the Danube Region.

*Recommendations here*

Access to Internet is widely spread in Slovenia. Older people can access to the Internet from libraries, schools, offices, and pensioners' clubs. In libraries and Adult Education Centres older people can learn ICT 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:** We could create a project consortium connecting at least some of these institutions for the needs analysis, developing a common manual based on common core needs of older users. The consortium could put in common their knowledge, examples of good practice could be collected. ICT courses could be thematically related to individual

needs older users have in common and community needs or local development. These institutions could also via their web pages promote the importance of ICT skills for older users thus encouraging older adults to get involved in LLL and Internet use.

ICT infrastructure is well developed at both business level and household level. Older people could access Internet from home and could communicate among them via Internet thus consolidating their community and establishing their social network which might be used for other purposes like self-help, knowledge exchange, information on local events exchange etc.

However, research has shown that older people do not easily decide to purchase computer equipment and Internet access because they have fears: the fear to be abused (consider that the Internet is not secure), and that they would lose privacy. Therefore, through the process of learning older people will become more familiar with the Internet safety of the Internet, data theft ... **Recommendation:** In the following project we would pay special attention to the safety of Internet use and to the loss of individual identity.

Municipality of Ljubljana introduced free Internet access via WIFI for an hour in the centre of Ljubljana in 2012. This means that anyone has one hour of free Internet access. Elderly people could use Internet also in the streets, in the park. Rural areas have a lower level of development of ICT infrastructure, which has to be eliminated. Especially older people in rural areas are the most excluded from social life in local community. Therefore, it is important to motivate them to acquire ICT skills. **Recommendation:** In the following project we could also draw attention to the establishment of Centres of Digital Literacy in rural areas to provide free learning of ICT and consultancy in the purchase of ICT equipment. In addition, these Centres may be e-holder of rural development with a focus on older people. There experts could develop material for the gaining ICT skills among older people, the website intended for older people, training for the use of e-purchasing, e-government, e-banking and the development of e-services needed by elderly. In the Centre of Digital Literacy good practice examples could be developed in the field of culture (e-culture), visual arts and intergenerational cooperation. Digital Literacy Centres could become a point of meeting of older people, where they would lift their social and cultural capital, and thus the social and cultural capital of the entire local community.

Advantage of Slovenia lies in the fact that young people are highly computer literate. ICT skills they acquired during the formal education as well as the daily use of computer and other information and communication technologies. This fact can be advantage or threat for Slovenia. If we use the high ICT literacy of young people in order to transmit their knowledge to older people, it can become a strong priority. But If we allow young people enjoy in their ICT skills and do not transmit it to older people, the digital divide will increase. Thus, on the one hand will be young people with ICT skills who will develop ICT, e-materials and design society based on the ICT use. On the other hand will be older people, who will not have ICT skills and will be excluded from the e-society. They Will not be able to follow the changes and to co-form the local community. They will become marginalized group, which does not possess the skills necessary for life in the information society. **Recommendation:** We can avoid it by organizing intergenerational computer learning as well as tandem learning (see an example of good practice Anton Trstenjak Institute and examples of good practice UTŽO Ljubljana Each one teach one and Wikipedia). Young people would recognize the characteristic of older people during ICT learning with them. They will learn about older

people - their features, stories and experiences. Learning would not be a one-sided - from the young to older people, but it would be on both sides - the young would transmit their knowledge to older people and older people would transmit their knowledge and experience to the young people. In Slovenia there are already intergenerational camps, but it is not focused on an exchange of ICT skills. Existing intergenerational programs and camps could be more e-stained. House of Community' Fruits, the intergenerational centre is currently located only in Murska Sobota and Vipava. If the Slovenian Philanthropy would get sufficient funds could be set up House of Community' Fruits in other places as a key factor in linking generations of the local community and a source of learning.

Slovenia follows to European strategy in the field of use and ICT development. In accordance with EU's strategies, the competent Ministry has 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 important is certainly a 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. Strategies are developed on the basis of national and European policies such as eEurope, the Lisbon Strategy and the LLL strategy. 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 in 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 falls education for older people. The use of ICT has become one of the priorities of Slovenia, which means that the State will seek to increase ICT literacy of older people.

An important advantage of Slovenia is high 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 very few elderly are employed, although they possess a lot of knowledge. The unemployment rate of elderly is increased also due to lack of knowledge and skills in the field of ICT. **Recommendation:** Advantages and disadvantages could be linked in order to create a system of mentoring or co-mentoring. At properly activation, elderly represent bridge of transferred knowledge to young people; both those with a vocational education (apprenticeships and other forms of promoting and transferring knowledge and experience), as well as for highly educated young people (mentoring and transferring of innovation). In this way, elderly could transmit knowledge gained through the employment to younger workers who have just entered the labour market. Young employees would help older workers in the field of ICT. Thus, we take advantage of e-literacy of younger employees and eliminate the weakness of the low employment rate of older people. Elderly people as mentors would introduce young employees into their work and provide them professional support and at the same time they would acquire ICT skills. In setting up such a system would be necessary to connect experts and non-governmental organizations or public institutions with businesses and ministries. Establishing such a system requires appropriate systemic regulation and financing, hence the amendment of labour laws is necessary.

Considering, the Slovenia hasn't acquired the demands of Lisbon Strategy and it is below EU-27 average in the field of older employment, the promotion of employment of older workers is necessary and we believe a mentoring system is solution. A possible solution would be also well-organized professional senior volunteering in enterprises or public institutions.

At all levels of education is well-established practice in basic ICT use: use of computer, PowerPoint, projector and Internet. However, teachers and mentors are under-qualified for 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 only the basic functions of a computer, but they don't use of ICT in all 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:** Here we see the possibility that we would train teachers and trainers (if we focus purely a training of older people, then we take the mentors in non-formal programs) on a more sophisticated use of ICT in the educational process. We would prepare training, in which mentors acknowledge the 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. Mentors could, after completed training, ICT properly introduced in the educational process and offer to older people combined methods of learning (traditional and e-based). We would introduce to mentors flexible learning pathways that enable flexible organization of teaching and easier transitions between different forms of education. We could publish a manual of e-educational process for mentors. Older students would no longer be confined to classroom, but they could learn any time by themselves or with colleagues. Without qualified mentors cannot be possible to encourage and motivate older people for ICT using. In addition, schools, universities and adult education centres are poorly equipped with ICT equipment. These places thus cannot become a place of intergenerational ICT learning if it is not adequately equipped with ICT. The important question has been raised: how Adult Education Centre can organize ICT courses, if it doesn't have a sufficient number of computers and ICT equipment? State must help at the purchasing the necessary ICT equipment.

Older people significantly less access to ICT, less use it for a variety of activities, as well as they are entering to the different ways of acquiring ICT skills at the lowest rate. Elderly in Slovenia mostly gain ICT skills in informal learning, with the assistance of colleagues, friends and relatives. **Recommendation:** We could expand the Each one teach one, which implements the principles of peer learning in the field of ICT. Older students free of charge (mentors are volunteers) acquire ICT skills by learning in pairs. The fact that older people generally acquire ICT skills through informal learning also suggests that there is the lack of organized courses for seniors (mostly free of charge) and organized self-study with technical and professional support. Both the State and non-governmental organizations should promote e-literacy and strive to improve access to ICT skills and increase the use of ICT among older people. NGOs are important players of older education and promotion digital literacy. They possess huge knowledge of the target audience. Although changes are already underway in the direction of increasing the role of NGO sector, we believe that would be necessary to give greater emphasis to their work and to regulate their status as currently non-governmental organizations on specific calls cannot apply because they are not public institutions or private companies. This would also extend ICT training providers, which would



lead to a more diverse offer of education. In the field of older education specialized education providers and experts are needed. These experts could develop programs specifically for seniors.

Investing into the development of hardware and software customized to the needs of older people in relation to the most frequent problems such as impaired vision, hearing, and motor disability as well as a different ways of reading in older people would be necessary. Older people are used to linear reading not scanning pages and are disturbed by the way information is organised on the screen, tabs, windows etc.

Before reading spread educated people used memory, which is less used today. The transition from oral to written communication does not mean a changed way in communication but also a changed way of memorising as well as a changed attitude towards the quality of messages and a changed attitude to thinking and thoughts. 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. Written transmission however is crucial for developing critical Horellou-Lafarge Ch., Segre, 2003, p. 117. Digital literacy changes the nature of literacy and transmission and diminishes abstract thinking, the ability to summarize a message and therefore does less appeals to older learners.

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

Older people love participating in LLL in Slovenia. Participation in LLL is large, but there are many older people who do not engage in older adult education. Greater involvement in lifelong learning brings to older people on the one hand an improvement of the existing and acquisition of new knowledge, on the other hand, a longer and better retention in the labour market. Government should therefore see participation of older people in LLL 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 this, legislative changes, strategies and actions are necessary. The government has already appointed a Herald of digital literacy, who promotes the importance and necessity of digital literacy. Herald of digital literacy could be an important factor in the promotion of ICT, for identifying the needs of older people in the use of ICT and research.

**Recommendation:** We could organize events, where we and *Herald of digital literacy* introduce ICT to older people and promote the learning of ICT. Also collective demonstration of ICT technology could be organised putting in touch two distance groups of older learners from two different countries. Low participation of older people in LLL means a lower involvement of older people in local community development and reduced the ability to co-shape community where they live. Older people without knowledge and without entering into the public sphere will become a marginalized group, the digital divide will increase, social cohesion will be endangered. To promote the LLL and acquisition of ICT

skills we could use a website for e-participation (e.g. municipal websites, administrative units website, website of various societies, libraries ...)

We experience lack of research on the use of ICT among 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 we could conduct a study on e-literacy among older people.

Currently we do not have any such studies about e-literacy of older people, their needs and wishes in the field of ICT. The study should focus on specific groups of older people, because they are not a homogeneous group in addition, especially for these specific groups of older people is chronic lack of data. As we can see the State does not invest sufficiently in research in the field of ICT, although it is necessary if we want to get a more detailed insight into the needs of older people in ICT and applications. We would need more targeted measures of e-literacy among older people. **Recommendation:** We could set up a Centre of Gerontology, which would constitute the primary organization in the field of older learning. Experts would carry out researches in the ICT field, develop methods and techniques for teaching older people ICT and developed material. Mission of Gerontology Centre would be primarily research and development. Gerontology Centre could issue more targeted measures of e-literacy and measures to expand the ICT skills and competencies that are necessary for effective use of ICT. The Centre would also present a source of knowledge to all adult educators. It would be good if the Gerontology Centre will be established as a public institution financed by the State. In the framework of the following project we could give a suggestion to Ministry of Education, Science and Sport and strive for its establishment.

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.* The "right" e-learning should be encouraged- interaction and community among students, mentors, materials, meaning that we should train both mentors and older students for a more sophisticated use of e-learning. The essence of e-learning is that the e-learners through forums, materials, interactions with other learners acquire knowledge and transmit it to other learners. In addition, older people rarely use the Internet for educational purposes (such as e-learning, virtual learning environments, e-learning materials) because they do not know what exactly e-learning is. E-learning opens to eLearners a multitude of resources that are no longer only passive forms (text and image), but its content is provided by multimedia other media interactively. Learning thus becomes more efficient and friendly to users. E-learning is independent of place and time, and no longer means just losing time, but also allows (self-) assessment of knowledge, teamwork (virtual classroom), research, distance learning. It allows different groups of students learning simultaneously in different ways and not interfering with each other. It is also appropriate for physically disabled older people who remain at home.

**Recommendation:** In the project we could create a single point (internet portal) with all available content, open to all interested participants of e-skills. At that point older people could get to know the process of e-learning, get expert and technical support and advice on the choice of e-learning programs. Of course, it is necessary to expand the supply of e-programs in the national level for both older as well as other stakeholders. Training for the design of e-learning programs could be organized in the following project. Considering, that neither U3 neither Adult Education Centres nor companies do not have a lot of e-programs, training of e-programs among educators is crucial. Would be necessary to encourage the

participants to maximize the use of ICT in teaching and learning, necessary is to provide opportunities for the implementation of high-quality e-learning services to the educational organizations and companies while taking into account their status as a public or private institutions.

The small size of the local ICT market is an obstacle to the development of new programs and offers of e-learning as well as to the availability of ICT equipment. On the other hand, globalization, penetration of foreign providers represents unfair competition for Slovenian ICT market, as foreign providers can offer cheaper and more varied solutions. This is reflected both in ICT equipment, as well as e-programs (some educational institutions leased e-programs, e-content in English, not translated).

**Recommendation:** Creation of quality standards for e-learning projects, supervision and standardization of products and services of e-learning and creation of local 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.

Slovenian language due to the small size of the speakers is specific language in ICT, as all software, e-content, e-services are in English. Older people seem to be less familiar with know English language, they do not decide to acquire ICT skills, being afraid of not understanding.

**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. Methods Used

Please list the methods (type of literature research, implementation of interviews) and sources used.

## Implementation of interviews

First we used the method of brainstorming to list possible organizations for 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, interviews together with instructions. After some time we called them and had a face-to-face 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 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 remember all the data we 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.

## Literature

We searched on the Internet and 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.

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#### **Slovenia: Some Socio-Economic Data**

The Republic of Slovenia (population 1,987.755 in 1999, area 20.000 square km) with it's relatively high GDP per capita (14.800 USD), low inflation

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