

# e★bulletin

## issue 4&5

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:

- ★ 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);
- ★ the establishment of national frameworks for planning and carrying out national Lifelong Learning Weeks (LLWs), evaluating their impacts and disseminating their results;
- ★ the organization of national celebrations of learning and of one collective event (ES);
- ★ the production and dissemination of high-quality informative and promotional material and services, mainly web-based;
- ★ 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:

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

## ★ Lifelong Learning Days, Sofia, Bulgaria, 2003, Distance and E- Learning

Prepared by:

Milka Atanasova



The section Distance and E-Learning was organized by IIZ/DVV – Sofia office, Federation 'Knowledge', Sofia University and the Bulgarian Chamber of Commerce and Industry/National Centre for Vocational Training within the BCCI/.

The section on one of the most pressing issues in the field of LL gathered over 30 participants, representatives of state institutions and NGOs. Six projects were presented and discussed and one report on the topic *'The new challenge 24/7 in the field of Adult Education'* (author Milka Atanasova) was introduced. The participants in the section were informed about the modern dimensions of one of the most advanced industries in our digital century – the E- learning. Attention was given to its basic components /training and information management/, the advantages of e-learning, barriers in practical implementation, strategic base in e-learning provision and evaluation criteria. The requirements for a favorable organizational milieu, supporting, encouraging and raising the culture of learning and new LL skills acquisitions were discussed as well.

### Key parameters of the presented projects

The first very interesting project was presented by the Bulgarian Chamber of Commerce and Industry/National Centre for Vocational Training within the BCCI/. In cooperation with the World Bank and German Chambers of Commerce, a platform for distant and e-learning was developed. The participants in the section received useful information on the partnership work, the contents

and goals of the project and the prospects for stimulating LL. /www.education-bulgaria.org/

Another very interesting project entitled *'Easing the access to education in the field of information technologies through distance learning'* informed the audience about ways for better understanding and rethinking of the technological, psychological and pedagogic characteristics of the e-learning. Special interested enjoyed the analysis of the preconditions for e-learning implementation such as didactic base, interdisciplinary character of the team work, securing access to Internet etc. /city of Pazardjik/

Attention was given to the European module concept *BASICO*/ /www.basicon.org/. This interactive tool for e-learning makes possible modern modules education and meets the needs of both learners and employers. The modules structure of the qualification model makes possible the combination of different forms and methods of education: practicum, counseling, learning by doing, tutorial etc. /city of Pleven/

Following this three projects another 3 were presented in the field of foreign language teaching. One of them was developed by the Goethe Institute. This pilot project named *'Theory and practice of German language teaching'* is meant to support an extramural qualification course for teachers of German language. The aims of the project are: to train teachers with methods for effective and motivating German language teaching; to encourage the communicative and intercultural education dimension; to re-think the personal approach to learning and teaching.

Two projects of the British Council were presented: *Professional intercultural competence in communication* and *Intercultural communication*. The first project focused on the basic characteristics of the distance course for foreign language teachers. The participants were very much interested to discuss with the project authors the idea to locate learning in three different contexts: personal and professional experiences, activities in the classroom and activities within the course.

The second project suggests educational product 'multicultural communicative skills for interpreters'. Its main characteristic is the interdisciplinary approach in finding effective ways for bridging theory and practice.

★★★

More than 30 years e-learning is trying to get acknowledged among businessmen and specialists in the field of education. In the new century it definitely widens its positions and gets stronger and promising industry.

In the future technologies will follow its way of development. They will seek ways to widen its 'zones of influence' in all sectors of life. How the people will manage to use their advantages will depend on their value orientations, knowledge and skills. The efficiency of education and learning will be intermediated not only by the quality of modern technologies, but the qualities of the people as well. In other words the non-technological challenges will be a big test for all of us, if we do not give them the deserved attention for understanding them.

In this way of thinking, **the challenges** can be summarized in few directions:

- ★ Related to the *professional standards* they need to have equal importance for the school, university and business milieus. Education will face difficulties to prove its adaptability and importance without being business relevant.
- ★ Related to the *encouraging the thinking* of people in their working milieus: they will always need recognition and personified attention to their skills and achievements. In the business field winning moves will be those relying on the conceptualizing and spreading the best practices that encourage and reward all the creative decisions and innovative ideas.
- ★ Related to *education and training*: counseling by and the support from the trainers/instructors will continue to be a necessity for all, who want to change their competences. Simultaneously through the system for knowledge management every member of a given organization will have access to the best

achievements of the others and chances for faster acquisitions of the respective knowledge and skills. Related to the nature of education or training, a focus on developing skills for practical implementation should be promoted. Additionally the new learning milieu should have as preconditions the interactivity, the interaction with each other so that ideas are shared, advice is sought, self determination is reached in the eyes of the others. In this way the culture of learning is changing and it will support the development of the organization. It is probable that in the future such organizations which have created conditions for personal development of its employees to rely on them while preparing an education program with the most accurate themes and contents, the best activities for skills acquisitions and practical usage.

- ★ Related to the *Instructional Design and Information*: they will become even more and more needed. Their success will depend on the possibility to rightly identify the learner's needs, to acknowledge those expressed in business and to find the best ways to satisfy them simultaneously. The design alternatives should take into consideration the culture of learning of the respective organization, the system and architecture of learning and the working methods used.

In the digital era the specialists in adult education side by side with the managers could enjoy the results of synergy if they together draw the trajectories of their professionally planned actions. They are the specialists who can create the best conditions for effective usage of the new technologies and to foster the institutionalizing of the e-learning and LLL in the virtual space.



## ★ **The Promotion of the Lifelong Learning in Romania, Festival of Your Opportunities, 2003, Cluj, Napoka**

Prepared by:

*Prof. Maria Florescu,*   
*Coordinator, The Regional Centre for Adult Education Cluj*

Promoting the Lifelong learning concept has brought into attention the need of questioning and investigating on the solution that would answer one very important question. This question reads as it follows: how does the person we have to train today look like, at the beginning of a new century and millenium, having the experience of so many crisis and disasters that man has unleashed during the 20th century, which had as a consequence exclusion, violence, intolerance and destruction?

All these realities triggered a radical and profound change, especially in the field of education, which has to promote a new integrative paradigm, a new way of thinking and behavior, on the basis of different concepts and roles than the ones which generated the crisis. In this respect, during the past years, the Municipal House of Culture and the regional Centre for Adult Education Cluj have promoted the transdisciplinary vision of education, which is an alternative education launched worldwide at the end of the 20th century, coordinated by the Transdisciplinary Center of Research, Paris ([www.perso.club-internet.fr](http://www.perso.club-internet.fr)).

The Symposium 'Knowledge and transdisciplinary education' organized during the 'Festival of your opportunities' 2003 in Cluj-Napoca approached different themes like: 'The division of sciences and the self-knowledge – a trans-disciplinary approach' by Dr. Richard Welter, member of the International Transdisciplinary Centre of Research, Paris; 'Education, globalization and transdisciplinary research', 'The transdisciplinary perspective of self-training', by researchers in the

field of education, members of the Transdisciplinary Circle of the Regional Centre for Adult Education Cluj. The transdisciplinary education is based on a **new scientific approach** and a knowledge which has its roots in the scientific research of the quantum physics and mechanics. The discoveries have shown that Universe is a very complex structure, comprising different levels of co-existing realities, that nothing can be explained, understood and known without taking into consideration the **co-participation and interrelation** aspects. For the first time in 2000 years has been proved that logics of the excluded tertium – reality can be either one way or the other, the third option is excluded - which is the basis of the modern thinking is too narrow to comprehend and apprehend knowledge as a whole, self-knowledge in particular, especially when we relate to the essence, to the whole.

Transdisciplinary education promotes and implements the integrative thinking which is based on the included tertium – there is no more opposition between different realities; each one is accepted and can co-exist with the others. This approach has a lot of benefits, on all levels of the human existence: individual, social, professional, etc. The new values are co-existence, non-separation, inclusion, relation (everything is interconnected within a net of relations and consequences). On the educational level, the transdisciplinary vision changes its focus on the idea of cooperation whereas before education was promoting competition. On the other hand, the separated entity is now seen as a part of a coherent and harmonious system. The relationship trainer – trainee is no longer seen hierarchical; the learner is now taking part in the educational process as an active co-participant. In this way, he/she can freely express his/her mind and creativity, explore the capacity of discovering new ideas and find answers based on his/her own experience. In this context, we are referring to the team working spirit instead of individualism, to a complementary input of all the ones involved. By this approach each one experiences the real acceptance of the other one, and learns to face diversity. In the light of this integrative thinking the world of tomorrow can hope for establishing a bridge between

civilizations, live in togetherness and harmony, each people expressing its identity, offering and receiving at the same time the spiritual and cultural richness of the other one.

## ★ **Awakening Curiosity and Joy in Gaining new Knowledge! LLW 2003, Slovenia**

Prepared by:

*Slavica Borka Kucler, SIAE*



The Lifelong Learning Week – LLW – is a festival event organised by the Slovenian Institute for Adult Education and numerous providers all over Slovenia and beyond, through which we attempt to present to people the importance of learning at all stages of life, regardless of circumstances, level of education, employment and social status ... The task of the festival of learning is to bring together providers and users of knowledge, and particularly to foster curiosity among the widest possible circle of people, enabling them in programmes and workshops, cultural events, information meetings or other organised festival events that are generally free of charge to find something that will help them feel the joy of gaining new knowledge. Whenever we opt for education or training, we choose a path to a better life. This applies to everyone at all levels, regardless of the barriers and shortages that the individual or group encounters.

LLW 2003 is now behind us. It is still too early to say whether it was a success, since we have not yet collected all data on the scope, attendance and quality of events, although we can be satisfied by the diversity of content emphasised. This year, the European Year of People with Disabilities, providers paid particular attention to the importance of learning for improving the quality of life for people with special needs. The first estimates suggest that there were at least 2,845 events all over Slovenia. Some 457 providers were

involved, including folk high schools, schools, nursery schools, libraries, private education and care organisations, societies, clubs, cultural and commercial institutions and municipalities. This year for the first time the festival of learning also involved Slovenes in Italy (Trieste area), while the border region between Slovenia and Croatia (on both sides of the Kolpa) was already involved in LLW in previous years.



*Milena Zupančič, prominent Slovenian actress and UNICEF ambassador speaking at the grand opening*

The main ceremony marking the opening of the Lifelong Learning Week 2003, with the presentation of the 2003 awards of the Slovenian Institute for Adult Education, was held on Friday October 10 in Ljubljana. The Government of RS, the patron of the festival of learning, was represented by state secretary for secondary education and adult education at the Ministry of Education, Science and Sport, Elido Bandelj, who is also the chairman of the national LLW committee, and Staša Baloh Plahutnik, state secretary for employment at the Ministry of Labour, Family and Social Affairs. Festival speaker, respected actress and Unicef ambassador, Milena Zupančič, spoke of her personal thoughts on the link between life and learning. The festival mood and harmony of events was further enhanced by the musical group Tulipan Quartet, which performed original arrangements of folk songs and motifs from the treasurehouse of classical music. The main part of the ceremony was once again this year given over to winners of awards from the Slovenian Institute for Adult Education. Five

awards were presented (to four individuals and one informal group) for outstanding learning achievements and improving their own knowledge, and another eight were presented (to four individuals, two groups, one society and one institution) for outstanding professional or promotional achievements in enriching the knowledge of others. We published the life stories of award-winners on our website at <http://llw.acs.si/awards/2003/>. The ceremony was followed by a friendly meeting in the premises of the SIAE, which also hosted an exhibition of promotional and informational material of LLW 2003 providers from all over Slovenia. Members of the Culinary Study Circle of the Postojna Folk High School provided traditional Slovenian food for our guests.

From Monday 13 October to Sunday 19 October 2003, several thousand events were held all over the country. Staff of the Institute for Adult Education were involved in the preparation of some well-received television programmes. Together we also created the Student Arena education programme, which was held in Ljubljana during the Lifelong Learning Week from 15 to 17 October 2003. We prepared and ran a 'round table' on the theme of When the alternative becomes a vocation; its messages were very warmly received in the auditorium. We are genuinely delighted by this breakthrough among the student population!

At the end of the week, on 17 and 18 October, came the main professional event of the Week, the 7th Adult Education Colloquium on the theme of Current Issues in Adult Learning and Motivation, while from 15 to 19 October 2003 we also attended the first Regional Lifelong Festival Skopje 2003. Reports on both events are given in separate articles.

One achievement of this year's festival of learning that we must mention is e-promotion with the attractively designed e-postcard (<http://tvu.acs.si/razglednica/>), the broadcasting of video-portraits of SIAE 2003 award winners on private and regional TV channels (we managed to make progress in the preparation of a quality video

film which we offered to more than 15 studios) and the successful breakthrough by LLW into the main national media. Throughout the week, Radio Slovenia reported about award winners and educational events across the regions in its morning programme on its first channel, while TV Slovenia dedicated a number of well-received educational programmes to pressing issues of lifelong learning, guidance and motivation of adults. The September issue of family magazine Naša Žena, with the largest circulation in Slovenia, published a special festival supplement in its September issue.



## First Learning Festival in Spain

Prepared by:

Zvonka Pangerc Pahernik, MSc, SIAE

Olga Drofenik, SIAE



The first learning festival in Spain is one of the central achievements of the collaboration of partners from five European countries: Bulgaria, Germany, Romania, Spain and Slovenia (the latter in the role of project co-ordinator) in the 'Widening and Strengthening the European Dimension of the LLW Movement' project. The festival was organised jointly by the Spanish project partners – FEUP (Spanish federation of popular universities) and CREA (University of Barcelona, Centre for Social and Educational Research). In addition to events dedicated to Spanish learners, adult education providers and other public<sup>2</sup>, there were also activities which enabled project partners to meet with participants and organisers of the festival. These meetings were genuine learning lessons which certainly deepened

<sup>1</sup> Briefly, 'LLW – Grundtvig 1' project.

<sup>2</sup> The festival was organised at the local level (November 7), regional (November 15) and national level (November 21 and 22); in addition, on December 3 in Madrid Ana Araujo Freire will give the presentation 'Adult education in Brasil today. The legacy of Paulo Freire'.



our commitment to the lifelong learning movement.



The opening of the first Spanish learning festival

At the national ceremony of the first Spanish festival of lifelong learning and adult education (Madrid, November 21), Olga Drofenik, project co-ordinator, was among the key speakers. She briefly presented the outcomes of the joint LLW – Grundtvig 1 project and the role it had played in establishing the festival in Spain; she expressed her appreciation of all partners in the project, and best wishes for the further successful implementation of the 'learning for all' strategy.

Other key speakers were Manuel Perez Castell, president of FEUP; Manuel Corredoira Lopez, assistant director of vocational training at the Ministry of education, culture and sport; Florentino Sanz, director of the postgraduate adult education course at the hosting institution UNED; Sue Duffen, NIACE, Great Britain, senior promotions officer; Janos Toth, president of EAEA; Ana Lebron Ruiz, president of CONFAPEA – Confederation of federations and associations in adult learning and democratic culture of adults; Bettina Bochynek, co-ordinator of learning festivals at the Unesco institute for education in Hamburg. Four successful learners shared their outstanding life stories with the audience. At the round table 'Lifelong learning and adult education in Spain and other European countries', presentations were given by Janos Toth, Florentino Sanz, Bettina Bochynek, Sue Duffen and Sturla Bjerkeraker, director of the Norwegian Association of Adult Learning, as well as by co-ordinators of learning festivals in partner countries:



Mariana, Ioana, Franci presenting RO learning festival

Maria Todorova (Bulgaria), Sabrina Boscolo Lips (Germany), Mariana Matache (Romania) and Zvonka Pangerc Pahernik (Slovenia). At the exhibition, promotion and information material was presented, such as various learning festival posters, leaflets, web sites and videos.

At the third literary circles congress CONFAPEA on November 22 in Madrid, project partners were involved in the plenary session but they also took part in live literary circles to have a taste of the atmosphere at such gatherings. Through this experience we gained insight into their work and the meaning they have for people who – through reading the classics such as Don Quihot – get empowered for speaking publicly and expressing their views openly. The event inspired us to introduce similar forms of discussion groups in our own countries.

The three-day LLW – Grundtvig 1 project meeting (Barcelona, November 24 - 26) was part of the Spanish festival as well. Attention was paid to the outcomes achieved so far and the ones in process; an action plan covering the period December 2003 – May 2004 was set up. The project results – national report on the lifelong learning state-of-art and needs' analysis, manual for LLW/LF co-ordination, corporate image, training of co-ordinators, joint promotional material (poster and leaflet), national LLW/LF models and national media promotion plans - have been used in the process of implementing national festivals and



strengthening the profile of adult education in our countries. Some activities will be still ongoing (updating of web site - <http://www.llw5.org>, E-bulletin, project evaluation, dissemination, project reports), and others are in their developmental stage (internet based computer application for monitoring of festivals – registration, calendar of events, evaluation, as well as LLW/LF reports and analyses). The silent partner, Ruth Jermann from SVEB, Switzerland, took part in the meeting for the first time and importantly contributed to its efficient discussions.



Grundtvig team members meeting

The last happening was the workshop on the democratic movement in adult education (Barcelona, November 27). Spanish representatives of FACEPA (Federation of cultural and adult education associations; see <http://www.facepa.org>) and CONFAPA presented the history of the movement which is based exclusively on participants. The Participants' Bill of Rights and the Ethical code for a democratic adult education are the formal basis of the movement which is being supported by the Network for democratic adult education (REDA) and the group of university professors 'Group 90'. The presentation of an example of good practice - the School for adults at la Verneda-Sant Marti, completely run by participants, rounded up our exceedingly interesting and intensive visit to Spain.

## ★ Third Conference on Dialogic Literary Circles – Part of the First LF in Spain

Prepared by:  
CREA Team



As part of the First Learning Festival of Adult Education and Lifelong Learning, on the 22<sup>nd</sup> of November 2003 in Madrid, the third Congress of Dialogic Literary Circles was held. Literary circles from different Spanish provinces participated: Madrid, Vigo, Vitoria-Gasteiz, Bilbao, Almería, Valladolid and Catalonia; at the same time people interested in the experience from Minorca, Córdoba and Castellón also took part. Entities that are currently running Circles in Brasil (Sao Carlos) and Australia gave their support through a video that was seen by all those attending the Congress.



Third conference on dialogic literary circles

In the opening act, professionals linked to Adult Education and literature participated:

- ★ Amparo Azorín. Área de Educación Permanente del Ministerio de Educación, Cultura y Deporte.(Ministry of Education, Culture and Sports, area of Permanent Education)
- ★ Olga Drofeinik. Slovenian Institute for Adult Education (*Widening and Strengthening the european dimension of the lifelong learning week movement. Grundtvig Action*).
- ★ María Victoria Reizabal.

In the initial Round Table, the beginnings of Dialogic Literary Cicles and how they were disseminated through the project *Mil y una tertulias literarias Dialógicas por el Mundo* (a thousand and one dialogic circles throughout the world) were explained. Also, the two previous congresses held and different literary experiences such as those in CEPA Tetúan, and CASM (Centro de Animación Socio-Cultural de Madrid), Sao Carlos (Brasil), the prison in Nanclares de Oca, etc. were discussed. Conclusions from this round table were based on the importance of reading, exchange and respect for opinions. Also, it was emphasised how literary Circles can be a tool for overcoming racism, and encouraging active citizenship, aspects that are also being implemented from the project *Widening and Strengthening the European dimension of the lifelong learning week movement*.

People attending the project explained their experiences linked to dialogic circles, for example, an initiative run for a children's group and also the success of musical circles. These are some of the conclusions reached by the working groups organised at the end of the event:

- ★ Follow the dissemination of literary Circles in schools, neighbourhoods, and entities, with people of different ages, young people, adults, etc.
- ★ In order to encourage wider connections it is necessary to create commissions for Dialogic circles in each locality, and to carry out a virtual commission every 4 months through the CONFAPEA web page ([www.neskes.net/confapea](http://www.neskes.net/confapea)).
- ★ Open a space dedicated to literary dialogic circles in the web page of CONFAPEA.

The Congress also counts on the participation of people from University and literature although they did not actually attend the conference; each one of them sent messages of support. For example Nobel prizewinner Pedro Saramago and Spanish writer Jose Luís Sampedro. The theorist Eduardo Galeano also offered his support:

*[...] I explain you this so you can confirm, by doing what you are doing, that writing is not a useless passion, and that this communion attempt is worth it. Les cuento esto porque ustedes confirman, haciendo lo que están haciendo, que escribir no es una pasión inútil, y que esta tentativa de comunión vale la pena.*

John Comings from Harvard University explained his experience of circles with workers in Harvard as part of the programme 'Harvard bridge to learning'. Also different professors from America and Australia showed their enthusiasm in respect to the methodology used. Highlighting Donaldo Macedo's contribution from the University of Massachussets, he affirmed:

*I am enthusiastic, and want to congratulate the organisers of the Third Congress of Dialogic Literary Circles [...] In other words, the Third Congress of Dialogic Literary Circles gives an excellent example of the importance of literacy as a process through which people can go back and seize the access to be able to read the world [...]*

The Congress was a great success in participation, not only because of the people that took part in it but also because of the implication that the participants showed, both during the event and in its preparation and design. They were the real protagonists and they showed it with their contributions. Definitely, the Congress was another proof of the consolidation of democratic Adult Education in Spain.



Members of the "Tertulias" presenting their work



## ★ Impressions on the Collective Event in Spain

Prepared by:

*Dr. Maria Todorova*



The collective event as organized by our Spanish colleagues from FEUP and CREA was a vivid and colorful experience of both intercultural learning and partnership.



Zvonka, Franci, Maria, Olga deepening Bulgarian Slovenian partnership

Firstly, the opening of the Lifelong Learning Festival was a well-prepared enjoyable process. The presentations part combining international guests and native speakers was warmly welcome by the audience and was a positive asset providing forum for information, exchange and sharing of experiences. Additionally a very successful method was the active involvement of the public in most parts of the program. The atmosphere of the event was warm and people were truly radiant.

The Third Congress of the Tertulias on the following day was an inspiring event which complemented the opening day and gave us the chance to experience the uniqueness of these gathering circles.

Further on, the meeting of the task force put in motion the remaining parts of our common project work and was warmly hosted by our CREA partners in Barcelona.

The final workshop on the day of departure with representatives of FACEPA ranged the lifelong learning 'picture' in our heads and gave useful practical examples of their current work and future plans.

All of the above was ornamented with the hospitality of our Spanish partners, watered with 'Sangria' and complemented with both deep talks and laughter.



Montse, Maria and Zvonka strengthening the European dimension

And certainly this week of our collective event is an unforgettable experience of Spain!

Thank you for the glimpse into your culture and keep the great work going!

## ★ Impressions on the Collective event in Spain during the First Spanish LF

Prepared by:

*Ioana Florescu*



Although coming from different parts of the world, with different backgrounds, having different customs, we, as representatives of the LLW partner countries, had the chance to be part of a common event that brought us together not only



physically but also due to a deep feeling of cooperation and mutual understanding. The Spanish Festival was at the same time the Romanian, as well as the Slovenian, German and Bulgarian Celebration. We all had our personal contribution, maybe an emotional, an ideological or a professional one. A part of each one of us was given and invested in the event we took part in. In this way we could experience the ideas we are promoting not only by our project or profession but also by our day to day life: unity in diversity, sharing with our neighbours, learning together, building a common Europe, cooperation, an intrinsic and extrinsic space without borders. When promoting social or moral values, we, above all, have to be living examples of what we 'preach'. In this respect, the collective event was the proof both for ourselves and the ones we are addressing to by our efforts that the principles we are striving for can be achieved.



Sabrina, Sergio and Elena: excitement before opening of the first Spanish festival

What I personally enjoyed was the openness of the participants, the easiness they were communicating and expressing themselves. This particular attitude broke the patterns of the 'formal' setup where the event took place and the border between the speakers and the public. In this way, the fancy conference room became a pleasant learning environment, where people had the opportunity to be active participants, involve themselves, communicate, exchange opinions, have a good time, in other words, go through a holistic process of learning. As part of this process, we, as promoters of adult education became learners ourselves.

As I could perceive it, the collective event was a real celebration. It was the celebration of life, of opportunities, of the wisdom and knowledge that learners have acquired and shared during the program. Looking back I could say that my approach towards learning has changed once again. It is a better and enriched comprehension of how important learning is in sustaining life. This is what we call 'lifelong learning'.



## The Grundtvig Team Visited the Third Congress of the Literary Circles, the Tertulias

Prepared by:

*Darijan Novak*



The Congress started with some inviting words of the main organisers and other influential guests, stressing the importance of such kind of gatherings and learning. That was followed by the experience of the members from Tertulias from all over Spain. About 10 people have opened their hearts and shared their views on their common reading and their discussions on what was read. All the participants were asked to participate with their questions and they have used the opportunity to the greatest extent. 'Tertulians' were ready to answer them all in simple and likeable way. They seem to be used to share their opinions with others, even though being observed with some 300 people. They must have been without any doubt convinced of doing the right thing.

In the afternoon we were invited to see the Tertulias in action. There were around thirty people in the room, of various ages and nationalities, waiting for the presentation, or better to say, waiting to perform. Cervantes' Don Quixote served as an example for us to see how the Tertulias work. We were all given a short, 5-6 page abstract, and were asked to read it. After

some 15 minute quietness the heads start to raise, awaiting all others to finish. The moderator gave us an initial question or problem, when people started to comment it, to give their personal views on the topic. They have stated, objected, agreed, disagreed on the topics. And they did not seem they will ever stop. We were not searching for the compromise, we were widening our view on the topic set. Everyone participated. And everyone was forced to finish sooner as we got fed up with each other.

In spite of Lidia's efforts to translate what is going on in the crowded room I could not understand a lot, but, as it usually is, the deeds are more important than the words. Their involvement and the belief in the exchange of opinions regarding the text exceeded the language itself. It was obvious that these people find fulfilment in taking part in this sessions and that they are enriched by it.

Tertulias have, above all, offered me a possibility to compare them with the similar Circles that focus on reading in Slovenia. There are some minor differences in the methodologies, but the content of the people involved is the same. What I would point out as important here is not reading itself, but reading in the group. Not the chosen book itself, but what it projects, the life that it reflects. This is the real importance of the story, no matter what media carries it. People therefore discuss life, its ups and downs, which teaches them how to live and gives them larger scope of living. I have felt very welcomed in Tertulia.



## Kölner Lernfest 2003, All Under One Roof

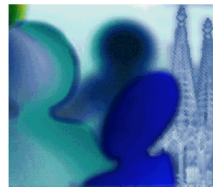
Prepared by:

*Mechtild Neumann*



*Lernfest*  
2003

Gestalten · Entfalten · Weiterbilden



The start of the Cologne Lernfest 2003 in the context of an information event on the Schildergasse, Cologne's main shopping street, was rather discouraging: most of the passers-by declined to take the flyers offered with the words 'I am already able to read'.

But at the Lernfest itself the rush of visitors was spectacular.

During the morning whole school classes mixed with adults, old and young in the rooms of the Volkshochschule building and briefed themselves about the manifold offers for advanced vocational training and further education in Cologne.

More than 50 training providers from Cologne and the region presented their range of opportunities for studying.

A multitude of exciting workshops, surprise activities and adventurous presentations made education and training on the 19th September 2003 a lively experience. At this event the citizens of Cologne were able to get an overview of learning products and services provided locally. Up-to-date information about the Lernfest and the choices offered could be obtained through the website [www.bildung-in-koeln.de](http://www.bildung-in-koeln.de) of the 'Lernende Region- Netzwerk Köln'.

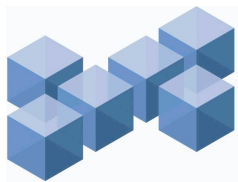
The Cologne Lernfest 2003 was, according to the organizers, the most successful ever. The claim to show 'Lifelong Learning' in its multiple colours, shapes and facets, was lived up to by the participants with all the means at their disposal. From speech- experiments to dying with natural colours, from Turkish language courses to memory training and computer courses, the Cologne

training community presented everything possible which young children up to senior citizens could learn.

The Labour Exchange Office Cologne was present with an information stand, as well as the Cologne Chamber of Commerce, who demonstrated the access to their WIS-database.

The 'Lernende Region-Netzwerk Köln e.V.' had a booth offering advice and consulting services to help people find their way through the sector of education and training and providing tips and links to training and education possibilities. Knowledge tests and self-assessments gave an opportunity to identify adequate proceedings for one's personal learning career.

The evening event started with music from the Folk-Jazz-Latin band 'Algo Más?' followed by the choir 'Colors of Cologne' and a Samba group as well as an oriental belly-dancer. The day ended with a dance party in a relaxed and happy atmosphere.



## Lernende Region Netzwerk Köln

The aim of the annual 'Lernfest' is to free the term 'learning' from the usual negative connotation. These 'Lernfeste' show openly what is happening behind classroom doors. In the form of a festival with games and fun different emotions are aroused. Thinking of their own school days and learning how to read, write and calculate many people believe their learning career is finished. The Cologne Lernfest showed the opposite: Learning can also be without exam stress and a dusty classroom atmosphere and should be a lifelong experience.

Educational policy is at the same time local policy. Another goal of the Cologne Lernfest was to demonstrate the region's ability in terms of education and training. Cologne offers extensive training possibilities, such as schools, universities, industrial or trading vocational training. There is

an increasing number of institutions, organisations, associations and societies that deal with education and training and deliver outstanding work. The manifold offers in the Cologne region deliver many opportunities to stay up-to-date with the developments of our time. This, on the other hand, is a necessity, because a city like Cologne is, from a structural policy view, dependent on a functioning resource 'education' and well-trained citizens. Training possibilities must be available to people of all ages, social backgrounds and income, despite all governmental cuts and saving plans.

The Lernende Region-Netzwerk Köln e.V. with its learning portal [www.bildung.koeln.de](http://www.bildung.koeln.de) will create transparency for the local educational market in mid-2004. It will form a central point of contact for educational offers, orientation-consulting and quality assurance in vocational training. Through these activities citizens can be reached who haven't thought of further training, the securing of a business location will be supported and, last but not least, the training resources can be fully used.

Over the whole day at the Lernfest people experimented, read, wrote, painted, and worked in the 5 storeys of the 'VHS'-building. All in all the Lernfest 2003 found with its huge number of visitors a high acceptance among the people of Cologne, so much so, that the organizers 'Lernende Region-Netzwerk Köln e.V.', the 'Qualitätsgemeinschaft berufliche Weiterbildung', the 'Arbeitskreis allgemeine Weiterbildung' and the 'Netzwerk Gesundheitsbildung' were very pleased. The local educational providers publicly displayed the subject 'Lifelong Learning' in a positive way.

The date for the Lernfest 2004 has already been fixed: It will take place on the 10 September 2004, once again in the building of the VHS. In addition to recent years it is planned to give local enterprises the opportunity to present their internal educational programmes and apprenticeship opportunities.

Further information can be obtained from:  
Lernende Region – Netzwerk Köln e.V.  
Hollweghstr. 22-26  
51103 Köln  
Germany+49 221-990829-0



## ★ **Bildungsträger<sup>3</sup> Team Up and Organise a Lernfest**

Prepared by:

*Inga Häusler,*



*Member of the Organisation-Team Lernfest 2003*

*Jürgen Hindenberg,*

*Chairman of the Lernnet Bonn/Rhein-Sieg e. V.*

Twenty education agencies from the Bonn/Rhein-Sieg region have formed the association LerNet Bonn/Rhein-Sieg e.V. in order to establish a network for training and continuing education with the aim of significantly improving the transparency of the vocational training and diplomas on offer in the future.

The idea of the association was introduced by the Chamber of Industry and Commerce Bonn/Rhein-Sieg and the Regionalsekretariat Bonn/Rhein-Sieg (member of the town administration) and was financed as a preliminary study with resources from the European Social Fund and the Chamber of Industry and Commerce.

The newly formed association presents the whole range of professional training offered by its members.



A detail from the Bonn Lernfest

<sup>3</sup> Professional bodies responsible for vocational training = education agencies

In addition, LerNet e.V. is striving to promote cooperation between the training providers within a network and the concerted marketing of the services available.

Interested individuals can view the whole spectrum of vocational training as offered by the members of the association in a shared education portal [www.lernen-bonn-rhein-sieg.de](http://www.lernen-bonn-rhein-sieg.de).

Here one can find information about current developments in the labour market and education policies, as well as a search engine for further training and soon a calendar of events.

Apart from the development of the education portal, one of the first activities carried out by the association was the organisation of the Lernfest 2003.

At the Lernfest all the further education agencies and organisations involved in lifelong learning in the region had the opportunity to present their training courses and to liaise with one another. More than 70 further education agencies took part in the Lernfest with great enthusiasm. The Lernfest is aimed at all age and occupation groups, as well as at companies in the region, in particular their human resources departments.



Munsterplatz Bonn

What makes the Lernfest special is the international aspect, which is shown by the participation of international organisations such as

the German UNESCO Commission, the DED (German Development Service), DSE (German Foundation for International Development) and in particular the Europäische Föderalismusakademie.



Sabrina and Sebastian promoting our project at the Bonn Lernfest

Lifelong learning can be fun – this was shown by the participants in their comprehensive presentations and was also clear from the many join-in activities for visitors to the Lernfest.

The panel discussion 'Bildung – Berufsbildung – Europa' (Education – Vocational Training – Europe) was up to the minute and internationally oriented too. The discussion was moderated by Joachim Westhoff (editor-in-chief of the Generalanzeiger Bonn – a local newspaper).

The participants in the panel discussion were:

- ★ Prof. Dr. Wulf Fischer (principal of the Fachhochschule Bonn/Rhein-Sieg)
- ★ Ellinor Haase (General Secretary of the European Association for the Education of Adults)
- ★ Dr. Volker Hasewinkel (Deutsche Telekom, Telekom Training, Executive Vice President)
- ★ Ruth Hieronymi (Member of the European Parliament)
- ★ Bent Paulsen (Bundesinstitut für berufliche Bildung – Federal Institute for Vocational Training)

- ★ Rahim Öztürker (Chairman of the Ausländerbeirat – Foreigners Advisory Council – Bonn)

The next Lernfest, which will be the fifth, is already in preparation. It will take place on 17 September 2004 at the Münsterplatz in Bonn.

A competition, which is open to everyone, has been launched for a motto for the Lernfest 2004. All suggested ideas should be sent by e-mail to [lernet@bonn.ihk.de](mailto:lernet@bonn.ihk.de).

Anyone who is interested can look at documentation, pictures, a video and protocols from the event at [www.lernen-bonn-rhein-sieg.de](http://www.lernen-bonn-rhein-sieg.de), menu item 'Eventgalerie'.



## Central Event in Skopje, Macedonia, First Regional Festival for South-Eastern Europe

Prepared by:

Zvonka Pangerc Pahernik, MSc, SIAE 

The first regional festival for South-Eastern Europe is the final result of three-year endeavours to foster promotional campaigns for adult education and lifelong learning in the region. The central event took place in the Macedonian capital Skopje from October 16 – 19. It was organised by IIZ/DVV Bonn, IIZ/DVV Office in Tirana, and IIZ/DVV Office in Skopje in co-operation with other partners of the EBIS4 (Adult Education in South-Eastern Europe) project. Slovenia was represented by Zvonka Pangerc Pahernik, MSc (national co-ordinator of LLW and EBIS), Slavica Borka Kucler (co-ordinator of SIAE events within

<sup>4</sup> Project partners: Albania, Bosnia and Hercegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia and Montenegro, Slovenia.

LLW in head of promotion activities), Jasmina Mirčeva, MA (conference participant), Metka Rečnik (former EBiS co-ordinator), and Barbara Grahek (representative of the national TV). The manifestation took place at four levels: professional, political, level of AE providers and level of award winners and examples of good practice.

### Getting together at expert level

The conference 'Lifelong learning, adult education and employability' (October 16 - 17) featured distinguished guest speakers such as Monika Mott, MA (Stability Pact for South-Eastern Europe), Evelyn Viertel (European Training Foundation), Dr Ritta Suessmuth (president of DVV, Germany), and Dr David Fretwell (World Bank). Following the plenary session, six workshops were taking place. Jasmina Mirčeva participated in the workshop 'From theory to practice: How to transfer results of innovative pilot projects into regular practice of educational and further training'. She introduced the Programme 5.000: increasing employability by implementing the strategy of lifelong learning; her presentation was followed by lively discussion on how to motivate unemployed people, results of the 'Programme 5,000' project and evaluation methods of this kind of projects in general. Zvonka Pangerc Pahernik took part in the workshop 'Mobilising for lifelong learning: the contribution of learning festivals to larger integration and participation in the European learning society'. The introductory paper on the development and meaning of learning festivals was presented by Bettina Bochynek (Unesco institute for education in Hamburg), whereas additional presentations were given by Dr Maria Todorova (IIZ/DVV Office in Bucarest) as well as by representatives from Albania, Serbia and Slovenia. The Slovenian presentation was focused on the functioning of the network of LLW co-ordinators and the financing and evaluation of the festival. Sebastian Welter (IIZ/DVV Bonn), called attention to the LLW – Grundtvig 1 project and to the fact that learning festivals should contribute to transnational and intercultural co-operation and understanding.

### Getting together at political level



Zvonka shaking hands with the Macedonian president Boris Trajkovski

Important participants to the first regional learning festival for South-Eastern Europe were deputy ministers and other representatives of competent ministries from eight countries. Slovenia was represented by its ambassador in Macedonia, Mr Marjan Šiftar. The meeting was opened by the Macedonian president, Mr Boris Trajkovski, and there was a roundtable organised for representatives from Albania, Bosnia and Hercegovina, Bulgaria, Croatia, Kosovo, Macedonia, Romania, Serbia and Montenegro, and Slovenia. Participants presented the views of individual ministries regarding the implementation of adult education and lifelong learning in their countries, and signed a joint declaration and action plan concerning future development of lifelong learning in the region.

### Getting together at the level of providers and participants in adult education

At the adult education fair, organised between October 17 - 18, about 30 - 40 exhibitors, half of them from Macedonia, the other half from EBIS countries, took part. The Slovenian delegation's stall provided promotional material of the Slovenian Institute for Adult Education, the Lifelong Learning Week, the LLW – Grundtvig 1 project and other SIAE projects, the catalogue of SIAE training programmes and the bulletin *Novičke* and LLW-*Novičke*. Promotional material of Slovenian providers of LLW events as well as Slovenian tourist information was presented to visitors of SIAE's stand.



## Presentation of exceptional individuals, groups, projects, organizations

At the fair, special attention was paid to successful individuals from Bulgaria, Macedonia, Romania and Serbia and Montenegro, whereas outstanding projects were presented by Bulgaria, Bosnia and Herzegovina, Croatia, Macedonia, Romania and Slovenia. SIAE prepared a videopresentation featuring three examples of good practice with regard to intercultural and cross-border co-operation, respect for differences and employability. On behalf of the award winners, Slavica Borka Kucler briefly described their activities.




Presenting our project in Skopje

The festival was followed by a short evaluation by EBIS national co-ordinators; we all expressed recognition to the organisers and shared the opinion that the event had importantly contributed to the political and professional breakthrough of the EBIS project and its future activities. Without doubt, it also confirmed the importance and potential value of learning festivals – in the national, regional and even international context.

## ★ "UNITED WE ARE STRONG", Skopje

### Knowledge and experience from the Regional Learning Festival for SE Europe, Skopje Macedonia

Prepared by:

Sebastian Welter, IIZ-DVV 

#### Introduction

'This turns out to be a wonderful event because the ministers of education from the region get together now in Skopje', so characterized Rita Süßmuth, President of the German Adult Education Association, the start of the first joint Learning Festival for the Stability Pact region with a participation of people from eight countries.

For Germany it is a difficult mission too to bring together around a table representatives from all 16 Ministries of education of the German federal states, so as it succeeded in Skopje.

Rita Süßmuth invoked also, not to consider this initiative as a single one, but to promote through the holding of transnational learning festivals a paradigm change and a belief 'United we are strong'.

#### Conception

The goal of the event was to support an implementation of Lifelong Learning in the education policy of the South-Eastern European countries, to make people more sensitive about the necessity of Lifelong Learning, to make more popular the topic about the improvement of the access to education and continuing education of disadvantaged people groups.

At the same time the Regional Lifelong Learning Festival meant to contribute to the exchange and mutual understanding between different cultural,

ethnic and religious people groups and to stimulate a deepening of a co-operation between South-Eastern European countries in the field of education.

In the organization of the event were involved representatives from the eight countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia and Montenegro, Slovenia. The event was intended for wide people groups, mainly for youngsters and social disadvantaged people, and also for decision makers in policy and government administration, as well as for state, public and private persons in these countries, which are engaged with education. That's why it was made a decision at the planning of the Regional Lifelong Learning Festival to combine different events, which can be interesting together for different target groups.

A culture and event program was planned to make the Festival attractive for wide people groups. A fair was intended to give an opportunity to different organizations, engaged with education, to present their activities.



The opening of the Regional festival in Skopje

A conference with the topic 'Adult education, lifelong learning and employability' meant to point to the representatives of national and international expert organizations resources and perspectives of the field 'adult education' for a social and economic positive development of the region.

A declaration about a co-operation in the field of adult education and continuing education aimed to involve political figures in the discussions process and as well as to show the starting points for a

future reinforced, transnational effective advocacy work for the interests of the adult education.

The organization of the Regional Learning Festival was conducted by the network 'Adult education in southeastern Europe' (EBiS) and with the major participation of the project office of IIZ/DVV in Skopje, Macedonia. Skopje was selected for a place of the event, because it was very important to demonstrate the will for a peaceful coexistence after the civil war in 2001 between Albanian and Macedonian population groups. In addition all the participants were expecting to start good contacts and to set up future organizational structures. The project offices of IIZ/DVV in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania and their partners, as well as the Slovenian Institute for Adult Education (SIAE) took on organizational tasks.

At the realization of the project participated numerous co-operation partners like: the Ministries of education, Ministries of labor and Ministries of culture of the South-Eastern European countries, many educational organizations i.e. worker's universities, vocational training centers, language schools, popular universities, the UNESCO Institute for Education in Hamburg, radio station 'Deutsche Welle' Köln/Bonn, the Embassies of Germany, Austria, Switzerland, international charity organizations and foundations like Kulturkontakt Austria, Swisscontact Switzerland, the Open Society Foundation, the Society for Co-operation (GTZ) Germany, the Konrad Adenauer Foundation, as well as private sponsors from the business society.

It's proved to be very key the willingness of the President of Republic of Macedonia Boris Trajkovski, the EU - Coordinator of the Stability Pact for the Balkans Erhard Busek and the President of the German Adult Education Association Rita Süßmuth to be patrons of the event. Their engagement ensured public attention and important support for the invitation of representatives of policy and government.

## How was the event carried out?

We must not hide the fact, that the realization of the concept was a real challenge for all participants. The project office capacity was put through the mill for a long time and that concerns especially the colleagues from the project office of IIZ/DVV in Macedonia, who were on the verge of their physical resources. The organization of the Learning Festival was related to a financial endeavor that meant an involvement of other financial strong sponsors.

Another important consequence of the Learning Festival in Skopje was a signing of a declaration by the official representatives of the Ministries of education of Albania, Bulgaria, Kosovo, Serbia and Montenegro, in which it was agreed on a government level for the first time a future close co-operation in the field of an adult education, that aims a support of the regional development.

The education fair was good organized too and presented an impressive view of many and diverse activities of the adult education organizations from the different countries. As the reaction of the participants showed, a feeling of transnational solidarity arose during the joint presentation, especially amongst representatives of institutions, which work on thematic similar fields or with similar target groups. Very often participants were astonished at the fact, that there are similar problems and solutions in neighbor countries. The theoretical ideas, that were shared at the parallel held conference 'Lifelong learning, adult education and employability' became here understandable. For the educational politicians from the different countries was the visit of the fair very useful, because only on this way they convinced, that the aims mentioned in the declaration must support real existing educational activities. The presentation of a successful learner and a successful educational organization was of a big importance for the positive atmosphere, as well as the cultural program and the celebration. The event gave a forum to many people for a presentation of their activities, an idea exchange and possibilities for making contacts that provided impulse, which can be very useful for the development of the adult

education and the exchange between people in the region.

## Perspectives

Although there were occasions for criticism concerning single moments, the planned aims were achieved through the conducting of the Regional Learning Festival. It succeeded to call politicians' attention to the importance of the adult education, to provide impulse for a future close transnational co-operation in the field of the adult education, to give a forum for a presentation of activities of the educational organizations and to point to the public at the importance of the lifelong learning.

The colleagues, that organized the Learning Festival, established important contacts with national and international expert organizations and charity organizations, which can be used for the future for a reinforced co-operation.

Through the Regional Learning Festival it was realized a project conception, which was conceived many years ago and whose aim was to create through the national learning festivals a base for organization of a regional learning festival.

The plans for the future are to make the learning festival movement in South-Eastern Europe an integral part of the international learning festival movement, in order to strengthen the awareness of affiliation in Europe and to create new cooperation opportunities for the adult education, which make possible the people exchange in West and Central Europe and as well as in the neighbor countries - Greece, Turkey and Hungary.



## ★ **International Adult Learners' Week in Europe (IntALWinE) – a Grundtvig 4 Project in the Field of Learning Festivals**

Prepared by:

Zvonka Pangerc Pahernik, MSc, SIAE 

International co-operation in the field of learning festivals (LFs) has been very fruitful over the last four years. Following the launching of the first International ALW as part of the Expo Global Dialogue on Building Learning Societies – Knowledge, Information and Human Development (September 8, 2000), the gathering of twenty-one European national ALW/LF co-ordinators (December 2001), and the meeting of co-ordinators from different world regions on the occasion of the Third Brazilian Literacy Week (September 2002), the first regional learning festival for South-Eastern Europe took place in Macedonia, October 16-19, 2003. In parallel, some publications<sup>5</sup> dealing with this topic have been published as well. Currently a Grundtvig 1 project titled 'Widening and Strengthening the European Dimension of the Lifelong Learning Movement' is joining forces of five European countries (Bulgaria, Germany, Romania, Slovenia and Spain with Switzerland as a silent partner) and now a new Grundtvig 4 project called 'International Adult Learners' Week in Europe' (IntALWinE) has just started.

IntALWinE is a network of (currently) thirteen national co-ordinators of learning festivals in Europe being co-ordinated by the Unesco Institute for Education (UIE), Hamburg with the aim to

continue and upgrade the endeavours for the 'International Adult Learners' Week'<sup>6</sup>.

This three-year project will be running from December 2003 until November 2006 and during this period, some study visits and working meetings will be organised. In addition, via e-mail partners will collaborate in three thematic working groups: (1) Instrumental value of learning festivals: mobilisation and advocacy tool, (2) Operational improvement and (3) Voices of learners: experiences and aspirations.

At the kick-off meeting of the project group in Hamburg (December 4-6), the network aims and activities were re-discussed and joint tasks as well as specific responsibilities were defined and allocated. The project co-ordinator, Ms Bettina Bochynek of UIE, informed the network that national co-ordinators of other European countries have expressed their wish to participate as well so that additional partners will join the network in the course of its three-year duration.

In the introductory part of the meeting there were three presentations given by project partners. The first one was on the above mentioned Grundtvig 1 project by Zvonka Pangerc Pahernik, representative of the project co-ordinating institution – the Slovenian Institute for Adult Education. The presentation structured according to the fifteen project outputs<sup>7</sup> received warm recognition due to the fact that actually a lot of work has been accomplished already, among the most outstanding achievements being the organisation of the First Spanish Lifelong Learning Festival (November 2003). On the other hand, some topics of both projects are similar and several experiences will be easily transferable to the new project. The second presentation was given by Sica Martinez of NIACE, UK and it introduced the Rationale and Development of Learners' Forums in the UK – a topic central to the work of the third thematic working group. The forums are meeting places of learners who

<sup>5</sup> The Learning Festivals Guide (2000), Securing the Right to Learn. An Internationally Produced Guide to Advocacy (2002), Learning is for Everyone/ Lernen fuer Alle (2002), International Adult Learners' Week – Six Years after CONFINTEA V (2003)

<sup>6</sup> See the IntALW website:

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

<sup>7</sup> See project website <http://www.llw5.org>

exchange experiences and aspirations, express their viewpoints concerning adult education provision and make recommendations for adult education policy. In the third presentation, Eeva-Inkeri Sirelius from the Finnish Adult Education Association introduced the main features of the Finnish Adult Learners' Week and the proposal of our study visit to Finland on 22 - 24 April 2004. The study visit will consist of a closed project working meeting and opportunities to take part in ALW events in Helsinki as well as in local communities.

In the second part of the meeting, thematic working groups have been formed. The criterion for selecting a group was either rich experience in a particular field of work or the desire to get acquainted with something new. The concept of learners' forums seemed challenging to the vast majority of the network members and some of us were interested in getting to know it better and trying to introduce it to our learning festivals or even to our adult education practice. Representatives of Norway, Slovenia and UK therefore decided to join forces in the third thematic group with the aim of preparing the International Learners' Forum in UK in September/October 2004 with delegates/learners from partner countries taking active part. The group will also be responsible for collecting voices of learners and publishing the joint publication 'Learning Journeys'.

All other partners will start working in the thematic group 2 addressing the operational improvement of ALWs/LFs, focusing on topics such as methods of data collection as well as models for cooperation with partner agencies and media.

Working group 1 will start working at a later point concentrating on the mobilisation and advocacy potential of learning festivals. The group will follow the strategic perspective and its basic topics will be evaluation methods and policy recommendations.

## ★ **The Revival of Grundtvig-Adult Learner's Week, Tallinn, December 2003**

Prepared by:

*Ruth Jermann, SVEB Switzerland*

With a cold, fresh and windy arrival in Tallinn late at night, and a very big frustration, because the luggage ended up in Copenhagen, started our visit in Estonia. The very warm welcome from our Estonian hosts on Saturday morning made us forget the inconveniences. The meeting was planned to take place at the University of Tallinn, where ANDRAS (Estonian Association for Adult Education) has some nice and cosy rooms. It was the 6th of December, the day of Santa Claus, or as we say in Switzerland "Der Klaustag", when all over in Europe the kids are very impatient, because Santa Klaus is going to reward them for the good (or the bad) things they have done during the past year. So suddenly without warning there came Santa Klaus in our meeting room and gave as a present (like they do it in the Netherlands) a poem very well tailored to every person and some sweets. That was a wonderful surprise, filling our hearts with joy and giving a good start of our project.

In this project different organizations for adult education from the Czech Republic, the Netherlands, Sweden, Estonia and Switzerland (as silent partner) are joining their forces and work together. The main tasks, that should be realized this year, are to exchange experiences, to make a list of activities (good practices and methods), to learn from each other. Another goal is also to define the different target groups in the rural regions or in the cities and to find out how to attract them and how to motivate them to be interested in learning. We came to the conclusion that all partners have to fight for funding, to find new sources, to be creative and to be ready to work overtime.

We agreed to visit each partner and if it is possible to take part at the opening of the Adult Learner's Week in every country and to make a contribution to it's conducting as experts. At the end, the list of best practices and methods will be published in the Internet and this way it will be available for everybody who is interested.

The meeting in Tallinn was very fruitful, well organised and warmly hosted by ANDRAS. I would like to express my gratitude to all for the contributions and for the efforts to bring back the feeling of the Adult Learner's Week, which is like a virus: Everybody works too hard but with joy and a lot of energy and never loses his good humour! And for me personally, I enjoy very much to be part of the European Adult Learner's Week-family!



## Who speaks? The Voices of Immigrants on Adult Education

Prepared by:

*Commission of the multicultural group of FACEPA*



The information and knowledge society is a multicultural society in the majority of European countries. This situation has generated new needs in today's context, transforming adult education in a tool that allows and promotes democratic cohabitation and social inclusion.

People from different cultures are increasingly participating in centers and associations of adult education and are claiming the right of their voices to be listened. With this aim FACEPA (Federation of Cultural and Educational Associations of Adult People. Federació d'Associacions Culturals i Educatives de Persones Adultes) created a group in which more people from different cultures could participate expressing the common worries and demands related to education. In this way, multicultural groups were created with the will of

bringing to the public sphere a democratic model of intercultural education.

From the Multicultural Group of FACEPA the idea of doing the project Who speaks? The voices of immigrants on adult education, which is financed by the Socrates programme of the European Commission, was born. This was the way in which we transferred the experience of the Multicultural Groups of Rumania and Denmark. It's main goal is to contribute to the participation of people that belong to ethnic minorities or that have immigrated or have taken refuge in Europe in the public debate that refers to the education of adult people.

With the launch of the Who speaks project multicultural groups in all of the participating countries have started to debate what type of adult education is wanted, placing particular interest on the promotion of a model based on multiculturalism and egalitarian dialogue. Among the themes developed in the different sessions are:

- ★ The integration of refugees and immigrants into the labour market.
- ★ The integration of refugees and immigrants in the country of admittance.
- ★ The educational necessities of the refugees and immigrants.
- ★ Racism, xenophobic, and anti-Semitism.
- ★ Violence against women.
- ★ Coexistence between different religions.
- ★ The New technologies applied in adult education.
- ★ Common values in traditional and modern societies.

Multicultural Groups are having a great success and through them the educative outlines at the intercultural level are being defined. The participants choose the themes that are being dealt with in the groups, and the egalitarian dialogue that takes place in it is generating new transformations.

Education is the base for us to have a wide perspective that allows us to accept each other. Education is useful to know each other, to



dialogue, to keep contact, to have trust, to join together. The best way to have less racism is to have contact, to have the chance to meet in more places, to break the stereotypes. Education can allow us to have an understanding point. (participant of the Multicultural Group)



Participant of the Multicultural Group

We have elaborated a guide from the conclusions that have been obtained from the multicultural groups. This guide, *Multicultural Voices in Adult Education*, gathers the educative demands of immigrant people or of different cultures that cohabit in Europe, as well as setting good practices in intercultural education. Another result of this project has been the realization of a Manifesto for an intercultural education of adult people that is having a great international diffusion.

In fact, it was presented in the last Lifelong Learning Week in Scotland. In this manifest the rights and priorities of immigrant people or people from minority cultures in Europe in the frame of adult education were gathered. You can find the conclusions of the debates of the Multicultural Groups in the web page: [www.neskes.net/whospeaks](http://www.neskes.net/whospeaks)

In the frame of the first week of organized learning in Spain (November 2003), a local act related to multicultural groups was celebrated and in this, the importance of promoting adult education based on democratic and intercultural beginnings was emphasized. All the participants on multicultural groups believe, in the same way that Freire said, that difficulties can be transformed into possibilities.

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

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- ★ Institute for International Co-operation of the German Adult Education Association (IIZ/DVV), Bonn, Germany;
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