



COUNTRY REPORT ON THE STATE OF ART OF LEARNING IN LATER LIFE

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Introduction

For more than three decades, in Slovenia older adult education has been a constituent part of lifelong education, learning from cradle to grave. Without older adult education there is no lifelong education nor there is cultural continuity (older people are interpreters of culture!). Older adult education addresses twenty to thirty years of human life when older people cannot be let without meaningful social roles and socially supported contents of life. In the ageing and rapidly changing society no country can allow itself to leave at the edge of social development a quarter of its population. Not only should older people preserve, develop and engage their competencies, they should also remain connected with other generations through lucrative work, voluntary engagement and through taking part in decision making processes. Moreover, older people should share with other generations equal access to social resources: accommodation, transport, work, health, culture and education.

Though access to education will never be equal, given the diverse cultural and economic conditions in member States, it is necessary to promote through united European efforts solidarity and social inclusion respecting the rights and needs of diverse social groups. Regardless of their age, cultural and educational background younger and older people should »lead a life of dignity and independence and should participate in social and cultural life. (Charter of fundamental rights of EU, art. 25.). Understanding the diversity of older adult learners, empowering them and (re)integrating them into society through education as well as knowing and respecting their rights and competencies benefit society as a whole.

The contribution of the socially excluded older adults to society is often devalued, under the burden of devaluating social stereotypes about their uselessness and incompetence.

»Recognising (...) people as rights holders means respecting them as full members of society, regardless of their age or any other consideration, such as health status,

culture, education etc. A human rights approach enables older and younger people, the socially excluded people to be full actors in society, to be recipients and creators of knowledge, to offer their knowledge, skills, culture and experience through civic participation and public engagement in order to help shape a better world for all.« Age Manifesto.¹

Today older people, if attracted to education, can contribute vastly to social, political, economic and cultural life of the countries, notably as workers, cultural mediators, caregivers, volunteers, grandparents, consumers, innovators and political actors.

This desktop research into older adult education has been conducted in order to establish the demographic, social, cultural, economic and policy background against which active ageing and particularly education and learning of older people, as one of its important dimensions, take place.

Research problem and purpose

Slovenian Third Age University as well as the other four partner organisations from North, East and South central Europe took a challenge: to collect and compare within P3AE project the data about education in later life, older adult education that would later on become a part of an educational programme for older adult educators and older students.

The research questions were:

1. What is the demographic situation and dynamics?
2. What are the characteristics of learning in later life in Slovenia (target groups, older people's needs)?

¹ <http://www.age-platform.eu/sites/default/files/AGE%20Human%20rights%20Manifesto%20Dec2016.pdf>

3. Who are the main providers of older adult education?
4. What types of programmes are provided and what methods are used by mentors and students?
5. What are the most relevant policies and funding mechanisms?

Methodology

The deductive descriptive method was used in this research. Primary sources were studied, those contained in the archives of the Resource centre of Slovenian Third Age University. Monographs, the periodical publications *Andragogic Perspectives*, *Kakovostna starost* etc. were consulted. Examined were also desktop research studies carried out in other EU projects. Researched were also audio and TV recordings from the Slovenian U₃A archives, the electronic publication *Slovenian U₃A's E-news*. Furthermore, other major Slovenian research studies were consulted.

I. DEMOGRAPHIC DATA

1.1. Age structure and population dynamics

in 2003, according to the data of the Statistical Office of the Republic of Slovenia, for the first time, the number of inhabitants older than 65 exceeded the number of young people up to 14 years of age. During 2017 the population of Slovenia is projected to increase by 3022 people, reaching 2 072 837 at the beginning of 2017. The number of births will exceed the number of deaths by 2 153. If external migration remains on the level of the year 2016, the population will increase by 869 due to the current migrations. It means that the number of immigrants will prevail over the number of emigrants who leave the country to settle permanently in another country.

At the beginning of 2016 was the following population age distribution In absolute figures: 278 307 young people aged less than 15 years (143 438 males / 134 890 females). 1 444 669 persons aged between 15 and 64 years (727 892 males / 716 777 females). 346 818 persons aged more than 64 years (136 670 males / 210 148 females). Despite the fact that the number of older people over 65 has already outgrown the number of people younger than 15, among the Eastern European countries Slovenia is experiencing the slowest population ageing.

The mean age of the total population was 38.8 years in 2000, whereas in 2011 the mean age went up to 41.8 years. In 2011 the male mean age was 40.2, whereas the female mean age was 43.4 (Slovenia in Figures 2012). The mean age has increased by three years over the last eight years. In comparison with the share of young inhabitants from 0-14 years of age, the share of those over 65 will increase considerably by 2059. In 2020 24.8% of the population is expected to be at least 65 years old and in 2059 33.5% of them. (The Elderly in Slovenia 2011).

The number of the oldest inhabitants aged 85 or more went up the fastest. By the end of the 2005, their number increased five times and they represented 7.6% of the total population (ibid).

Life expectancy at birth for men is currently 76.6 and for women 82.9. (SURS 2012).

In the age category 55-59 46,9 % of this box age members are employed. In the age category 60-64 19,5%, in the age category 65-69 11,4% and in the age category 70-74 8,7% of older people are employed.

The demographic ageing is reflected also in the increasing number of pensioners. In Slovenia, over a quarter of the population are retired. Over the last decade the number of pensioners who had been granted the right to a pension in Slovenia has been increasing on average by 1.5% per year. (Older people in Slovenia 2011)

II. CHARACTERISTICS OF LEARNING IN LATER LIFE

2.1. Learning in later life in Slovenia

Learning/education in later life are being supported by the adopted lifelong learning policy and by the theory of lifelong education or permanent education introduced by Paul Lengrand and Edgar Faure within UNESCO. Education of older people does not finish when they get retired or even before. Education of adults (and particularly older adults) is not exclusively related to paid work. It is truly education for living, and therefore lifelong.

P3AE project is supposed to deal with education of people over 50 years of age. Nevertheless, education in later life is not determined by age but far more by the status older people have in society and different communities. For practical reasons we talk about education for different groups of older people (older workers, people who are preparing to get retired, people in the third age or post-professional phase of their life or even the period of life "between work, retirement and old age", and the group of people who are partially or totally dependent and are most of the times in the institutional care. All these groups need different programmes of education since their social status is different and their needs are different.

Education in later life is meant for active ageing which in this country ideally means working longer, 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 the local community, contributing to society as an active citizen, and being able to deploy one's talents and live independently as long as possible".² The approach to active ageing adopted in Slovenia is life course approach. Thus active ageing is a result of the past, present and future of an individual.

The active ageing index is rather low for this country, and Slovenia has been ranked 19th among the 27 EU countries. This is due mostly to poor employment measures addressing older workers and employers.

² ibidem

Employment (TOTAL)		1.1	1.2	1.3	1.4
		Employment rate 55-59	Employment rate 60-64	Employment rate 65-69	Employment rate 70-74
Nr.	Country	LFS-2010	LFS-2010	LFS-2010	LFS-2010
1	Belgium	53.1	20.2	4.1	1.8
2	Bulgaria	62.2	26.6	7.0	2.4
3	Czech Republic	67.1	25.2	9.5	3.6
4	Denmark	76.9	40.8	12.3	6.0
5	Germany	71.5	41.0	8.6	3.6
6	Estonia	63.1	42.8	19.7	12.1
7	Ireland	58.9	40.4	16.7	7.8
8	Greece	53.9	30.5	9.5	3.5
9	Spain	54.4	32.0	5.3	1.5
10	France	60.6	17.9	4.0	1.3
11	Italy	52.7	20.5	7.0	3.4
12	Cyprus	69.7	41.9	20.3	12.3
13	Latvia	64.3	29.4	12.8	6.7
14	Lithuania	61.1	33.8	10.7	3.9
15	Luxembourg	55.7	20.1	5.5	3.0
16	Hungary	51.7	13.0	4.9	1.5
17	Malta	49.3	14.2	5.8	3.7
18	Netherlands	70.1	37.3	12.0	6.2
19	Austria	61.0	22.3	9.3	5.9
20	Poland	45.8	19.1	9.4	5.0
21	Portugal	57.8	40.2	24.0	19.1
22	Romania	50.2	29.5	24.5	21.4
23	Slovenia	46.9	19.5	11.4	8.7
24	Slovakia	57.9	17.2	3.6	1.8
25	Finland	72.5	40.8	10.6	4.2
26	Sweden	80.7	61.0	15.4	6.9
27	United Kingdom	70.8	44.0	19.8	7.2
	Mean	60.7	30.4	11.2	6.1
	STDV	9.3	11.7	6.1	5.0
	N	27	27	27	27
	Min	45.8	13.0	3.6	1.3
	Max	80.7	61.0	24.5	21.4

Table 1: Employment ivy age categories n EU countries. Source: Active Ageing Index³

The approach to active ageing is based on the following underlying principles:

Active ageing is a balanced life course process

Active ageing is based on generativity towards younger generations and one's peers.

Active ageing is about participation in social and economic development

Active ageing is about personal growth

Active ageing is about being safe in old age.

³ Active Ageing index available on

<http://www1.unece.org/stat/platform/display/AAI/Results+for+the+1st+domain%3A+Employment>

When the following determinants are present, active ageing is hardly possible:

- social exclusion, emotional deficiencies, poor access to “public sphere”,
- emphasis on costs rather than contribution of older people,
- health promotion and literacy specifically targeted at older people are not given enough attention,
- social and cultural pressure on life style; other people interpreting older people’s needs, setting limits, taking decisions instead of them, preventing older people’s autonomy,
- limited access to paid activities. Low employment rate of older people, inequalities in accessing to social resources; accommodation, income, transport, culture, health, education (capacity, enabling environment).

Education in later life is further meant for other purposes: personal growth, paid or non-paid work as well as active citizenship and local development and for consolidating intergenerational relationships.

2.2 Older people’s existential and educational needs and programmes meeting them

Education in later life is a response to several older people’s psycho-social and educational needs. Both types of needs are thus closely connected.

Older people learn to know, to be, to belong and to become. (Krajnc, 2017) They have an array of needs:

/a/ The need for knowledge, culture and self-actualization.

Old age is “cultural afternoon” says C.G. Jung. Therefore the need to express and construct their culture as well as the need to experience beauty, intellectual as well as spiritual life are highly present in old age. “ Only now I know what is really worth in life” said one of our students. “ I had spent too much time caring for material things while real life was elsewhere”. (Skubic, 2008)

/b/ The need to be integrated, respected, able to take decisions.

Municipality policies on old age and ageing should therefore develop mostly in three directions.

- (1) A permanent dialogue with those who have just retired and are aware of their own old age to come and old age as it is today for those who have been retired for some time.
- (2) Development of services in close collaboration with families and their neighbourhood.
- (3) Creation of opportunities for older people to be, on equal basis, a part of the community. Government should regularly consult with older people when preparing new laws.

The following U3A's programmes typically respond to the above need are as follows:

(sociological, economic, political views on old age, My parents are old/critical geragogy advocacy of older people).

Cultural mediators in public institutions or education for volunteering in culture.

Space and older people aspirations,

The art of story telling

All these programmes are directly empowering older people and supporting older people's integration.

/c/ The need to reshape and support intergenerational relationships

The cultural model of the organisation of ages has been changing and this seems to be at the origin of the crisis called 'ageing society'.

Anton Trstenjak's Institute runs a number of programmes in the field of inter-generational relationships in connection with schools, local communities etc.

Slovenian Third Age University runs intergenerational educational programmes and prepares educational events based on the on the needs generations have,

volunteering, relationships etc. Intergenerational relationships are needed for active ageing. These relationships are mostly possible in intergenerational creative and socially engaged programmes (CINAGE, RefugeesIN, This world is worth learning together, practical work for students of andragogy, social work etc.)

/d/ The need for lifelong (voluntary) work

Younger people facing their developmental tasks like raising a family, acquiring accommodation, do not have time to wait for intermittent work to develop into a steady full time job. Older people's occasional work can develop into this kind of job that is taken on by younger people.

Older people have many opportunities to get involved in voluntary work. Since 2000 Slovenian Third Age University has been engaged in running training programmes for volunteers in public institutions (organised voluntary work of Cultural mediators) Slovene Philatropy offers many educational and practical possibilities for older people's voluntary work. (Houses of Society's Fruits). Lifelong work is defended

/e/ The need to have access to new technologies (not just assistive technologies).

One of the fields developed by Slovenian Third Age University is also Silver Economy.

Municipalities, Anton Trstenjak's Institute, Slovenian Third Age University, the company ISA etc. run programmes, for beginners and advanced learners. Slovenian Third Age university has recently started a course in computer programming for older people (Silver code).

/f/ The need for older people's knowledge to be recognised and utilized.

A fair number of older people with readily available and experientially validated knowledge are now available for the benefit of all. Structural support is needed. Huge public campaigning is run by Slovenian Third age university: articles, public conferences, radio programmes, TV programmes, films, regular public events like film sessions, public lectures are run in co-operation with other stakeholders (film

distribution company, central book store, public libraries, folk high schools, faculties etc. and through U3A's electronic news.)

/g/ The need to have one's psycho-social needs met,

Quality of life depends also on how well older people's higher psycho-social needs are met. These psycho-social needs are often left out of the ageing policies but should be taken account of in educational programmes.

These needs are met in all programmes (the need to be safe, to be recognised, to be estimated, to belong, the need for self-actualisation etc.) There are also programmes on interpersonal relationships (Individual psychology, transactional analysis), philosophy etc. at Slovenian U3A.

/h/ The need to consider older people as a different and unique group

In Slovenian policies older people are still frequently treated together with the group of the handicapped.

Slovenian U3A takes care not to run programmes consolidating stereotypes about older people's education (handicrafts, choir sinning, etc.) It takes care to develop programmes promoting knowledge that is generally required and valued by all adult audiences (urbanism, architecture, public space and its role, transactional analysis, interpersonal relationships etc.) It promotes stepping out into public space with exhibitions, design days, Festival of Knowledge and Culture in Later Life, etc.

2.3. Older adult education-survey of studies

Educational needs of older people have been researched in a fair number of research studies in the field of andragogy. The very first Slovenian study discussing older people's educational needs in relation to their deficiency needs and growth needs was Dušana Findeisen's doctorate thesis "Adult education in later life". This was also the first research in the field of older adult education in Slovenia following

her Master degree thesis Linguistic education of older people later published as "Ljubljana's Third Age University, a creation of its Townspeople's and the tie between them!.

Other studies are:

BRAČUN SOVA, R. LIČEN, N. FINDEISEN, D., KRAMBERGER, U: Personal Experience of Education for Formally Organised Older Volunteering. Review of European Studies; Vol. 7, No. 11; 2015 . ISSN 1918-7173 E-ISSN 1918-7181
Published by Canadian Center of Science and Education

CENKAR, N. (2012) *Razumevanje pomena telesa v sodobni družbi in izobraževanje starejših odraslih*. Ljubljana: FF.

ČEH, A. G. (2015) Učenje, učna, psiho-socialna in druge oblike medsebojne pomoči med člani študijskega krožka na UTŽO. Dosegljivo na:

http://www.utzo.si/wp-content/uploads/2015/09/Raziskava_ucna_pomoc_AC2.pdf

ČEH, A. G. (2016) Značilnosti delovanja študijskih krožkov na Univerzi za tretje življenjsko obdobje v Ljubljani.. Ljubljana: FF (Characteristics of study circles at Ljubljana's Third Age University).

DOKL, U. (2009) *Analiza socialnega kapitala na Univerzi za tretje življenjsko obdobje* : diplomsko delo. Ljubljana: FF. (Analysis of Social Capital at Third Age University/

FINDEISEN, D. (ed.) (2012). *Characteristics of older adult education*. Ljubljana: Društvo za izobraževanje za tretje življenjsko obdobje. 2 izdaja. Ljubljana: Društvo za izobraževanje za tretje življenjsko obdobje.

GORJAN, L.(2007). *Pogled starejših v oskrbi na domu na svoje potrebe* : diplomsko delo. Ljubljana: FF. (How do older people in long term homecare perceive their needs).

KRAMBERGER, U. (2014) *Izobraževanje kulturnih mediatorjev v muzeju*. Ljubljana: FF

KUMP, S., JELENC-KRAŠOVEC, S. (2010) *Prestari za učenje? Vzorci izobraževanja in učenja starejših*. Ljubljana: Pedagoški inštitut.

LIUTKEVIČIUTE, J. (2008) *Learning in later life in Slovenia: the Slovenian third age university and its mission* : Bachelor thesis of andragogy. Kaunas, Ljubljana: 2008.

LOVKO, K. (2001) *Vloga izobraževanja predčasno upokojenih starejših delavcev v lokalnem razvoju*: diplomsko delo. Ljubljana: FF. (The role of education of early retired workers in local development)

NOVŠAK, J. (2012) *Izobraževalne aspiracije starejših odraslih v Posavski regiji* : diplomsko delo. Ljubljana: FF. (Educational aspirations of older people in the region of Posavje)

SKUBIC, N. (2008) *Vzgoja za pripovedništvo na Slovenski univerzi za tretje življenjsko obdobje* : diplomsko delo. Ljubljana: FF. (Education for story telling at Slovenian Third Age University)

ŠAJN, Anja. (2009) *Preučevanje življenjske poti kot podlaga načrtovanju vsebine medgeneracijskega izobraževalnega programa*. Ljubljana: FF (Studying life course as a ground for programming an intergenerational programme)

ŠOŠTARIČ, A. (2004) *Kognitivne, čustvene in socialne potrebe domskih oskrbovancev* : diplomsko delo. Ljubljana: FF. (Cognitive, emotional and social needs of older people in institutional care)

ZALOKAR, M. (2000) *Vpliv izobraževalne biografije na izobraževanje starejših odraslih* Ljubljana: FF (The impact of educational biography on education in later life)

ŽGUR M. (2015) *Transformativno učenje v luči sodelovanja starejših v mednarodnem projektu Z menoj po mojem mestu*. Ljubljana: FF (Transformative Learning: case study of the international project Personal Town Tours)

ŽGUR, M. FINDEISEN (2016) Older Adults' Learning and ICT Use in the Danube Region Slovenian Research Report. Available on: <http://www.utzo.si/wp-content/uploads/2015/09/Older-Adults-Learning-and-ICT-use-in-the-danube-Region-1.pdf>

2.4. Educational providers and provision of older adult education

The establishment of Slovenian Third Age University back in 1984 paved the way for numerous current providers of older adult education.

Slovenian Third Age University

Since 1984, when it was established by voluntary endeavours of a two adult education experts and university teachers, Slovenian Third Age University has steadily grown into a nation-wide set network of 52 universities in 51 localities with about 21 000 students, more than 1000 mentors and volunteers. The induced practice has been extensively researched. At this university and within its study circles and other formats knowledge, experience and culture are exchanged; new knowledge is gained and jointly constructed through reciprocal, co-operative and mutual learning. Currently, Slovenian Third Age University is the most widely nation set network in the field of education in later life in Slovenia. 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 on 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.

Currently older students can use their knowledge in six organised educational and volunteering programmes, some of them being:

Cultural Mediators in Museums and Galleries: Older students of art history anthropology, archaeology, architecture and other related disciplines can involve into the volunteer programme Cultural Mediators. Their tasks are surveillance of exhibition venues, provision of information on relevant institutions, and, on request, provision of information 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.

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. U3A students attend both educational programmes and activities of 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.

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.

Each one teach one; computer literacy in peer mentoring pairs: 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.

Slovenian U3A runs a bi-annual International Festival of Knowledge and Culture in Later life.

It has four sections: The networks of Slovenian U3As, U3A, Ljubljana, Institute for Research and Development of Education, Dyslexia Institute. It has its own public resource centre and it regularly publishes its research studies etc. It runs Electronic news on a monthly basis and a magazine Mentor and Knowledge.

Examples of study programmes to choose from 52 programmes run at 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. (www.utzo.si)

Anton Trstenjak's Institute

Anton Trstenjak's Institute has set up innovative educational programmes for bettering intergenerational relationships and understanding. A 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. This is currently the biggest project that has ever been run by the Anton Trstenjak's Institute meeting psychosocial needs of older people. I

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 another network Association for social gerontology and geragogy of Slovenia, another coordinating and educational non-profit and non-governmental organisation.

The main focus at this institute is given to the development of new programmes for quality ageing and intergenerational relationships.

(<http://www.inst-antontrstenjaka.si/institut/>).

Associations of Retired People

Associations of retired people are community organisations set in each locality and all over the country. They are united in a federation, a huge membership organisation with more than 200.000 members (11% of the Slovenian population) though many members do not contribute to the activities of their associations. The associations are providers of shorter cycle education, offering courses, educational events and counselling for their members mostly in the areas of health, new technology, co-habitation, sports etc.) 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.

Associations of retired professionals

There are a number of associations of retired professionals i.e. doctors, nurses, pedagogic workers, engineers, 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.

At the Ministry of defence and also Slovenian Third Age University are run pre-retirement programmes to prepare older workers for a major change in their life: retirement. Older workers have to plan their retirement. Some want to continue working because they need money, or structured time. Other care for younger or older relatives. Their educational background is different. Their health condition is different. They have more or less time to prepare their retirement. They have strong, often negative feelings about getting retired. Retirement is a major interruption in one's life. Pre-retirement education is needed. It is a challenge for educators, because participants are so different. Pre-retirement education is meant for older workers, their partners, families and employers.

Aims

To understand the nature of the coming change, to express hopes, fears. To understand the meaning of the coming age of life. To build one's self-esteem, to manage financial changes, to be able to structure one's time, to be trained for new social roles and responsibilities (partnership, relationships, social networks), to manage one's health.

Topics discussed

Legal information, the law of succession, moving to the country, accommodation, caring, being frail and dependent

Methods

Interactive methods, experiential training, experiential learning for creating plans for the future. School methods and traditional methods with lecturing experts are not efficient. Older workers must use their knowledge, their experience. Methods are as important as topics.

Possible topics

Introduction/ meeting each other Life transitions and how to face them Health Finance; Relationships; Structuring time: Why we should stay longer at work place Other activities Evaluation.

Slovenian Institute for Adult Education(SIAE)

is the central national institution for research and development, quality of adult education, guidance etc. Together with Faculty of Philosophy, University of Ljubljana it launched a network of study circles in which mostly older people are active, learning together and working for the benefit of local communities.

Gerontological Society of Slovenia

Members 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 together with the Slovenian Third Age University two decades ago. The society has been raising public awareness concerning older people's issues. The majority of their educational programmes are dealing with health and medical issues as well as the position of older people in society (<http://www.gds.si/>).

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 centres consists of five centres in Ljubljana, financed by the City Municipality of Ljubljana. Daily centres offer a variety of programmes for older adults like: learning foreign languages, painting, digital photography, dancing, computer classes, yoga, physical exercises, literature, handicraft, studying of interpersonal relations, etc. (<http://www.dca-ljubljana.org/>). These can be short or long cycle educational programmes. They last as long as volunteers can stay with the centres.

Other providers are museums, social centres, ministries, municipalities, civil society organisations, etc. There is an array of providers, due to perceived needs and constant public campaigning of Slovenian U3A hand in hand with different institutions (libraries, book stores, cinemas, museums, hospitals, botanical garden etc.)

Museums

The town Museum in Ljubljana runs courses in oral history. At the end of the course a publication takes place summarizing the stories of older people. Slovenian Ethnographic Museum has been working hand in hand with Slovenian U3A for two decades. Its students participate in conceiving museum exhibitions, video presentations etc.

Multigenerational centres

Recently established in this country in every region of Slovenia.

2.5. Co-operation of providers

Co-operation of providers of older adult education was established some twenty years ago through the multiplying endeavours of Slovenian Third Age University. Nevertheless, in those days, the co-operation was weak and the new providers started working mostly on their own. The Third Age Festival which was established 13 years ago, uniting civic organisations, ministries, municipalities, adult education institutes has become a tradition in this country.

Slovenian U3A has developed a network serving like a semi umbrella organisation to a number of civic organisations. For them they provide education and training. Slovenian U3A has been in a close collaboration with MISS, centre for young people, Department of Andragogy at the Faculty of Philosophy in Ljubljana, Slovenian Andragogical Society, Institute for Adult education SIAE, Slovenian Federation of Pensioners' Associations etc. Providers, however, best unite in common projects, rarely in defending their common political position. Slovenian U3A has also established a network of museums and cultural mediators.

III. METHODS IN OLDER ADULT EDUCATION

3.1. Introduction to methods in older adult education

Since Slovenia has a long tradition in the theory of adult education, it is natural that Slovenia has acknowledged that adults have the right to be educated in a non-formal way, and that specific target groups have the right to influence the objectives, the content, the learning methods and techniques. (Country Report on the Action Plan on Adult Learning: Slovenia, p. 5)

In Slovenia courses for older adult educators have been conducted for 33 years now at Third Age University. Moreover, three years ago was developed there an 80- hour programme for future older adult educators/mentors. Their role is about making

older students exchange their experiential knowledge, integrating their experience into the programmes, "utilizing" older people as an educational and learning source, integrating their knowledge into the educational programmes, constructing new knowledge together with older people and learning groups. It is also about making older students "exercise" their mutual responsibility for organising educational sessions and contributing the sources of learning. It is about sharing public appearances with the students, making them participate with their knowledge in public sphere.

Furthermore, methods used in older adult education depend on the principles that guide older adult education and indeed the whole organisation providing older adult education. Without clear and agreed principles and without them being applied on all levels and in all areas of older adult education the methods selected are not efficient.

The P3AE project focuses on older people seen as fully active members of local, national and European communities, despite the fact that people in later life are burdened by social stereotypes about them and tend to think that it is not up to them to intervene in community life.

Any type and format of education for older people has its topic, of course. But any type and format of education in later life is also, simultaneously, education for empowerment. Therefore trainers, **mentors and students engaged in educational programmes are concerned with achieving a better understanding of what old age in contemporary European society can and should be.**

Older adult education is not just about compiling educational programmes, it is not about an educational provision as it may be the case in adult education. Socially included adults do not have time to increase their knowledge about actual social developments and current cultural events. Older learners do. They need to develop and express their standpoints. Adult learners do not work as volunteers, but older students do. They might even need the knowledge of English for teaching shall we

say, young people with head injury. Or they might need the knowledge of transactional analysis to work as volunteers on help lines. They might need the knowledge of Slovenian history for working as cultural mediators in Slovenian museums etc. They work for the benefit of society and their own. There's a huge difference between the needs of older people who are employed and those who are not, those who are single and those who are not. Trainers should therefore include older learners in different phases of the development and delivery as well as the evaluation of a programme for them. Programming is the central and most comprehensive activity/method in older adult education.

3.2. Designing an older adult educational programme

There are several theories on planning and programming (older) adult education programmes. There are theoretical assumptions and concepts that may help construct an (older) adult educational programme.

First, why do we need planning and programming? A possible answer would be: To achieve coherence among the various elements of the programme.

In the past programming was thought of as anticipating the steps to be taken in order to achieve goals. Thus the main programming strategy was goal oriented.

Then a discussion started on how to adapt the goals in dialogue with the participants. As long as only goals were important, the structure of adult education programmes was clear.

Later adaptation of goals and finding equilibrium of often opposed needs started taking place. Tyler (1969) defined an educational need as the difference between the actual and the socially desired or expected state or social norm.

In the past focus was on structured contents and methods.

Nowadays focus has been shifted to searching to identify the needs and to negotiating goals. In Slovenia and former Yugoslavia this was not new since already in the 70th of the past century Ana Krajnc and Dušan Savičević in their theoretical discussions emphasised the importance of needs analysis as the main andragogic question. American authors Malcolm Knowles and Cyril Houle argued much the same. Consequently, both individual and community needs are to be taken into account.

In the case of the P₃AE pilot course individual needs of the participants in the course coming from the past, present and future are to be identified and taken into account as well and the community or society needs for active ageing (a different type of ageing :working longer and being a mentor to younger workers, using one's leisure time for transmitting culture to younger generations, caring for relationships, taking care of one's health, being open up to other generations, using new technology, working in civil society, etc.) are to be considered. Moreover, different social roles in later life, more adapted to contemporary society)are to be referred to.

An educational programme for adults or older adults is understood as a dynamic process dealing with knowledge and skills, of course, but also values, attitude towards learning, the impact of social and cultural circumstances. This is particularly important in the case of older adults. They are a huge group of extremely different individuals with different life paths, having experienced different socialisation processes, therefore they have different experiential knowledge, values, etc. But they are also of different sex, health, they have a different social status. Their motives for learning differ. To sum up, older people are not a homogeneous group. Never people differ so much as in later life.

Planning and programming is not a linear process based on just one methodology requiring building a plan gradually, one step after another. Quite the opposite. Planning and programming an educational course for adults is a rather creative, innovative process (where trial and error learning is present as well). Different methods, models and approaches are used. Therefore, in order be successful in the

P3AE project our focus should be shifted from the active ageing policy to the participants themselves. It would be an error to primarily test the validity of active ageing policy but we should be interested in older people's reality, frames of reference, the context in which they live. This is what has to be found out and disclosed and transposed into the course in order to find out how far or how close the active ageing policy is to real life in different socio-cultural contexts.

The programmer's originality and professionalism are of crucial importance for the results he or she may want to achieve. Modern approaches to planning and programming are based on different theoretical systems. Quite often the systemic theory is useful here.

Further approaches to planning are based on good practices and lessons learned from them. At first sight planning an educational programme may seem to be a technique, composed of different elements to shape a whole, but this is far from reality! An educational programme means more elements, groups of elements or a whole system. An educational programme can be a plan an idea and documentation that will help to run an educational course. In some other circumstances, educational programme means all educational activities planned for the selected context. (programme of a third age university, of an adult education centre etc.) An educational programme may also be a series of learning units, events, adventures that are planned in order to achieve goals in a given period of time. It is impossible to plan education in detail and to plan the implementation of a course or programme in detail. Why? It has been generally admitted that participants are different, that together with the teacher of adults or mentor or facilitator they create group dynamics. It is impossible to plan the results in detail. Furthermore there is a difference in planning a whole programme or planning a single programme unit (designing instruction). The largest is the planning of the whole programme, narrower is the planning of learning units, and the narrowest is the planning of participant's steps in the framework of learning units.

There are **several thinking paradigms** on which planning an educational programme may be based.

The paradigm of formal education

When planning an educational programme two modalities prevail: linear modality and modular modality. The linear modality means that planning is developed according to a given scientific discipline or according to the needs of a work station. Contents are ordered deductively. From more general to more specific whereas modular modality is based on setting up modules (programmes).

Personalistic paradigm

According to this paradigm, originating from humanistic psychology) interpersonal relationships are important. The process of teaching and learning is not strictly structured; the participants and the teacher are taken into account. What is important here, especially in the case of older learners, is that the teacher and the students enter into their lives. In this thinking scheme the process of learning is important, planning is adapted to the adult participant who is supposed to be changing due to learning. (Transformative learning). In the planning based on the personalistic paradigm the focus is not on the contents but on the process. The underlying assumption is that knowledge, learning contents is less important than the process of learning. Adults and older adults have their own experience that has to be integrated in the programme. Therefore when writing the P3AE programme we have to bear in mind this fact. A lot of room should be allotted to personal reflection and experience. The focus here is on initiatives, creativity, communication.

Critical- emancipatory paradigm

It is also called research or developmental paradigm. The teacher and the learners use reflection when dealing with their life and social conditions. The planners want

to induce changes and believe that education has a role in and that education can have an impact on social development.

Malcolm Knowles, characteristics of older adults and Andragogic cycle

Malcolm Shepherd Knowles (1913 – 1997) was a, perhaps 'the', central figure in American adult education in the second half of the twentieth century.

He proposed a programming model called Andragogic cycle:

Needs analysis (questionnaires, interviews, literature, studies., motives, etc.)

Planning (time, place budget, animation of learners to enrol)

Programming (contents, units)

Implementing (methods, techniques, approaches)

Evaluation (diagnostic, terminal)

At Slovenian Third Age university and partially elsewhere there are other methods/formats that are currently used: autonomous learning, study circle, short impute lecture followed by discussion, social debate, exploratory learning, experiential learning, collaborative learning, transformative learning, reciprocal learning, mutual learning, dramatization, simulation, exploratory learning, project learning, educational tourism, counselling, guidance.

Other older adult education providers mostly use interactive methods as well especially when they want to create intergenerational ties or when they provide leisure time activities like daily centres of older people's activities.

3.3. Other methods used

At Slovenian Third Age university and partially elsewhere there are other methods/formats besides the traditional lecture that are currently used: autonomous learning, study circle, short input lecture followed by discussion, social

debate, exploratory learning, experiential learning, collaborative learning, transformative learning, reciprocal learning, mutual learning, dramatization, simulation, role play, exploratory learning, project learning, educational tourism, counselling, guidance, creating a learning and living community, stepping of older people out into the public place and sphere.

Further, facilitation is widely used in older adult education. Facilitation and 'facilitating' gained ground in older adult education, community education, informal education in part because educators and animators are usually at pains to contrast the emotionally congenial aspect of their practice with what they regard as the rigid and conformist nature of schooling. However, with a greater emphasis on learning as against teaching within formal education, the use of the terms 'facilitator', 'facilitating' and 'facilitation' appears to have grown.

One of the recently introduced methods at Slovenian Third Age University is *Participative video method*, a learning method establishing creative relationships among the participants. Before going on to the practical work a theoretical lecture is delivered, examples of films are presented. Applying this method, students tell their own stories or discuss social issues. Students learn how to gather documents, shoot on their own, imagine the storyline, script the film, change the view, process conflicts, broaden horizons. *Participative videos* can be inserted into a variety of contexts, included the one of co-operation with researchers, wanting to communicate why and how it would be possible to trigger social changes, for instance the urban development changes. Anybody can handle a camera, there is no need to be functionally literate for that. Participative video is a process going on in community. There is community of practice and there is community established with the audience screening the video. It creates solidarity relationships and an exchange of knowledge. More <http://myview-video.de/>.

Other older adult education providers mostly use interactive methods as well especially when they want to create intergenerational ties or when they provide leisure time activities like daily centres of older people's activities.

IV. LEGAL FRAMEWORK, STRUCTURES FUNDING

4.1. Legal framework

An important part of older adult education is regulated by labour legislation including the Employment Relationship Act and the Employment and Insurance against Unemployment Act. Older workers are entitled to education in the same way as other labour force. Though in reality, this not always the case.

There are two legal documents considered of outmost importance for older adult education.

- (1) Slovenian Adult Education Strategy (2007). In general, the strategy aims at adjusting learning to the needs of the individual and society.
- (2) Strategy for Quality Ageing, Solidarity And Co-existence of Generations in Slovenia 2011-2015 set up a framework for active and quality ageing.

Slovenian Adult Education Strategy (2007). "A lifelong learning strategy also involves encouraging quality ageing and integration of older people in society as well as co-operation of generations. Moreover, ageing societies need a vision of older adult education. Older adult education means educating older people - these are older workers, persons close to retirement, persons in the third or the fourth age and also everybody who is in contact with older people either as employers, experts or relatives, etc. As older adult education also aims at improving the co-operation of

generations, educational programmes also provide an insight into the problems of both, older and younger generations.

Research of working, life, educational and other needs of older people has to be ensured in order to develop educational programmes.

Older people's learning is often more focused on checking and deepening the skills that they have already acquired than on acquiring new ones. Older people should be encouraged to join programmes which bring new skills and new knowledge – which should help them to be involved in social and economic development. It is the advantage for old people that they can make decisions about their learning themselves ("a la carte" learning) and they can meet different interests without being forced (by work or in any other way).

Many older people have acquired much general and/or specific knowledge and rich experience; society can use that and these older people could act as mentors, partners in learning or mutual learning, promoters of learning for young people, either in everyday life or in enterprises and organisations (e.g. work with trainees, probationers, new employees, the unemployed). Learning organisations may take those opportunities and thus contribute to more active elderly people and symbiosis of generations. (Strategy of Adult education, pp.-19)

4.2. Structures

Two ministries are responsible for adult education. Ministry of Education and Sports and Ministry of Labour and Social Affairs. They are responsible for policies affecting the adult learning sector. However, the Adult education department at the Ministry of Education and Sports does not have a position equal with other departments, nor does it have appropriate staffing for executing necessary changes towards LLL strategy. The strategy and the tasks connected with LLL are perceived as sole responsibilities of the adult education sector of the Ministry. (Country Report on the Action Plan on Adult Learning: Slovenia, p. 5) <http://arhiv.acs.si/dokumenti/country-report-si-final.pdf>

4.3. Funding

New programmes of adult education or new courses are also financed by the Ministry of Education. Most of the funding for continuing education and non-formal education is dependent on annual Ministry of Education's plans. Even activities which have proven their positive contribution to society and their quality through more than a decade are still financed as projects, rather than as a permanent activity. Over many years it has been possible to co-finance new programmes out of European Structural Funds, but each year the question of the redistribution of the funds is raised again, while the annual adult education plan is prepared. (Country Report on the Action Plan on Adult Learning: Slovenia)

Local funding of non-formal adult education seems to be lacking from the financing scheme. Most of the time it is very poor, especially in bigger cities. European and national funding has been quite important, and private funding has also been available, but to a lesser degree.(ibidem)

At present some funding is offered to Slovenian U3A by the Municipality of Ljubljana for ten educational programmes run in Ljubljana that have to be delivered free of charge.

Also the state funding offered to five national networks in adult education is low, 7000 euros annually for Slovenian third age university, 1500 euros for each university in Slovenia.

Most funding, however, in civil organisations comes from membership fees.

Organisations of older people and for older people dealing with issues of older people are better off receiving more funding, whereas daily centres of older people activities function with the aid of volunteers. Each centre has one working station funded. worth approx. 30 000 euros and their premises are used free of charge.

Most of the funding comes from tenders, be they local, national or European.

Developmental work of older education providers has been funded mostly by European funds with various Grundtvig, Leonardo da Vinci, Erasmus+ frame programmes or by the Norwegian Mechanism, or MATRA PROGRAMME.

CONCLUSION

This research offers an overview of older adult education for different social groups of older people in Slovenia. It pertains to educational providers, programmes and methods used while delivering them. It focuses on the issue of active ageing which is a subject and social phenomenon of which education of older people is a constituent part. Demographic data are provided. The issues are discussed against the legal frame-work, structures, and funding of older adult education in this country.

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