

e★bulletin

issue 1&2

Contributions of Partners in the
"Widening and Strengthening the European Dimension of the Lifelong Learning Movement" Project

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Who Are We?

The project Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement is an endeavor to continue the implementation of the EU policy in the field of lifelong learning. Concrete objectives of the project are:

- ê the sharing of accumulated experience and expertise of some partner countries (SI, DE, RO and BG) and the transfer of know-how related to the promotion of adult education and lifelong learning to some partner countries (ES, BG, RO);
- ê the establishment of national frameworks for planning and carrying out national Lifelong Learning Weeks (LLWs), evaluating their impacts and disseminating their results;
- ê the organization of national celebrations of learning and of one collective event (ES);
- ê the production and dissemination of high-quality informative and promotional material and services, mainly web-based;
- ê the establishment of cross-country as well as national networks for the promotion of the 'lifelong learning for all' strategy, thus creating partnerships which will be able to continue their mission well beyond the project's lifetime, and disseminating its results nationally and internationally.

Working together will result in implemented LLW 's as an advocacy tools for promoting and raising the profile of adult education and lifelong learning in participating countries, establishment of mutual understanding and partnerships as well as initiating changes in policies of adult education and lifelong learning. Thus, the EU concept for lifelong learning will be put into practice.

These aims are a great challenge to all participating institutions, not only because of the

cultural, but also because of the economic differences. Partners from five countries rely on their experience and competence in order to assure the success of their initiative:

- ê Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia;
- ê Federation of Societies for Spread of Knowledge (FSSK »Znanie«), Sofia, Bulgaria;
- ê Institute for International Co-operation of the German Adult Education Association (IIZ/DVV), Bonn, Germany;
- ê University of Barcelona, Centre for Social and Educational Research (CREA), Barcelona, Spain;
- ê Spanish federation of popular universities (FEUP), Madrid, Spain;
- ê The National Association of the Regional Centre for Adult Education (AN CZEA), Arad, Romania;

The working area of the above mentioned organizations is in close connection with adult education and so their participation in this project contributes to the widening and strengthening the European dimension of the lifelong learning.

The purpose of the E-Bulletin is to promote our project, introduce news, important events and publications related to the Lifelong Learning Weeks' Movement. The e-bulletin gives all interested readers the opportunity to inquire about the progress and outcomes of our project, presents different facts on the history of Lifelong Learning Weeks and the most important EU documents in the field of Lifelong Learning. It also provides information on Adult Education, Learning Festivals, and different researches in the field of Lifelong Learning.

★ History of the LLW Movement

Prepared by:

Zvonka Pangerc Pahernik



According to the Assessment of the State of the Art of Adult Learners' Weeks /Learning Festivals in Europe, a report prepared by the Unesco Institute for Education in Hamburg (2002), about 40 countries across all world regions have already adopted the idea of carrying out learning festivals, the European region accounting for more than half of them. Festivals – mainly they are being referred to as Adult Learners' Weeks (ALWs) - differ according to socio-cultural backgrounds of particular countries but they all share some fundamental concepts and aims since they all are 'promotional campaigns for learning' in the widest sense. For more information concerning the development of the International Adult Learners' Week movement see:

<http://www.unesco.org/education/uie/InternationalALW>.

The first European Adult Learners' Week goes back to 1992 when NIACE set grounds for it in UK – further on, the idea of organizing a learning festival took ground in Slovenia and Switzerland (1996), Germany (1998)..., and later on in Romania (2000), Bulgaria (2001) to mention only the countries involved in our 'Widening and strengthening of the European dimension of the LLW movement' Project. In fact, by responding to the European Lifelong Learning Initiative (ELLI) - proclaiming 1996 to be the 'year of lifelong learning' -, and later on to recommendations of the Hamburg Declaration (CONFINTEA V, 1997), the Slovenian Institute for Adult Education (SIAE) initiated the Lifelong Learning Week (LLW) movement. The Slovenian LLW has differed from Adult Learners' Weeks (ALW) organized in other parts of the world in the sense that SIAE - in cooperation with a steadily growing number of LLW friends from all walks of life - has been attempting to promote the 'lifelong' and 'lifewide' dimension of learning. Its general aim of raising public awareness concerning the importance, necessity

and omnipresence of learning required by all people at all stages of their lives for the development and understanding of numerous aspects of their personalities has been successfully pursued for eight years now. Thus, grounds have been set for a vision which received further impetus by the Presidency Conclusions (Lisbon European Council, 2000), the EU Memorandum of Lifelong Learning (2000) and its action plan Making a European Area of Lifelong Learning a Reality (2001) as well as by the Concrete Future Objectives of Education and Training Systems (2002).

Besides strengthening the LLW movement in Slovenia, SIAE also started to work internationally. During LLW 2000, within the framework of the Stability Pact and its EBiS Project (Erwachsenenbildung in Suedosteuropa) , SIAE hosted about thirty representatives from Albania, Bulgaria, Bosnia and Herzegovina, Croatia, Macedonia, Romania and Yugoslavia. They attended some events at the national and local level before they met at a two-day workshop where they were introduced to the Slovenian LLW model and worked out preliminary plans for organizing similar festivals in their countries. Since then all these countries have established their learning festivals well, and there is even a regional festival for South Eastern Europe being organized for this year, comprising of national learning festivals as well as some common events. More information on this initiative is presented in a separate article of this bulletin.

On the other hand, SIAE has also applied for a European Commission Grundtvig project (2002-2004), joining forces with partner institutions from Bulgaria, Germany, Romania and Spain in order to further spread and empower the LLW movement and initiate it in Spain. This e-bulletin is actually one of the many concrete outcomes of this joint endeavor.

★ EU Documents on Lifelong Learning

Prepared by:

Olga Drofenik, Darijan Novak,



European Policy Documents in Lifelong Learning

The philosophy of lifelong learning is not new at all. Ancient societies all over the world have emphasized the need to learn from cradle to death. What is clear is that the context of LL has changed and the utopian and generous vision characterizing lifelong learning has now become a necessary guiding and organizing principle of education policies. The debate on lifelong learning resonates through Europe and EU launched co-ordinated actions on how this concept will be put into practice.

Lisbon Summit

The most important single event was the 2000 Lisbon European Council, at which the heads of State or Government set the new strategic goal for the decade to 2010: “to become the most competitive and dynamic knowledge based economy in the world, capable of sustained economic growth with more and better jobs and grater social cohesion”. Delegates expressed their determination to achieve this goal through the realisation of lifelong learning for all.

Following the Lisbon Summit, the Commission has launched a series of policy documents and wide consultation processes to trigger changes in education policies and practices on one side and to be able to follow up the progress in member states and candidate countries in implementing the strategic goals of lifelong learning for all on the other.

Link to Lisbon European Council 2000:
<http://ue.eu.int/Newsroom/related.asp?max=1&bid=76&grp=2379&lang=1>

Memorandum on Lifelong Learning (2000) and Communication Making European Area of Lifelong Learning a Reality for All (2001)

Memorandum defines the guidelines and areas of operation for the establishment of lifelong learning for every citizen of Europe and builds on the conviction that it is possible through joint efforts to create a Europe in which **everyone, without exception**, will have equal opportunities to develop all their abilities and to attain active citizenship, inclusion and employment.

The first part of the Memorandum is presents the definition and areas of LL in order to achieve a clear understanding of the fact that LL is a framework that will all forms of learning and teaching in schools, families, daily life and working environments. Such an understanding is of key importance in planning measures for lifelong learning by each individual, and in evaluating the achievements within individual countries in removing obstacles to the achievement of LL. The Memorandum defines lifelong learning as **an all-embracing, permanent learning activity to improve the knowledge, abilities and skills required for active citizenship, social integration and employability**. All three are intended for the full development of all individuals in all areas of their lives. The Memorandum thus combines two dimensions of

- ê The time dimension (life-long), which means equal treatment of education and learning in initial education (education of children and young people) and in continuing education (adult education);
- ê The content dimension (life-wide), which means equal treatment of formal, non-formal and informal education and learning; equal treatment of personal, social and business needs for education; establishment of diverse content and forms that develop a person's full range of abilities – intellectual, emotional, spiritual, aesthetic and physical; and the development of learning opportunities within families and local communities and in the workplace.

Both dimensions bring major changes, not just to the learning and education of each individual, but also to the operation of education and other systems and institutions.

In the second part, the Memorandum steers the debate, to which all those responsible for the realization of LL in Europe are invited, towards six key areas requiring action which are further elaborated in the communication of the Commission Making a European Area of Lifelong Learning a Reality.

Links to Memorandum on lifelong learning: <http://europa.eu.int/comm/education/life/memoen.pdf>

Making a European Area of LLL a Reality (2001)

The Communication sets out the criteria for developing and implementing comprehensive and coherent lifelong learning strategies as well as a range of priorities for action at European, national, regional and local level. The objectives of a European area of LL learning are both to empower citizens to meet the challenges of the knowledge based societies and to meet the goals and ambitions of the European Union and the candidate countries to be more prosperous, inclusive, tolerant and democratic. The document lays out a coherent strategy for implementing its objectives including the following building blocks:

- ê Developing a partnership approach: all relevant actors, in and outside the formal systems, must collaborate for strategies to work “on the ground”.
- ê Gaining insight into the needs of the learners, or the potential learner, along with the learning needs of organizations, communities, wider society and the labor market.
- ê Ensuring adequate financing, in terms of effective and transparent allocation of resources.
- ê Matching learning opportunities to learners needs and interests.
- ê Facilitating access to learning.

- ê Valuing non-formal and informal learning.
- ê Creating a learning culture by increasing learning opportunities, raising participation levels and stimulating demand for learning for all.
- ê Setting up mechanisms for quality assurance, evaluation and monitoring.

Priorities for action are presented under the six key messages, which were at the heart of the Memorandum: valuing learning, information, guidance and counseling, investing time and money in learning, bringing together learners and learning opportunities, basic skills and innovative pedagogy.

Link to Making European area of lifelong learning a reality for all:

http://europa.eu.int/comm/education/policies/lll/life/communication/com_en.pdf

Future Objectives of Education (2001) and Training Systems and the Detailed Work Programme on the Follow Up of the Report on the Concrete Future Objectives of Education and Training Systems (2002)

Three strategic objectives are defined in the first paper: improving the quality and effectiveness of education and training systems, facilitating access of all to education, opening up education and training systems to the wider world. It is also offering a set of 13 objectives of education and training systems. The fulfillment of future objectives will constitute a large step towards the Lisbon goal. Both documents are building on the tradition of the education systems: education has been namely one of the bases of the European “social model” and Europe’s education system should therefore become a “world quality reference by 2010. The Detailed Work Programme has been implementing by using the open method of co-ordination between Member states. The involvement of the candidate countries in the implementation of the detailed work programme

on the future objectives of education and training was agreed at the ministerial meeting in Bratislava 2002.

An important part of the objectives process and open method of co-ordination is the definition of indicators and benchmarks by which to measure the progress of each country and Europe as a whole towards the objectives set to 2010.

Link to The concrete future objectives of education systems:

<http://europa.eu.int/scadplus/leg/en/cha/c11049.htm>

Links to Detailed work programme:

http://europa.eu.int/comm/education/keydoc/2002/progobj_en.pdf

Call to Action, Sofia 2002

The document supports, and which is most important bridges, the objectives and policies as declared in the Education for all (Dakar framework, 2002), The resolution of the Fifth World conference on Adult Education, (CONFINTEA, Hamburg 1997) and the Lifelong Learning and Education policies of the European Commission. Its recommendations are aiming at improving coherence between and among various education policies developed by multilateral organization active in the field.

The above policy documents and communications bring a strong message to all involved in education and learning with the mandate and the power to take action on the specific levels and areas. Economic growth and the accumulation of potential brought about by technological development can still leave many people, even whole classes and nations behind on the margins of society. Such people can only watch passively as others make full use of the opportunities for personal development and a richer and better quality of life. Likewise, they are helpless in face of the inescapable fact that these other people decide on all the parameters of further development, which will only serve to further emphasize their marginal position. It is certainly

the case that many people in Europe learn and know a great deal, but it is also the case that even more people do not learn enough as they have no appropriate access and stimulus to learning. And if for the first group both the need and opportunities for further learning expand further the more they learn, the situation is the reverse for the second group. Raising the basic educational standard and literacy competencies, recognition of different methods for the acquisition of knowledge and skills, the introduction of various motivational instruments, more equal treatment of general and non-formal forms of education, training the least-educated groups to be able to learn – all of these are indeed necessary!

Link to Call to action, Sofia 2002:

http://www.unesco.org/education/efa/news_en/CO NFITEA_Vagenda.shtml

★ Learning Festivals

Bulgarian Lifelong Learning Days, 17. September – 5. October 2003



The preparation for the Lifelong Learning Festival – Bulgaria 2003 has started in the end of April. The Institute for international cooperation of the German adult education Association (IIZ/DVV) office in Sofia, the Federation of the Associations for the Spread of Knowledge (“Znanie”) and their partners arrange this festival for a third time in Bulgaria.

On 23-th of April in Veliko Tarnovo was organized a meeting/training of the regional and thematic Lifelong Learning - co-ordinators (LLL – co-ordinators) from the cities and districts of East Bulgaria – Gorna Oriahoviza, Rousse, Pleven, Lovetch, Dobrich, Stara Zagora, who have shown an interest for participating in the Festival. On the 29-th of April in Sofia was arranged a similar initiative with the cooperation of the Ministry of Education and Science. LLL – co-

ordinators from Vratza, Montana, Blagoevgrad, Plovdiv, Burgas, as well representatives of the main organizers from the last years – the Ministry of Education and Science, Ministry of Labour and Social Affairs, the Labour Office, Goethe Intstitut Internationes, the GOPA-Program for Vocational Training and Employment, the Federation of the Associations for the Spread of Knowledge (“Znanie”), the Bulgarian Chamber of Commerce and Industry, the Bulgarian trade-unions and others witnessed the event.

The past initiatives have been analyzed at both meetings. A report and a publication about the event of 2002 were presented and the attitudes and the wishes of the organizers about the way of the preparation and arrangement of the next Festival of Lifelong Learning were checked. A training for the LLL – co-ordinators in the framework of the European project “WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT” Project Reference No (100924-CP-1-2002-1-SI-GRUNDTVIG-G1) (Bulgarian partner – “Znanie”) was organized.

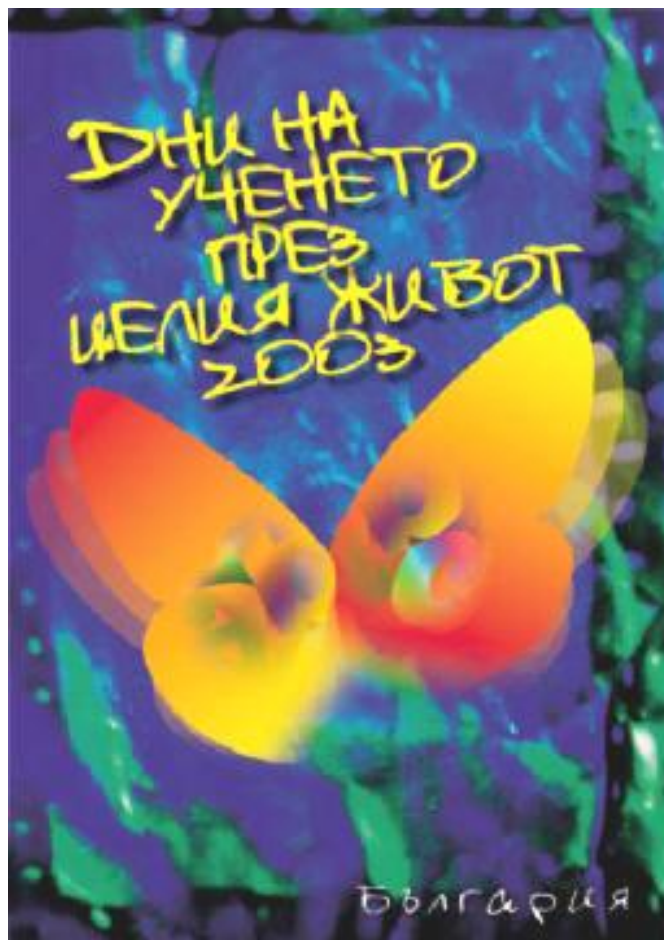


The publication with the report, analyses, voices of learners, EU-documents on LLL is available in Bulgarian language on the following Web-page: www.lifelonglearning-bulgaria.org

A National plan for organizing the third LLL-Days in Bulgaria was implemented and the concept of the event is in an elaborating procedure now. Main accents of LLL-Days, 2003 will be **National event in Sofia:**

- ê Exhibition “ Educational initiatives and projects”
- ê International Seminar on the problems of the education for adult Roma
- ê Activity on the theme:“ Year of the persons with special needs”.

This is the first draft of the Poster LLLW – 2003:



Regional and thematic events are planned also in other districts and cities: Pleven, Burgas, Plovdiv, Montana, St. Zagora, Russe, Dobrich, G. Orjahovitza, Blagoevgrad.

Main organizers and partners except IIZDVV will be, like during the former years, ministries, universities, NGOs, employers organizations and trade-unions.

Lifelong Learning Week in Slovenia – LLW 2003 (Teden vseživljenjskega učenja – TVU 2003)

Prepared by:

Zvonka Pangerc Pahernik



Slogan: ‘Slovenia, a learning country’

The LLW movement in Slovenia started in 1996

Back then, on the initiative of the Slovenian Institute for Adult Education (SIAE), Slovenia joined four other countries in the world which had adopted the idea of celebrating the culture of learning. Thanks to the enthusiasm and commitment of all people involved in this project, the Slovenian Lifelong Learning Week (LLW) or Teden vseživljenjskega učenja (TVU) has become an annual manifestation of ‘learning for all’, a traditional event for organizations, interest groups and individuals working in the field of learning – either as those who enrich the knowledge of others or those who are involved in learning themselves.

SIAE, the leading institution for research into and the development of adult education in Slovenia has all this time been acting as the initiator, manager and co-ordinator of the Slovenian LLW, being in charge of the professional and conceptual framework of the project, motivating, co-ordinating and instructing LLW providers, and performing many other activities related to planning, implementing and evaluating the LLW. This year-long engagement has been carried out under the supervision of the National LLW Committee consisting of representatives of several relevant public institutions. The project has been financed by the Ministry of Education, Science and Sport and the Ministry of Labour, Family and Social Affairs. At the highest level, the Government of Slovenia has been treating LLW as a project of national importance by confirming the annual LLW plan as well as its report and analysis. However, the lifeblood of LLW has been

contributed by LLW providers at the national and local level. They are the ones who pool their enthusiasm, efforts, knowledge and experience, their creativity and other resources with the intention of contributing their share to implementing the goals of LLW.

All generations and all walks of life are involved in the country-wide LLW network

Over the years, LLW has attracted the participation of a wide spectrum of the called ‘LLW friends’ - from small to large, formal and non-formal, organizations and groups which either conceptualize, organize, carry out, support or/and promote education and learning, the latter being either their primary or secondary activity, professional, voluntary or leisure engagement. They cover all generations, help to illuminate the role of learning in different fields of public as well as private life. LLW providers usually transgress geographical, generational, statutory and other barriers. Kindergartens, primary and secondary schools, faculties and universities, folk high schools, private providers of educational programmes, universities of the third age, learning exchanges, study circles, information and counseling centers, but also clubs and associations, NGOs, sport and health centers, social centers, employment offices, libraries and book stores, museums, rural and regional development centers, and even municipalities are among the manifold providers of LLW events. Providers of media support (radio and TV stations, newspapers and magazines) are increasingly getting engaged in this awareness-raising process.

LLW events are targeted at children, students, adults and the elderly, at the employed and unemployed, professionals and amateurs, teachers and learners, politicians and decision makers, inhabitants of rural areas or towns. Some events are specialized for one specific target group, others are designed to enable people of different ages or various public roles to meet, share and exchange experience, knowledge and understanding.



LLW is a chance for establishing long-lasting and fruitful partnerships

Over the last three years, a network of regional and thematic co-ordinators has been established on the initiative of SIAE and under its professional guidance. Some folk high schools, larger educational organizations and municipalities have spontaneously assumed the task of co-ordinating the process of preparing, implementing and evaluating LLW in their surroundings or in their thematic fields. The formalization, strengthening and widening of this network has resulted into the fact that about 60 percent of LLW 2001 and 2002 providers acted under the patronage of co-ordinators, they carried out about 65 percent of all the events. Thus, experience has shown that the co-ordinated approach to LLW at the local level can significantly enhance the successfulness of the Week: the number and variety of LLW providers grows, so does the diversity and quality of events, the Week becomes more attractive for the media and the larger public, and partnerships are created which last long after the Week is over.



It's a celebration!



The main purpose of the numerous educational, promotional and festive events, happening in LLW all over Slovenia, is to awaken public awareness of the importance and availability of learning aimed at everybody, regardless of the circumstances, stage of life or role they find themselves in. Thus, the LLW makes an important contribution to the development of the theory and practice of lifelong learning within our society, thereby aiming to increase participation of all generations in various forms of learning. For many, the Week is a rare or even unique opportunity to present their activities

and achievements to their local community and to move out of anonymity to the centre stage of public interest. Their example is an encouragement to many other people and their self affirmation is yet another reason to continue their own personal development.

No limits have been set to imaginative and inventive approaches to LLW

All ideas that fit into the broad definition of lifelong learning are welcome whether the latter takes place in formal institutions or in everyday life of all generations. Providers organize open days, lectures and meetings, presentations, exhibitions... with the aim of **presenting** their activities. Nearly half of these presentations involve **audience participation**, such as learning and creative workshops for designing ceramic products, painting on glass or silk, lace-making, carving, artistic, musical and computer workshops, taster sessions, conversations in foreign languages, organized debates, round tables and similar. **Festive** activities, such as opening ceremonies, presentations of books and collections, literary evenings, concerts, film presentations, receptions, award ceremonies, visits to natural and cultural attractions, guided tours, competitions, sports **meetings**, meetings of municipal councils, closing events, etc. are among the most attractive LLW events. **Information and counseling** is an important part of LLW carried out via telephone hotlines, advice centers, information days, e-forums, stalls with information and other means.



You are welcome to join or have a taste of the Slovenian LLW movement!

This year's Lifelong Learning Week (LLW) will run from **13 to 19 October**. The plan for LLW 2003, the eighth implementation of the by-now well-known and established Slovenian model for LLW, is based on the experience of all of us who over the years have built on the initial concept. Special features of this year's events are: **The**

European Year of the Disabled, which dictates the central theme of LLW 2003, more active involvement in LLW by the **Employment Service of Slovenia** and its regional services and labor offices, and our links with the **first regional festival of learning in South-Eastern Europe**.

Apart from manifold events at the local level, the **Adult Education Colloquium**, by now a traditional LLW event, which aims not only at ensuring the exchange and comparison of viewpoints, but also at agreeing on constructive approaches to issues which are relevant to the development of adult education in Slovenia, will be organized at the national level. This year's colloquium is the seventh, and on 17 and 18 October it will allow local and foreign experts to exchange opinions on the theme of Current Issues in Learning and Motivation of Adults.

We will also operate on the international level in other ways through the LLW project. Along with partners from Bulgaria, Germany, Romania and Spain, we will participate in the EU project "Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement" (see <http://www.llw5.org>), we will be active in the international ALW/LF movement, co-ordinated by the Unesco Institute of Education, we will establish links with festival co-ordinators all over the world, and we will exchange experience and know-how.

One traditional component of the Slovenian LLW which always receives good response is the presentation of **awards for outstanding learning achievements**. The Slovenian Institute of Adult Education awards them for the adult education field to individuals, groups and/or organizations which have achieved outstanding results in their learning. To date we have already awarded 77 prizes, 44 to individuals and groups for enhancing their own knowledge, and 37 to individuals, institutions, local communities and others for professional and promotional achievements in enriching the knowledge of others



(see <http://llw.acs.si/awards/>). The awards will be presented at the opening ceremony of LLW 2003, which this year for the first time is being staged before the start of the Week, so that LLW providers and co-ordinators, who otherwise are busy organizing their own events in the third week of October, can also participate. The nominations procedure is currently underway, and we are delighted to be meeting people whose life stories provide us with an example, and inspire us to continue our work on this project and on lifelong learning in general.

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Further information:

- ê LLW web site (<http://llw.acs.si>) – overall presentation of LLW, calendar of events, etc.
- ê LLW-Forum (<http://llw.acs.si/forum/>) – discussion forum;
- ê LLW-Novičke (printed or <http://llw.acs.si/novicke/>) – bulletin of all parties interested in the LLW project.

1st Festival of Lifelong Learning and Adult Education and Collective Event of International Team, Spain, 7, 15, 21 & 22 Nov 2003



In Spain CREA and FEUP are co-ordinating the implementation of the first LLW. Our proposal consists in the preparation of two preview meetings in order to involve the maximum number of groups connected to adult education. This is planned with a view to giving the participants in different schools, associations and entities the opportunity to decide and plan which specific

activities they will want to carry out during the festival. In the meetings we will introduce the formation of the Festival co-ordinators with the help of the Widening Manual.

Collective Event in Spain – 21 & 22 November 2003

The Lifelong Learning Festival is being held for the first time in Spain in November 2003. It is being organized and co-ordinated by FEUP (Federación Española de Universidades Populares) and CREA (Centre de Recerca Social i Educativa. Universitat de Barcelona) through the project Widening and strengthening the European dimension of the learning week movement subsidized by the European Commission as part of the Socrates programme. The festival is being planned to be carried out in collaboration with other social and educational organisms and entities, as well as coinciding with a Collective Event where other institutions that form part of the project will participate.

The first proposal, which will be specified further from now until November, consists of holding a Collective Event in Madrid around three other events. The first is the presentation of the Miguel Hernández awards which are announced by the Ministry of Education, Culture and Sports and recognize actions aimed at literacy and equal opportunities between men and women. The second act would take place around the annual celebration of Popular Universities Day [el día de las Universidades Populares] and the third, would be the Annual celebration of the Congress of Dialogic Circles [El Congreso de Tertulias Dialógicas]. This consists of a national meeting of all entities involved in Adult literacy who run literacy circles with a dialogic focus. Beforehand, and to coincide with the third international meeting of the project, we are aiming to organize a workshop, where participants will explain to us how to carry out a democratic Adult Education.

The second event will take place around the annual celebration of the “Day for participants of Popular Universities” [día de las personas participantes en las Universidades Populares] that has successfully

been developed in previous years by the UU.PP network. It is a national meeting with more than 1.000 participants every year, joining together from 11 different regions of Spain (Andalucía, Aragón, Canarias, Castilla-La Mancha, Castilla-León, Extremadura, Galicia, La Rioja, Madrid, Murcia y Valencia). The large meeting of participants and agents involved in adult education, is held every year in a different town. (for example, Almagro, Albacete, Cáceres...). The Popular University in each place is host for the day. Throughout the day there is theatre, music, story-telling, literature, arts and crafts,...and lots more. More specifically, it is a place to meet people who enjoy learning and to share the joys of learning. What's more, it is a useful event to promote lifelong learning.

★ Lifelong Learning Festival Skopje, 16-19 Oct 2003



Project description: Regional Lifelong Learning Festival 2003

1. Brief description:

1.1. Project aims at:

- ê Embodying lifelong learning into education policies of southeast European countries;
- ê Raising awareness in the necessity of lifelong learning among wide groups of the population;
- ê Improving and facilitating access to education opportunities for social disadvantaged groups of population;
- ê Improving collaboration and mutual understanding of various cultural, ethnic and religious groups in southeast Europe;

- ê Deepening co-operation of southeast European countries in area of education;
- ê Involving southeast European countries into the international movement of Learning Festivals;
- ê Establishment of a southeast European education network.

1.2. Target groups:

- ê Participants from southeast European countries: Albania, Bosnia and Hercegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia and Montenegro; Slovenia;
- ê Broad groups of population, in particular young people and disadvantaged people in southeast Europe;
- ê Decision makers of the politics and ministries of these countries;
- ê State run, non-for-profit and private education providers from the eight partner countries.

1.3. Organizers

The EBIS Network has taken the initiative to organize a Regional Learning Festival in Southeast Europe. EBIS stands for Adult Education in Southeast Europe and represents the regional organizational structure of the project offices of the Institute for International Co-operation of the German Adult Education Association (IIZ/DVV) and their partner organizations in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia and Montenegro, and the Slovenian Institute for Adult Education (SIAE). The EBIS Network is funded in the framework of the Stability Pact for the Balkans and aims at developing adult education in the region. It focuses on ameliorating living conditions of socially marginalized groups, fostering integration of social and ethnic minorities and development of active citizenship. There are national, cross border and regional projects related to these aims. (See also: www.inebis.org).

1.4. Co-operations:

Many co-operation partners participated in the Learning Festivals movement in southeast Europe.

These should be involved for the regional Learning Festival 2003 as well:

- ê Respective Ministries of Education, Labour and Culture of the SEE countries;
- ê Hundreds of education providers in the SEE countries e.g. Workers' Universities, Vocational Training Centres, language schools, Folk High Schools, etc.
- ê UNESCO Institute of Education in Hamburg
- ê Deutsche Welle, Cologne
- ê Embassies of Germany, Austria, Switzerland, Italy, etc.
- ê 8 Project Offices of the Institute for International Co-operation, IIZ/DVV, Germany.
- ê K-Education (former Kulturkontakt) Austria
- ê Swisscontact, Switzerland
- ê Open Society Foundations (Soros)
- ê German Agency for Technical Co-operation (GTZ)
- ê Slovenian Institute for Adult Education (SIAE)
- ê Konrad Adenauer Stiftung, Germany
- ê Various private donors from the business world.

1.5. Place and time schedule:

- ê Place: Central events in Skopje, Macedonia
- ê Time: October 16 – 19, 2003

1.6. Patronage:

- ê Boris Trajkovski, President of the Republic of Macedonia.
- ê Erhard Busek, Stability Pact Co-ordinator for the Balkans (request presented)
- ê Adama Ouane, UNESCO Institute of Education (request presented)
- ê Rita Süßmuth, (request presented)

1.7. Project measures

- ê Linking up of Learning Festival movement in SEE:
National Learning Festivals will be held in eight SEE countries during October 2003. These will be linked into a regional Learning

Festival by means of a central event in Skopje, Macedonia. National delegations from the seven countries and delegations from neighboring countries like Greece, Turkey and Hungary will be invited to Skopje. They will hold presentations and participate in the events of the Regional Learning Festival.

ê Meeting of relevant ministers of the eight countries:

By invitation of the President of the Republic of Macedonia, relevant ministers of the SEE countries meet at a round table discussion and issue a declaration of intent on Adult Education in Southeast Europe.

ê Ceremonial opening event:

About 350 participants from the participating countries, patrons, government representatives, international organizations, country delegations, media representatives.

ê Fair of opportunities

A several-day fair where education opportunities and best practices are presented, international meetings take place, co-operations are agreed upon, projects are developed.

ê Workshop on:

Adult Education and fostering employment
With participation of regional and international education experts.

ê Festive concert

Classic concert of an orchestra consisting of musicians from all the participating countries.

ê Cultural events

Meetings with and presentations of famous artists and culture celebrities from the SEE countries through lectures, film showing, music presentations, a great pop concert.

ê Prize awards to the winners of the SEE Learning Competition

The winners of a competition on lifelong learning in SEE are introduced and awarded prizes. Persons with extraordinary performance in continuing education and education providers with exemplary continuing education programmes will be awarded.

1.8. Expected results:

- ê strengthened awareness and co-operation on government level;
- ê strengthening of national efforts in ameliorating the situation of continuing education;
- ê Exchange of experience and co-operations among continuing education providers;
- ê Mutual get-to-know and break down of prejudices;
- ê Broader cultural exchange
- ê Broadest dissemination of results through intensive media reporting.

2. Background

2.1. The Learning Festivals movement

Under the patronage of the UNESCO, Learning Festivals are taking place in many countries of the world since 1992. More than 40 Learning Festivals in more than 20 countries are part of the Learning Festivals movement and this number is increasing every year.

Basic aims of Learning Festivals:

- ê To raise awareness about the necessity and omnipresence of learning;
- ê To widen access to education and learning;
- ê To demonstrate various forms and opportunities for learning;
- ê To develop a positive attitude towards learning;
- ê To celebrate learning achievements;

Other aims depend on specific socio-economic, educational and cultural situation in each country.
Learning festivals around the world:

The forerunners:

- 1992 - United Kingdom,
- 1995 - Australia, Jamaica,
- 1996 - Flanders (Belgium), South Africa, Slovenia;

Followers:

- 1998 - Botswana, Estonia, Germany, New Zealand, Norway,
- 1999 - Austria, Brazil,
- 2000- Bosnia & Herzegovina, Netherlands, Romania, Russian Federation, Sweden.)

2.2. Learning Festivals in Southeast Europe

Based upon many years of Slovenian experience the EBIS network of the IIZ/DVV extended the Learning Festivals movement all over SEE. So, beside Slovenia, other countries like Albania, Bosnia and Herzegovina, Bulgaria, Yugoslavia, Romania (2nd year) hosted Learning Festivals in the year 2001. Croatia and Macedonia joined in year 2002. It is typical that all these learning festivals are national circumstances oriented, they include a variety of educational and promotional activities and offer partners of every kind a very open platform. In year 2003 these national Learning Festivals should be clipped together through a common Learning Festival of the whole region. (see IIZ/DVV brochure: „Learning for all”)

2.3. IIZ/DVV and EBIS

The Institute for International Co-operation of the German Adult Education Association (IIZ/DVV) supports since 1996 projects and measures to foster adult education, which aim at social, economic, political and cultural learning. In this concept, adult education is seen as an important tool to successful realization of personal and social competence, as a contribution to reduce poverty and enhance development of democratic societies. In southeast Europe, IIZ/DVV Project Offices in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia and Montenegro, Slovenia are connected to each other in the network Adult Education in southeast Europe (ErwachsenenBildung In Südosteuropa - EBIS). Funded primarily by means of Stability Pact for the Balkans, the EBIS Network supports adult education by carrying out focused country programmes at national level, cross border and interethnic measures, regional networks building projects. Care is shown about principles of working in partnerships and free will, based on specific circumstances of each of the countries, and learning from each other and better understanding each other while giving and receiving.

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The Federal Action Programme “Lifelong Learning for All” and the Learning Regions in Germany

Prepared by:

Sabrina Boscolo Lips



The Federal Action Programme “Lifelong Learning for All” of the Ministry of Education and Research (2001) presents the Lifelong Learning strategy in Germany (<http://www.bmbf.de>); this strategy contains a bundle of measures on the way to a learning society and pursues the following main aims:

ê Encouraging self-directed voluntary learning by individuals

- ê Motivating and supporting disadvantaged groups / Providing equal opportunities
- ê Cooperation among education providers and between education providers and learners
- ê Developing means to allow the transfer of qualifications and competences at all levels of education
- ê Equal opportunities for women and men
- ê Development of quality assurance tools
- ê Improvement of guidance and counselling
- ê Intensifying international cooperation in the field of education
- ê Developing the school system according to the principles of Lifelong Learning

The aims mentioned above address all education levels and ages.

Goals and tasks in the field of children and youth:

- ê Strengthening cooperation among education providers and between education providers and the environment (e.g. schools and enterprises)
- ê Improving initial and continuing teachers training
- ê Developing new software for the field of education
- ê Improving the transition from basic / compulsory and vocational education
- ê Equal opportunities for all children
- ê Improve German language training for non-native speakers
- ê Developing the school system according to the principles of Lifelong Learning

International comparability of outcomes

Goals and tasks in the field of adult education

Together with the above-mentioned goals, the national Programme on LLL stresses the importance of finding methods / measures to maintain and develop competences for everybody; especially for unemployed and for the family member taking care of children, mostly women. A continuous contact to the work place needs to be fostered in order to facilitate their way back to work force after unemployment or family phase.

As mentioned for youth, it is an important goal to widen the possibilities to obtain future certification, as well as to improve the opportunities for German language training to non-native speakers.

There is a need to improve the possibility for persons with handicaps to take part in continuing education through the new information and communication technologies.

Due to demographical development, deeper focus will need to be put on continuing education for older persons.

All these goals are planned to be reached via several sub-programmes and single initiatives (different agencies are responsible for the national co-ordination of them). The Action Programme defines priority areas in adult education as well as goals and objectives to be attained in each area and it is meant to be continuously developed in cooperation with the Laender (the 16 Federal Regions), social partners and associations. Measures for their realization are developed on a regional / local level obtaining initial financial support as “pilot projects” and are monitored with the goal of transferring the experiences to other cities or regions.

Public funds for the implementation measures and activities do not reach every local area and are limited in their duration. Whether the pilot projects for the implementation of the LLL strategy will be able to survive and develop after the end of financial support by the state, remains an open issue.

The centrepiece of the above mentioned Action Programme is a sub-programme entitled **Learning Regions – Providing Support for Networks**, which is aimed at the creation and expansion of networks covering all educational sectors and training providers to implement innovative lifelong learning programmes. In addition, the networks are to be used for the transfer of results from the other sub-programmes of the Action Programme in order to foster broader use of innovations.

The 74 Learning Regions are networks among different regional/local shareholders, which support innovative projects on the field of lifelong learning. The projects are various and each really very interesting: <http://www.lernende-regionen.info> (only in German). Some of the networks include providers and enterprises from neighbour countries like the Netherlands, Belgium, Poland, Danmark and the Czech Republic.

22th May 2003

Sabrina Boscolo Lips

References: Aktionsprogramm "Lebensbegleitendes Lernen für alle" (Action Programme "Lifelong Learning for All"), BMBF, <http://www.bmbf.de>

★ Marketing in the Field of Lifelong Learning

A Meeting in Benediktbreuer (Bavaria),

15 - 16 May 2003

Prepared by:

Sabrina Boscolo Lips



Marketing and lifelong learning?

How can these two fields come together? Why should they?

Experts on the field of lifelong learning and adult education are "historically" suspicious toward marketing as well as marketing experts don't really look at the education field as a potential market for them.

The meeting was focused especially on marketing for the Learning Regions as a concrete example of marketing in the field of education / lifelong learning in general. It should help surpass the above mentioned prejudices, give some hints for the work practice and possibly convince experts in

the field of education about the need of professional marketing know how for spreading and implementing lifelong learning.

If we think of marketing as a strategy of deep and wide analysis of and knowledge on the potential customers with the goal of producing the products he/she wishes in the way he/she wishes, then it is something we actually want to do in the field of education!

Do we already know what learners and organizations in the different regions and situations expect from education providers? And what about the people we couldn't reach yet? Where are they and under which kind of circumstances would they participate for example to a course?

The meeting organizer, the Learning Region "Tölzer Land", invited experts from the Federal Ministry of Education, from the Learning Regions themselves, marketing and PR experts from adult education providers, private agencies and universities: A good mix of work experience and research, private and public, practice and theory, reality and vision.

Lectures have been given on following themes:

1. Why marketing for lifelong learning?
2. "Learning Region" – a brand?
3. Continuing education as an economical regional advantage
4. Orientation (also adjustment) to the target group (= customer) in the Learning Regions: The example of Tölzer Land

During the second day the audience could choose among a variety of workshops on following themes:

1. Market analysis: The way how lifestyle influences the learning attitude of people
2. Marketing communication in cooperations
3. Fundraising and sponsoring
4. Quality development: An important part of a marketing strategy
5. Image and profile

6. Electronic marketing: Best practice in regional networks
7. Marketing for special target groups: Focus on projects for over 50 years old people
8. Marketing for special target groups: Focus on projects for young people
9. Public relations in regional networks
10. Performances and events: Marketing tools with big impact (focus on Learning Festival)
11. Counselling in the field of education / continuing education

A speaker told us the first day, we are suppose to keep in mind just 2% of what we hear. I'm sure we all could proof him that he was wrong. I've myself learned some important things on fundraising and sponsoring.

At the same time the exchange of experiences with colleagues from different regions and projects has been very useful and some contacts may develop to further cooperation.



Explaining the Learning Festival tree (Foto: Roloff)

And anyhow: Is learning just being able to repeat what we've listened to?

I've probably kept in mind just 2% of what I've heard at school, but the most important outcome of my school time is (I was lucky indeed!) that some teachers were able to help me keep and develop further my curiosity and interest for the things around me and the world I'm living in.

Under this perspective I guess that most participants of the meeting went home feeling

curious about marketing in the field of lifelong learning and eager to know more!

For a complete documentation (in German) please ask the organizer:

Lernende Region Tölzer Land gGmbH (LRTL)

Marktstr. 1, 83 646 Bad Tölz

Tel. 0049 / (0) 80 41 / 799 37 40, Fax 0049 / (0) 80 41 / 799 37 42

E-Mail info@lrtl.de

Info also: <http://lernende-regionen.de>,

Qurschnittsthemen

★ Big Week of School



The School for adults La Verneda-Sant Martí is a place of educational reference both at national and international level. This year it is celebrating it's 25th anniversary since its opening in 1978. The school is characterized by it's democratic functioning, in which all people, students and educators, participate in the decision-making processes. The school is also extremely well-known for it's role in the community in the local neighbourhood. This was reflected in the week-long celebratory events:

- 1) **Anniversary dinner.** More than 700 people linked to the school assisted in the event, many of them explained what the centre meant to them.
- 2) **Human chain.** All the neighbourhood collaborated in organizing a human chain to commemorate 25 years.
- 3) **25 literary circles for 25th anniversary.** Throughout the day dialogic literacy circles were organized in different languages.
- 4) **Theatre:** The history of the school. Participants of the school acted out their history.
- 5) **Video-conference.** Contact between Adult education schools in Porto Alegre and La Verneda-Sant Martí was celebrated by a "virtual meeting" session between both centers.
- 6) **Street classes.** Classes that run daily in the centre, were held in the street.

- 7) **Round table.** A publication and CD-ROM about the history of the school was presented.
- 8) **Congress of Adult Education.** Congress about the movement of Adult education in Spain.



"Widening and Strengthening the European Dimension of The Lifelong Learning Movement"

Co-ordinator: Slovenian Institute for Adult Education
Project Co-ordinator: Olga Drofenik

Partners:

- ê Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia;
- ê Federation of Societies for Spread of Knowledge (FSSK »Znanie«), Sofia, Bulgaria;
- ê Institute for International Co-operation of the German Adult Education Association (IIZ/DVV), Bonn, Germany;
- ê University of Barcelona, Centre for Social and Educational Research (CREA), Barcelona, Spain;
- ê Spanish federation of popular universities (FEUP), Madrid, Spain;
- ê The National Association of the Regional Centre for Adult Education (AN CZEA), Arad, Romania;

Silent Partner: Swiss Federation for Adult Learning (SVEB) Zurich, Switzerland

- ê Slovenian Team: Olga Drofenik, Zvonka Pangerc Pahernik, Darijan Novak, Franci Lajovic, Alenka Mavsar, Nina Špolar
- ê Bulgarian Team: Milka Atanasova, Nikola Ovcharov, Maria Todorova
- ê German Team: Sabrina Boscolo Lips, Sebastian Welter
- ê Spanish Team: Isabel Garcia Longoria, Montserrat Morales Corraliza, Manuel Perez Castell, Elena Duque Sanchez, Sergio Gonzales, Lidia Puigvert
- ê Romanian Team: Camelia Bran, Lucian Cernusca, Mariana Matache, Ludovic Sosnak, Cristiana Vlad
- ê Silent Partner: Ruth Jermann