

# e★bulletin

## issue 7/8

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.

## ★ The Results on the Second Evaluation of the Project

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The LLW G1 project related evaluation consists of three actions. Two of them are the evaluations of the project with questionnaires, the first being executed in May 2003 and the second in August 2004. The third action of project related evaluation was a practical execution of the communicative discussion group on the themes being evaluated in the questionnaire, which was prepared and conducted by CREA partners at the meeting in Romania.

The design of our evaluation therefore comprises of two different approaches, questionnaires and discussion. Besides that we have gained the data from two different points during the course of the project and could call it longitudinal. We are of opinion that it is better to use the above mentioned different methods than to repeat the same one (questionnaire) more often, which originally was our plan.

Project related evaluation as we are carrying it out is similar as in all European projects. The questionnaires were mostly adopted from the questionnaires that are used in and suggested by the EU projects, mainly from A SURVIVAL KIT FOR EUROPEAN PROJECT MANAGEMENT (<http://www.socrates.at/survivalkit/>), but also from long standing experiences of SIAE in evaluating projects and measures in adult education. The basis for the communicative discussion group held in Romania was provided in the paper Dialogic evaluation prepared within our project by CREA.

Here we are presenting the results of both evaluations with questionnaires, while the complete results of the project evaluation have still to be produced. Partner institutions have filled in the following questionnaires: Q 1 – Evidence of effects on the Target group, Q 2 – Evidence of

effects on the Project structure, Q 3 – Evidence of effects on the Project management, Q 4 – Evidence of good Transnational partnership. Further on we have evaluated the products of the project, only four of them being under scope: Q 3.1.1 – Evaluation of National LLW models, Q 3.1.2 – Evaluation of LLW coordinators (national, regional, local), Q 3.1.3 – Evaluation of Manual, and Q 3.1.4 – Evaluation of ICT outcomes. We have gathered responses from four partners at our first evaluation and six at our second.

### Effects on the target group (Q 1)

**To what extent has the project raised your satisfaction being a part of the LLW movement?**

1<sup>st</sup> Evaluation: Very high (1/4), High (3/4), Medium (0/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (1/6), High (4/6), Medium (1/6), Low (0/6)

Partners feel that the project has raised their satisfaction being a part of the LLW movement to a high extent, even though we believe that it was high also at the beginning of the project. The results of the second evaluation appear to be slightly lower than those of the first.

**To what extent has project raised your expertise for future international projects?**

1<sup>st</sup> Evaluation: Very high (2/4), High (1/4), Medium (1/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (2/6), High (3/6), Medium (1/6), Low (0/6)

The project has raised our expertise for future international projects. Though it was expected that the expertise is going to be higher by the end of the project, that was not so, as it seems to be at the same level, if not a bit lower. The average result is lower because some of the partners have had many experiences with LLW movement and its international dimension even before the project has started.

**To what extent has the project raised familiarity with LLW week movement in the country?**

*Among providers of learning*

1<sup>st</sup> Evaluation: Very high (0/3), High (1/3), Medium (1/3), Low (1/3)

2<sup>nd</sup> Evaluation: Very high (2/6), High (3/6), Medium (1/6), Low (0/6)

*Participants in learning*

1<sup>st</sup> Evaluation: Very high (1/3), High (0/3), Medium (1/3), Low (1/3)

2<sup>nd</sup> Evaluation: Very high (1/6), High (2/6), Medium (3/6), Low (0/6)

*Among representatives of authorities, responsible for educational, cultural and employment issues*

1<sup>st</sup> Evaluation: Very high (1/3), High (0/3), Medium (2/3), Low (0/3)

2<sup>nd</sup> Evaluation: Very high (1/6), High (4/6), Medium (1/6), Low (0/6)

*Media*

1<sup>st</sup> Evaluation: Very high (1/3), High (0/3), Medium (0/3), Low (2/3)

2<sup>nd</sup> Evaluation: Very high (0/6), High (4/6), Medium (1/6), Low (1/6)

The question about the extent of raised familiarity with LLW movement in our own countries is divided into four sections namely, the raised familiarity among providers of learning, among participants in learning, among representatives of authorities, responsible for educational, cultural and employment issues and among media.

The results of the first evaluation contain evidence that we have been most successful with raising the familiarity among representatives of authorities, responsible for educational, cultural and employment issues. Close by are the providers of learning, while participants in learning and the media are at the end with the same result.

Second evaluation put the mentioned target groups in different sequence: providers of learning, being the first, representatives of authorities, responsible for educational, cultural and employment issues the second. The lowest, but not disappointing, was

the raised degree of LLW familiarity among participants in learning and media.

The only change in sequence is, in fact, the leap forward of the providers of learning group. Possible reason for that is that in between two evaluations all the teams were organising their learning festivals and were therefore in touch with various providers of learning.

Comparing the results of both evaluations are encouraging as the extent of raised familiarity with LLW movement in our own countries within all the target groups was raised. Close work with the mentioned target groups do yield results. Besides that we are being engaged with our dissemination and promotion activities, which might also be the reason for the increased familiarity with LLW.

Next similarity between both evaluations is that all the answers are quite dispersed. We believe that the reason for that is that the organisation of learning festivals is different and so is our experience with them. Consequently the strength of established networks differs noticeably.

**To what extent has the project raised familiarity with international LLW movement?**

*Among providers of learning*

1<sup>st</sup> Evaluation: Very high (0/3), High (2/3), Medium (0/3), Low (1/3)

2<sup>nd</sup> Evaluation: Very high (1/6), High (4/6), Medium (1/6), Low (0/6)

*Among representatives of authorities, responsible for educational, cultural and employment issues*

1<sup>st</sup> Evaluation: Very high (0/3), High (1/3), Medium (2/3), Low (0/3)

2<sup>nd</sup> Evaluation: Very high (1/6), High (2/6), Medium (3/6), Low (0/6)

*Media*

1<sup>st</sup> Evaluation: Very high (0/3), High (1/3), Medium (0/3), Low (2/3)

2<sup>nd</sup> Evaluation: Very high (0/6), High (3/6), Medium (2/6), Low (1/6)

On the international level we are trying to assess the extent of raised familiarity among providers of

learning, among representatives of authorities, responsible for educational, cultural and employment issues and among media.

Both evaluations prove that we have managed to influence the same target groups to the same extent. First are the providers of learning, and the representatives of authorities, responsible for educational, cultural and employment issues being the second. We, again, were less successful with raising familiarity with LLW movement among media. This is not really surprising as providers of learning and policy makers are the most common partners of our institutions. Participants in learning should be reached with close cooperation with providers, who have a direct contact with them. On the other hand, the media is quite hard to reach. While local/regional media are being used as promoters of LLW movement, we should search for options to affect the national and international level.

Comparing the results of international level with those of the national one, we can establish that the level of familiarity is a bit lower than on the national level, with providers being the exception. It is only logical that our own environments were more influenced than the wider one.

### Effects on the project structure (Q 2)

#### **To what extent were the objectives of the project clear to you?**

*Before the meeting in Ljubljana/Barcelona*

1<sup>st</sup> Evaluation: Very high (0/4), High (3/4), Medium (1/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (3/6), High (2/6), Medium (1/6), Low (0/6)

*After the meeting in Ljubljana/Barcelona*

1<sup>st</sup> Evaluation: Very high (3/4), High (1/4), Medium (0/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (5/6), High (1/6), Medium (0/6), Low (0/6)

The results of both evaluations are very similar. The project, and its objectives, is clearer to us after than before the meeting. Therefore, meetings are seen as necessary. Discussing and concretising the

details of working packages, appear to be helpful. The partners have valued the debates and presentations which helped them to get acquainted with the project more in depth.

Second evaluation shows that the level of clearness is getting higher with the course of the project. Partners declare previous meetings in Bonn and Ljubljana, but also the detailed project proposal, as main reasons for the high level of clearness.

What are the innovative aspects of our work?

When asking about the innovative aspects of our work there is no difference worth mentioning between the two evaluations. It might be said though, that we have spoken more in general on the first one, while being more concrete on the second. At both times, partners have mentioned nearly all outputs of the project. Anyhow the most stated and valued seem to be established national networks and international cooperation of the partners. Manual for coordinators also stands out among other results. Besides that also the training of local and regional LLW coordinators, e-bulletin, state-of-the-art analysis, our ICT tools and the first LLW in Spain and collective event were noticed as innovative.

What was for us the most important new knowledge that we gained in this work period?

Here, again, there is no significant difference between the two evaluations, and also the change from general to specific was noticed. The most important new knowledge that partners gained during the project was the management of the project itself. We have mentioned time management, financial management, sharing of responsibilities and overcoming difficulties within the partnership. We also value what we have learnt about other countries' realities, as well as the state of our own environments became more visible and elaborated. Team work in multicultural environment was also frequently mentioned. Other knowledge that is seen as important concerns the strategy that specifies how to approach participants, mass media and governmental authorities. Some partners improved their knowledge about using new ICT tools.

Which traditional means did we find worked out very well in the context of our work? Which former experiences did we draw upon / integrate in our work?

This question was seen unclear when taking the first evaluation. For the next evaluation we have discussed the question on our meeting in Barcelona and offered additional explanation on it when we were filling in the second questionnaire.

The first evaluation compiled only one answer for this question and it underlined our former national plans and the former relationships with different partners.

For the second evaluation partners reported that they mostly used their experience with national LLWs and experience gained from other international projects. Adopted evaluation framework, classical approach for team meetings, and proposed course for monitoring the project worked out very well in the context of our work.

### Effects on the project management (Q 3)

**To what extent is your communication effective (responding in time, giving input regularly)?**

1<sup>st</sup> Evaluation: Very high (0/4), High (4/4), Medium (0/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (1/6), High (3/6), Medium (2/6), Low (0/6)

The communication within the partnership was highly effective. The communication is not perfect, due mostly to some delays in our work plan. We believe that in such big projects it is only normal to face minor problems in fulfilling all the tasks on time. We were expecting for the communication to get better in time but that was not the case. Comparing the results it could be even said that it got worse. The communication tool was mentioned as important for our communication. Nevertheless, some partners have had problems with prompt deliveries, having its reasons in failures of local communication tools but also because of changes in their staff.

**To what extent are the partners treated equally?**

1<sup>st</sup> Evaluation: Very high (2/4), High (1/4), Medium (1/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (2/6), High (2/6), Medium (1/6), Low (1/6)

The results of both evaluations are showing that partners feel that they are treated equally, but on the second measuring the result was lower. It should also be mentioned that the answers are quite dispersed, which means that all the partners do not agree on the same question, which could be another proof of lower equality. We have used this question for our communicative discussion group and tried to find the reasons for that.

**To what extent are all partners acquainted / familiar with the project budget?**

1<sup>st</sup> Evaluation: Very high (0/4), High (3/4), Medium (1/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (0/6), High (6/6), Medium (0/6), Low (0/6)

All the partners are highly familiar with the project budget. With the course of the project also the familiarity with the budget is raising.

**To what extent do the person / power resources cover the real time needed?**

1<sup>st</sup> Evaluation: Very high (0/4), High (2/4), Medium (1/4), Low (1/4)

2<sup>nd</sup> Evaluation: Very high (0/6), High (3/6), Medium (2/6), Low (1/6)

Power resources did not cover the real time needed. We especially feel that the staff costs are too low to cover the amount of work planned, but we do know, that this is the case with all European projects. Partners graded the level of this relation as medium at both evaluations. The reasons for that are manifold. It could be said that in already huge project we have done more than we have promised in the proposal. Besides that, the complexity of the project also made it hard to plan the tasks in advance in different environments with specific team work and time management. An additional remark was given that the work can not be measured only by written contributions.

Networking and promotion also take a lot of time and are very important for the success of the project.

#### **Transnational partnership (Q 4)**

##### **To what extent do you commit time and resources in line with the Consolidated work plan?**

1<sup>st</sup> Evaluation: Very high (1/4), High (2/4), Medium (1/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (3/6), High (2/6), Medium (1/6), Low (0/6)

Even though partners are committing time and resources close to the very high extent, investing more than the budget is covering; it was hard to keep up with Consolidated work plan all the time. Very ambitious Consolidated work plan and Action plans are being discussed and prepared at the team meetings, as well as in our internet forum, but the execution of agreed tasks were sometimes delayed. One of the reasons for that is that the tasks are tightly interwoven and the delays are being added up during course of the project. Besides that, some national teams have suffered changes in their staff. Nevertheless, all the planned tasks were executed.

##### **To what extent are partners committed to the project?**

1<sup>st</sup> Evaluation: Very high (1/3), High (2/3), Medium (0/3), Low (0/3)

2<sup>nd</sup> Evaluation: Very high (4/5), High (1/5), Medium (0/5), Low (0/5)

Partners have been collaborating to their best, and have been committed to the project nearly to the greatest extent, which was increased in time.

##### **To what extent are partners developing mutual trust and positive attitude within the international project team?**

1<sup>st</sup> Evaluation: Very high (2/4), High (1/4), Medium (1/4), Low (0/4)

2<sup>nd</sup> Evaluation: Very high (5/6), High (0/6), Medium (1/6), Low (0/6)

Sometimes the occurring problems caused the tensions within international partnership, but the crisis has, as it seems, strengthened mutual trust and positive attitude within the international project team. The results evidently show that the mutual trust and positive attitude were present and they were also getting stronger with the end of the project approaching.

#### **Evaluation of products**

Unfortunately for the first evaluation, the coordinators of the project have not been thorough enough when explaining that questionnaire was intended for each of the outputs of the project or those that the team agreed on. Therefore partners have evaluated different outputs namely, the communication tool, the manual and national reports. This is the reason that this evaluation of products can not be performed as it was intended. Still we can offer some general views and observations regarding our products gained from the first evaluation.

In spite of just mentioned deficiency we can surely say that the mentioned outputs are more relevant for our own work than for the other promoters of lifelong learning. We expect to higher the impact of our products outwards with the dissemination which has just started at the time (May 2003). The products are useful for our further work and will be used again in other projects. The quality of our products is not under question for the partners would be quite ready to recommend it to other professionals. All the partners have contributed to the mentioned products. The products foster the innovativeness in our work and change positively the approaches to our work.

As already mentioned above we have evaluated four of our products as planned in the project proposal. These are: LLW model, Training of coordinators, Manual and ICT tools. On the second evaluation partners have used the same questionnaire for all four so they could be compared. First, we will take a look at the comparison of the products evaluated and then we will concentrate to each and every one of them and try to asses the innovativeness of it and the

changes within work practice that the product has affected.

**To what extent is the product relevant to your needs?**

Training of coordinators Very high (3/5), High (2/5), Medium (0/5), Low (0/5)

Manual Very high (3/6), High (3/6), Medium (0/6), Low (0/6)

ICT tools Very high (3/6), High (3/6), Medium (0/6), Low (0/6)

LLW model Very high (2/6), High (2/6), Medium (2/6), Low (0/6)

Following the results of the questionnaires, partners have assessed that all the evaluated products are relevant to our needs. Anyhow, training of coordinators seems to be the most relevant. Manual and ICT tools are close by and LLW model at the end.

**To what extent is it relevant to other promoters of LLL who you know but in other institutions?**

Manual Very high (3/6), High (3/6), Medium (0/6), Low (0/6)

Training of coordinators Very high (1/5), High (4/5), Medium (0/5), Low (0/5)

ICT tools Very high (3/6), High (2/6), Medium (1/6), Low (0/6)

LLW model Very high (1/6), High (3/6), Medium (2/6), Low (0/6)

The products are also relevant for other promoters of LLWs, but to a slightly lower extent. Partners are of opinion that the Manual and training of coordinators are the most relevant for others, but also ICT tools and LLW model are relevant and could be of some use.

**To what extent would you be able to recommend it to other professionals?**

Manual Very high (4/6), High (2/6), Medium (0/6), Low (0/6)

Training of coordinators Very high (3/5), High (2/5), Medium (0/5), Low (0/5)

LLW model Very high (3/6), High (3/6), Medium (0/6), Low (0/6)

ICT tools Very high (3/5), High (2/5), Medium (0/5), Low (0/5)

Partners feel that other professionals in the field could also be interested in products of the project and would use them. We could also understand these answers as the products are of certain quality and we would recommend them for their work. Here, the Manual would be the first in line to be recommended, with all other evaluated outcomes being very close. All the products would have been recommended to other professionals close to a very high extent.

The evaluated products were useful for execution of our project, but they are seen as useful also for other experts on our field. Regarding the results, some of them are even more interesting for others than for us. This is the case especially with LLW models which are seen as more useful for other professionals than for us. On the other hand, ICT tools are more useful for us than others. The last statement is quite surprising for we have mentioned how useful the ICT tools are for the communication of the project.

**To what extent did it help your in designing other products of the project (LLW plan, model, and training of co-ordinators)?**

Training of coordinators Very high (4/5), High (1/5), Medium (0/5), Low (0/5)

Manual Very high (4/6), High (1/6), Medium (0/6), Low (1/6)

LLW model Very high (2/5), High (2/5), Medium (1/5), Low (0/5)

I rdinators, but also with the Manual and LLW model. ICT tools were not seen as helpful as the others.

**How likely are you to use it again in other projects?**

Training of coordinators Very high (3/5), High (2/5), Medium (0/5), Low (0/5)

LLW model Very high (0/5), High (5/5), Medium (0/5), Low (0/5)

Manual Very high (2/6), High (2/6), Medium (2/6), Low (0/6)

ICT tools Very high (3/6), High (1/6), Medium (1/6), Low (0/6)



Partners think that products will be useful for them also in other projects. They especially value the training of coordinators, which stands out. LLW model and the Manual were graded the same, while ICT tools are not seen as useful for other projects.

**To what extent have you contributed to this product?**

LLW model Very high (5/6), High (1/6), Medium (0/6), Low (0/6)

Training of coordinators Very high (3/5), High (2/5), Medium (0/5), Low (0/5)

Manual Very high (3/6), High (3/6), Medium (0/6), Low (0/6)

ICT tools Very high (1/6), High (2/6), Medium (3/6), Low (0/6)

Partners mostly feel that they have contributed to each of the products nearly to the greatest extent. The only exception is ICT tools, which was the responsibility of SI partner and has therefore contributed the most.

In the last section we have answered two questions for each of the products. Those are: *Did the product release any innovation in your work?* and *Are you doing anything differently as a result of this product?*. Here are the comments of our international team.

**LLW model**

Partners of the project have frequently mentioned that LLW model offers them a much clearer structure, better overview and deeper knowledge of the activities used for organisation of LLW, both nationally and internationally. This, as a consequence, enables better and easier planning of activities and delegating the tasks among partners because it contains history, present and future actions for LLW. LLW model is a good framework of activities that can be changed, completed, maintained and with that constantly improved. With LLW model we have started the preparation for the next LLWs much earlier. It is especially useful for publishing purposes and dissemination of information to European professionals and media representatives.

**Training of LLW coordinators**

Training of LLW coordinators is a training method for the LLW coordinators, which was executed in each of the countries, except in Germany, which was anticipated also in project proposal. With the training our national networks are being or established for the first time, or widened and strengthened, which is the case in countries, where LLWs were organised before. The training is revealing clear responsibilities and tasks of the national/regional/local coordinators, thus constructing a consolidated network and a data base of coordinators that are familiar with a common strategy (objectives, target groups, etc.) in developing the LLW. The established networks are also active in exchanging experience and know-how beyond our project that is also on other topics concerned with lifelong learning and adult education.

**Manual**

Manual itself was a complete innovation for those, who are organising LLW for the first time. On the other hand, some countries produced it and used it before. Nevertheless, the common Manual, produced within the project, comprises the international dimension and the integration of international experience and know-how. In the Manual the interested one can find the standards and working methods for preparing, organising, executing and evaluating the LLW event. It informs coordinators how to prepare their collaboration and it provides a coherent strategy at the local, regional and national, as well as on the international level. With the Manual the planning and the organization of LLW is much more efficient and concrete.

**ICT tools**

ICT tools consist of four products: Web site, E-bulletin, Forum and Web calendar. Web site and E-bulletin have their reasons in disseminating our findings and proceedings to the professional field and interested individuals. Forum and Web calendar are seen as innovative although forums as such were used before, but it is an innovation (at least for us) to have it for internal communication for the project. Web calendar is an innovation by itself. It provides registration of all providers of

LLW events and practical, user friendly, information to participants of the same events. It also offers solid ground for evaluation of the above mentioned events. All these bring many changes in organisation of the LLW, and also to its impact on target groups. It has also improved the personal skills of some partners by using ICT tools and helped in being more familiar to this field particularly applied to professional work.

The ICT tools brought many changes in management of the project, especially on the fields of monitoring, evaluating, and disseminating. They enable more fluent, regular and faster, not to mention cheaper, communication between partners. Besides that all the communication is available all the time on the internet and accessible from wherever. ICT tools impose a new European standard and which is changing our work for the future. E-Bulletin is seen as interesting and graphically very beautiful, even though some partners are of opinion that the efforts for its publication are too high compared to the results.

## ★ Reflections on the cooperation in the LLW-Grundtvig 1 project

Prepared by:

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Based on experiences gained from the two-year involvement in the LLW-Grundtvig 1 project and - far more - from the nine-year engagement in the national coordination of the Slovenian Lifelong Learning Week, I would like to point out **two aspects** that in my opinion, have greatly tailored our work in the field of promoting and advocating the strategy of *lifelong learning for all*.

One of them is the observation that along these years, we have been **learning by doing** and that our approach has mainly followed the principles of

**'bottom-up'** project work. As a matter of fact, many findings have stemmed from experiences, i.e. from examples of good but also of 'bad' practice. Successful measures that have met with abundant response ultimately expressed via quantitative and/or qualitative indicators have encouraged us and made us proceed in the traced-out directions. Examples of this are the establishment of the network of regional and thematic coordinators, introduction of the presentation of awards to outstanding learners (in Slovenia since 1997), and the monitoring and evaluation process that has rounded-up the implementation of the learning festival from the very beginning. Mistakes or rather approaches that have not fully lead to the attainment of envisaged goals have – in the second run – lead to modifications that are more and more in line with real life and actual needs of stakeholders, be it learners, providers, politicians, media, etc. Examples of this are: organisation of national and local events during the same week, various approaches to national media that have not succeeded in attracting their attention, and approaches to potential sponsors that have not yielded any success.

In addition, several implementations and especially the respective evaluations of the LLW in Slovenia have made it possible for us to establish a generalised scheme (based on the eight-year specifics), the so called **LLW model**, which covers the most important aspects of the whole LLW project life-cycle, namely, its general identity card, relevant LLW related documents and references, LLW goals/impacts, main LLW aspects and corresponding actors, harmonised activities, LLW evaluation, categorisation of LLW providers of events, categorisation of LLW events, awards for exceptional achievements, promotional and informative material, and funding. By offering the structure of the model to partners in the LLW-Grundtvig1 project for them to produce their national LLW/LF models, common ground has been established for unification and comparisons among partners on one hand as well as for identification of country-specific features of our learning festivals on the other hand.

In my opinion, one of the biggest advantages of the cooperation in the LLW-Grundtvig1 project has to do with the incorporation of the voice of learners and aspects of the broader environment of our field of work, i.e. socio-economic, cultural and other parameters. For this purpose, **national reports on the state-of-art and needs analyses** have made it possible to start at the other end of the project life-cycle, namely with the identification of target groups and their needs, both in accordance with key priorities of the EU 'Education and Training 2010' process. On the other hand, **evaluation instruments** that have evolved from our cooperation will enable us especially in the coming years to elaborate relatively precise estimations of how the set goals have been attained. The evaluation tool contributed by our Spanish partner, CREA, has importantly enriched the longstanding Slovenian way of evaluating the LLW via questionnaires. Namely, the so called *dialogic evaluation* engaging participants in education in mutual exchange of views and demands will surely in the near future become an invaluable although 'soft' component of not only the LLW but also of adult education practice in general. On the other hand, existing questionnaires have been enriched in order to cover facts on and opinions of not only LLW providers and coordinators but also LLW participants – again, an important input for the policy of the LLW as well as of adult education in general.

I could go on with similar reflections giving some more proofs of the fact that there is nothing wrong with the bottom-up, experience-based approach since it ultimately – at a given stage of maturity - leads to the possibility of inverting the point of view and using the 'top-down' approach - where applicable, of course. In this sense, the LLW-Grundtvig1 project was certainly an opportunity for synthesising past experiences, generalising them, sharing them and examining their validity, enriching them with aspects that we have not thought of as yet, in order to continue our work at a definitely higher level. For this purpose, certain earnestness was needed and at this point I'm introducing the second theme that I had in mind when conceptualising these reflections.

According to my experience at home and at the international level, working in the field of learning festivals is geared by **enthusiasm, joy, belief** in what one is doing,... which are all elements that usually are not directly linked to professional work (seemingly for the latter, knowledge, skills, experience are of major importance). However, joining the LLW movement either provokes the before mentioned features or not; in addition, it either animates members of the LLW working group to get engaged in constant learning themselves as to improve their approaches or not. It is the same with the effect LLW events are meant to have on the wider (and also professional) public.

In spite of the 'soft' and all-encompassing work related to LLW or actually because of it, experience has shown that it is necessary to apply a certain degree of **order, structure and formality**. Things have to be determined, arranged, monitored, evaluated; guidelines have to be set in order to determine directions, goals, expected impacts and ultimately or firstly, to put the movement into a larger framework – in our case, into the framework of the education and lifelong learning policy and even more, into the framework of socio-economic development.

An example of the transfer from spontaneous development to the application of structure and form is again the network of LLW coordinators. In Slovenia, it has been developing since 1998 when certain institutions on their own accord took over a coordinating role, mainly investing their own resources. In the year 2001, with the aim of strengthening and guiding this development, our Institute decided to establish a formal network, provide recommendations for its work, render support wherever and whenever possible and finally, have some overview of impacts of such decentralised approach to LLW coordination. On one hand, Recommendations for LLW coordination reflected the practice, on the other hand they provided some non-obligatory guidelines in order not to limit coordinators but to make them acquainted with systematic approaches to elements of LLW project work. In the LLW-Grundtvig 1 project, the before mentioned

Recommendations were shared with project partners and enriched by their views and examples of good practice. The resulting Manual for LLW/LF coordination provided unified firmness which again should be applied according to stakeholders' needs and actual circumstances.

Formalisation and employment of a certain degree of structure in the LLW project work was also necessary in order to obtain moral and financial support by the Government. In Slovenia, the National LLW Committee was appointed in 1997, its major task being the surveillance of the LLW conceptualisation and implementation. For this purpose, LLW related action plans and reports have to be prepared and submitted to the Committee. In addition, the public tender for financial support of LLW coordination and organisation has been set up – on one hand this is providing material grounds for LLW coordination and organisation of LLW events. On the other hand, experience shows that a certain degree of dependency has resulted from this. In the last two years, delays in issuing the tender have occurred which seriously affected the willingness of coordinators and providers of LLW events to continue or even expand their endeavours.

Considering the above arguments, the key words seem to be the right balance – between theory and practice, freedom and creativity, and earnestness and order, between 'top-down' and 'bottom-up' work, and so on. Fortunately, the implementation of learning festivals in our countries has become an ongoing process – providing us with opportunities for learning by doing, and ultimately, for establishing this balance.

## ★ Lifelong Learning Days, Bulgaria 2004 Sofia, 8 – 10 October 2004

Prepared by:

*Maria Todorova, Emilia Ilieva*



Envisioned events 2004 on a national level

International Adult education conference in the context of Lifelong Learning

1. Presenting the “Xpert” Family Certificates
2. History exhibition “Remember for the future”
3. International Adult education conference in the context of Lifelong Learning

The conference is planned as a part of the program of the Lifelong Learning Days 2004, Sofia, Bulgaria and is a one-day-event centered around six issues.

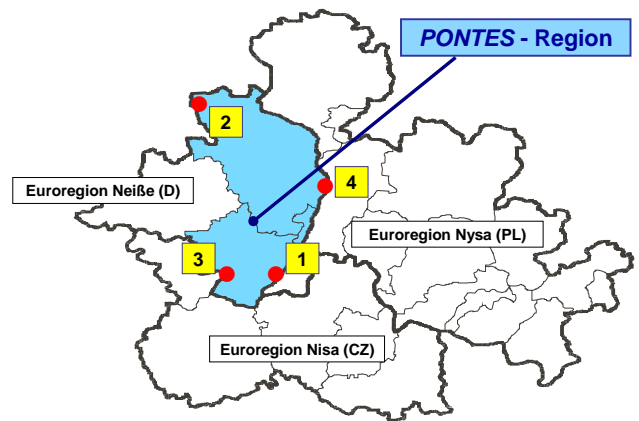
1. **Intercultural Learning** (The section will include presentations of past or ongoing projects on intercultural learning followed by a session of interactive teaching methods) Responsible: Ms Emilia Ilieva, IIZ/DVV Sofia
2. **Marketing and Management of Adult Education**, Responsible: As. Prof. Milka Atanasova Sofia University / New Bulgarian University
3. **Business and Adult Education** (The section will present existing company systems for human resource development, will question the available legislative framework and gather possible suggestions) Responsible: Mrs. Lubov Popova, “Vocational training and employability” Program
4. **Qualification of teachers/trainers** (The section will be organized in the form of a discussion) Responsible: As. Prof. Rumjana Kusheva, Department of information and training of teachers

5. **New Technologies and Adult Education** (distance learning and e-learning) Responsible: As. Prof. Viara Gurova, Sofia University
6. **Reaching Common Understanding of Notions from the Fields of Adult Education and Lifelong Learning** (The section is envisioned as an open forum discussion)

For additional information and suggestions, please feel invited to contact:

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 Maria Todorova, Emilia Ilieva

	Date	Place of the Festival	PONTES-Partner	Visitors	Participants
1	15/6/02	Ostritz	Internationales beegnungszentrum St. Marienthal	cca. 1000	25
2	27/9/03	Weißwasser new district "Glückaufstraße"	Outpost-office "Soziale Stadt"	cca. 2000	44
3	25/9/04	Ebersbach/Sa. new district "Oberland"	Outpost-office "Soziale Stadt"		65 (as per 1/8/04)
4	2005	Deschka			



## ★ Festivals of Learning in the euro-region Neisse



Up to 2002 benefit had not been derived extensively from the programme for the Festivals of Learning in Saxony and especially not in the euro-region Neisse. In 2002 the international educational network „PONTES – learning in and for Europe“ ([www.pontes-pontes.de](http://www.pontes-pontes.de)) - promoted by the Federal Ministry of Education and Research within the scope of the programme „Learning Regions“ - picked up the idea to organize the first euro-regional Festival of Learning in the three countries' borderline region of Germany – Poland – Czech Republic. Since then PONTES has been writing a success story in the region by developing its Festival of Learning programme year by year.

According to the maxim “Learning is fun” (Educational -) institutes and associations from the three countries' region present themselves at the “euro-regional Festival of Learning” by offering tests on knowledge, campaigns to participate in activities, creative activities, games and music at a „**Festival of Learning course**”. The visitors from the three neighbour countries – infants as well as seniors - are given a (trilingual) „**Festival of Learning pass**“, with it they do the different tasks at the stands of the educational institutes. They have the chance to inform themselves about the great variety of regional educational opportunities and also gain experience by „learning“ and „education“ in an attractive and entertaining way at a more exceptional place and achieve a new point of view. If all the stops of the course are completed the corresponding stamped Festival of Learning pass can be passed to play the lottery.

A **cultural programme** frames The Festival of Learning where especially cross-border educational projects are presented (e.g. day-nurseries and schools are performing little plays in the language of their neighbour). Not least of all the „euro- regional Festival of Learning“ also contributes to enable the local residents to learn about the intercultural wealth of the borderline region and get to know closer by using informal situations of learning.

It is important to the organizers of the *PONTES*-Festivals of Learning to involve all levels of society on a long-term basis already in the beginning of the whole phase of preparing the festivals. The *PONTES*-agency considers itself to stimulate the local residents and to be the presenter who supports them to arrange their Festival of Learning independently. This year, for instance, students from Ebersbach and the surrounding area created a poster in a **poster- workshop** for the first time and in this way they had good look arguing on the idea of “learning is fun?!”. The varied effects of learning, which are achieved in a Festival of Learning anyway, results in a new quality and the whole phase of preparation is going to be a complex field of learning to the local inhabitants.

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Full information referring to the *PONTES*-Festivals of Learning are available from a specially designed Web page [www.pontes-pontes.de-ponteswerkstaetten-euroregionalelernfeste/html](http://www.pontes-pontes.de-ponteswerkstaetten-euroregionalelernfeste/html).

Also detailed illustrated documents of the Festivals of Learning of the years 2002 and 2003 can be obtained.

## ★ The LearnFunFestival in the *Learning Network Region* Rheingau-Taunus



The LearnFunFestival in the *Learning Network Region* Rheingau-Taunus

The LearnFunFestival is the highlight of the *Learning Network Region* Rheingau-Taunus. It takes place once per year at different places in the Rheingau-Taunus district.

The LearnFunFestival wants to fill the region's citizens with enthusiasm for new ways of learning and special learning matters. The festival programme and the selection of the participants (education institutes) are variable, due to the changing venues each year. The LearnFunFestival gives the region's education institutes the opportunity to communicate with each other. From this fresh and inspiring event new co-operations and networks can emerge.

The second LearnFunFestival took place in Idstein on July the 3<sup>rd</sup> 2004.

“Gaining solar energy”, “Juggling” and “Hand paper making” were just three of a total of 25 classes that were held in the town hall and on the Loeherplatz in front of the town hall, which attracted nearly 2000 citizens. Children and teenagers as well as adults were all invited.

While the little ones could either try out an obstacle race, get trained by the youth fire brigade or make dolls, the adults could learn more about computers, design their own homepage or train their memory. Under the guidance of the European Technical College Fresenius one could even analyse the DNA of an onion.

The LearnFunPassport was available in the foyer of the town hall for those who had participated in more than eight activities, which meant they went into the draw for a raffle with guaranteed prizes.

Two stage programmes were on offer parallel to the 25 learning activities.

8 bands, ensembles from schools and music-schools played outside on the Loehherplatz, while the stage inside was reserved for more quiet performances like Tai-Chi and “Gymwheel-fascinations”.

In the morning pedagogues and educationally interested participants experimented in the panel: NEWlearning in 4 workshops with new methods of learning and teaching like Adventure- and Experience Education, MindMapping, Kinesiology and Memory-Training.

The motto of the LearnFunFestival „**If you learn – you win**“ was colourfully awakened to life in Idstein.

Ingrid Wulf + Sibylle Klingebiel  
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## ★ Flashback on our Lernfest (Celebration of Learning) on May 5<sup>th</sup>, 2004



### What is a Lernfest (Celebration of Learning)? What is it good for?

We asked these questions when we got the task to organise the first celebration of learning in our area. The districts Riesa-Großhain, Elbe-Elster and Oberspreewald-Lausitz had decided to hold this celebration on May 8th. It was prepared and organised by the „Regionales Lernforum im Wirtschaftsraum zwischen Elbe und Elster“.

„Boundless learning – lifelong learning“ was the basic idea. Learning and education should be realised in different ways, fun in learning should be taught. All spheres of life and all age groups had to be considered. And extremely important: in contrast to fairs all visitors should be motivated to take an active part in one or the other way at the different stands.

Those were our instructions to all the people involved in the celebration. Rough drafts and working plans were developed. Costs had to be calculated, sponsors had to be found. The public had to be informed via press etc. Over 500 schools, organisations, firms and facilities for further education had to be invited officially.

Then, on May 8th, 82 acting persons made a success of the 1st Lernfest (Celebration of Learning) with their informative and demanding contributions. Two patrons could be won for this day: the Brandenburg Minister of Education, Mr. Reiche and Saxon State Minister of Economy and

Work, Mr. Dr. Gillo, who sent their representatives. Besides the Regional Administrators and the Mayor, a representative of the British Embassy could be welcomed.

The performance on stage, presented by Mr. Jußen from „Antenne Brandenburg“ was appreciated. Acting persons could be found with their offers in 23 rooms of the grammar school and in the regional music school as well as at 50 stands in the area outside.

Generous support for the organisation was granted by the city of Elsterwerda, the administration of the district Elbe-Elster, the headmistress of the grammar school and a lot of voluntary helpers. What could be experienced – here are only few examples:

- ★ One school lesson 100 years ago
- ★ Working with wood and metal
- ★ How can I eat in a healthy way?
- ★ Nordic walking - take part in it
- ★ How can I put out fire?
- ★ Which job corresponds to my abilities and likes?
- ★ What is offered in facilities for further education?
- ★ How can I keep fit in my old age?
- ★ Paper production
- ★ recitals by young authors
- ★ Is my blood pressure normal?
- ★ What about the inner of computers?
- ★ handling the Internet
- ★ e-learning – new methods
- ★ singing – music- sports in different variants
- ★ podium discussion on the learning regions Brandenburg
- ★ advisory tips on cosmetics
- ★ pottery, make-up, competitions in different skills

About 2000 visitors came to our Lernfest. „A successful experiment“ was the title of an article in the local newspaper „Lausitzer Rundschau“.



Opening of the Lernfest by the Chairman of the „Regionales Lernforum“ Ltd., Mr. Hauptvogel



Area of the Lernfest at the grammar school



Test of skills at stand of vocational training BTZ Großenhain-HWK Dresden





„Robby“, the school-circus of the comprehensive school

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Homepage: [www.regionales-lernfest.de](http://www.regionales-lernfest.de)

With the support of:



Europäische Union Europäischer Sozialfonds



Bundesministerium  
für Bildung  
und Forschung

## ★ Lernfest Galus



About 400 people  
took part in the first  
“Lernfest” in  
Gallus, a district of  
Frankfurt am Main.  
About 26.000

people live in this former industrial district, nearly  
half of whom have some experience of  
immigration.

The event was organized by the counselling centre  
“Lernviertel Gallus”, which belongs to a network  
for social integration and integration in the labour  
market within the program “Lernende Regionen”  
in Frankfurt, Hanau and Offenbach.

**“If people in Gallus knew what they already  
know....”** was the motto for the Lernfest. With  
more than 25 other educational institutions and  
clubs – professionals and volunteers – our aim was  
to show the variety of existing learning and  
educational opportunities mainly for adults. We  
particularly sought to show new forms of learning,  
to facilitate new experiences with education and to  
encourage a dialogue with the visitors about what  
is available and what is still needed in their  
district.

Above all it was to be an event with a lively  
presentation of information and offers to get  
people involved.

For this purpose we developed a concept with 3  
elements:

### **Advertising with interaction and aspects of learning**

starting a month before the Lernfest

### **Lernwoche**

from 2<sup>nd</sup> to 7<sup>th</sup> February 2004

### **Lernfest**

on 8<sup>th</sup> February 2004



## Advertising with interaction and aspects of learning

To advertise the Lernfest and to come into contact with people in the district we presented two exhibitions of photography in everyday places. When people went shopping in a Turkish grocery or during a coffee break at a train station, they could share visual impressions of female immigrants about learning and living in Frankfurt, going together with their thoughts in German and Turkish.

A picture game with attractive prizes from local traders encouraged people to pay attention to their neighbourhood. People had to match photos of educational institutions with their corresponding names and addresses. We also used more common advertising channels, eg. posters, flyers, news items, radio and announcements in different languages.

### Lernwoche

For a whole week people in Gallus could visit different institutions holding their open-days, follow a guided tour visiting various educational locations in the district, participate in various courses or enjoy a reading. In this way people could gain an insight into various subjects and get to know how the organisations work.

Topics included for example “Familiarisation with the World Wide Web” or “How to develop the skills required in today’s labour market”. There were courses available for those interested in improving their writing skills as well as those wanting to improve their business communication in German.

One could visit a project where young offenders were instructed by a social worker and a sculptor, creating monuments for the district, as well as visiting a learning and leisure centre for kids and their parents. In a Turkish restaurant people could listen to a lecture about the experiences in the international library in New York-Queens and its smaller counterpart in Gallus, whose concept ensures easy access to the library, especially for immigrants. But not only professionals were presenting their work and processes of education; adults who were learning the written German language presented stories about how their life had changed since they learned to read.

### Lernfest

The main event was the Lernfest on a Sunday in a school in the district where all kinds of different activities were on offer: workshops, consultations, performances, computer-aided information points (for example for vocational guidance) and even sport und music.

As a kind of education fair there were many things to see, to look at, to hear, to experience and to participate in. The program included for example:

- ★ Vocational guidance
- ★ Preparation for a job interview
- ★ Learning German by computer self-access
- ★ Learning different languages in tandem – teaching each other one’s mother tongue
- ★ Information about the German school system for Turkish people
- ★ Narrating stories by Italian parents and by an international family centre
- ★ Meditation and Qi-Gong
- ★ Internet and computing for women
- ★ Greek dancing, Turkish theatre and South-East European music

To give as many people as possible the chance to participate we had interpreters to accompany visitors and translate announcements.

We were very satisfied with the success of the Lernfest, which offers a new means of presenting the aims, ways and processes of learning. In this

sort of dialogue with the people the institutions can become learning organisations themselves.



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## ★ „The Brain„ winner of the first learning festival at Gifhorn



Spelling tests, the taking of dictations with foreign words and a knowledge marathon – all that reactivates grey cells. Learning can be combined with fun; this effect was visible at the first Learning Festival at Gifhorn on Saturday, June 5<sup>th</sup> 2004. Even



fishing in soapsuds or racking the brains about „WINNEWORP“ results in knowledge.

More than 30 companies, clubs and institutions accepted the invitation of LENZ and supported the Learning Festival by organising activities and some booths. It was worthwhile! Many families took the opportunity to get news and information. The kids who went fish hunting like otters at the action booth of the fish otter protection organisation could not easily be lured away from that attraction. With their hands in soapsud they could experience how the otters are fishing in muddy waters. The neighbourhood attraction was company BUTTING where handy skills must be used for cutting tubes and solving candle holders. The company informed about their activities and their professional training.

Books and learning soft wares were awarded as well as an interesting stage show programme with sportive activities, music and dance and exercises of the dog sport association. Among various tests was a language test in low German. Many guests assumed the word "Winneworp" to be a worm. However, that was not right – it was a mole.

The highlight of the festival was the award show for the "LENZe". Weeks ago, the learning festival pupils and trainees had started creating a LENZ which should deal with the subject learning. 20 objects had been exhibited in stores at Gifhorn three weeks before the festival. Winners were all the 200 participants. All the objects were very creative and could be admired. Thanks to many sponsors everybody could receive a little gift coupon.

A jury of artists, the press, LENZ and the saving bank foundation, which was donator of the main prizes, had selected the best three works of art. The first prize was donated to "The Brain" which was brain model made of wires, cables and connected lights. On red and blue boards deposited next to the two brain parts the pupils of a model test named "learning on other standards" the primary school and the secondary school Calberlah, learnt all the inside of the two brain parts. A tape supplied further

information. The second prize was donated to a huge learning platform and the third prize was a “learner” made of scrap metal.

People, who were not yet satisfied with the actual activities, could create a wooden LENZ at the booth of the local art academy called Kreiskunstschule”.

Many people with a desire for knowledge could be satisfied at the LENZ – Construction and Action and the festival. This first LENZ learning festival had no special theme however, it had reflected the variety of learning potentials in the district of Gifhorn.

The festivities are hardly over and a new learning festival in 2006 is already in the planning phase.

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## ★ The Learning Festival in Krasnoyarsk, Russia

Prepared by:

Sebastian Welter  
IIZ/DVV



### Introduction

The Siberians like quoting the words of the famous Russian scientist Lomonosov, “Russian wealth will grow through Siberia”. What is meant by this is usually natural resources, forests, minerals, etc. However, Siberia is an amazing land not only geographically. Amazing are people inhabiting this land. By the latest data, over 120 nationalities live here. Only few of them are indigenous, such as Nenets, Buryat or Evenk, the rest appeared here through a well-know Russian tradition established as early as the 16<sup>th</sup> century and developed through the 20<sup>th</sup> century: to send the unwanted people as far away from the Metropolis as possible, especially as the space and the size of the country

allows for this. The contemporary population of Siberia consists of descendants of those rebels and dissidents who protested against the regime. Yet in recent years the number of those who come here *on their free will* has been growing. Especially intensive are three flows of migrants: from Central Asia, China and the Caucasus. Thus, Siberia has much room for the “dialog of cultures”.

**The festival of adult learning initiated by the Siberian Adult Education Association (SAEA), one of the IIZ/DVV partners in Russia, was held in Siberia for the third time:**

- ★ First festival: “Social Partnership in Adult Education, Novosibirsk,
- ★ Second festival: “Adult Education and Quality of Life”, Novokuznetsk,
- ★ Third festival: “Dialog of Cultures and Adult Education”, Krasnoyarsk.

The territory of the festival covers vast expanses of Siberia: 2100 km from North to South, and 2700 km from East to West.

### Participants.

The Third Siberian Festival of Adult Education was attended by representatives of educational institutions and organizations, authorities and mass media from 12 regions of Siberia: 103 people from Krasnoyarsk and 62 people from other regions. 24 SAEA member organizations participated in the festival. The guests of the festival were the President of the Pskov Regional Adult Education Association, the Chair of the Board of the All-Russia Znanie (Knowledge) Society, the President of the Armenian Foundation of Adult Education and Lifelong Learning, the Head of the Georgian Center for Professional Training and Employment, representatives of the IIZ/DVV offices and missions in Russia and Azerbaijan, and the Head of the Russian-German Meeting Center at Petrikirche in St.-Petersburg. Their involvement not only illustrated the idea of the dialog of cultures but also gave the opportunity for mutual enrichment and exchange of information and experience in the professional area. Totally more

then 300 people took part in the different events of the festival.

**The main goal of the festival** was to raise awareness about resources and opportunities of adult education in developing the dialog of cultures on the way to the civic society and to exchange experience of various educational organizations in this sphere. The festival concept implied a very wide understanding of the dialog as a productive exchange between adult education organizations and society. Adult education can promote interaction among different public institutions: authorities, business, mass media, as well as interaction among various cultures and nationalities. Focus on dialog in the wide sense must be a basis for the development of personal tolerance of the adult educator working, for example, with rural residents, or of the secondary school teacher, or of the specialist working with the elderly. The main task in the dialog of cultures is to establish the necessary processes of communication and understanding. This approach allowed the festival participants to enlarge their own vision of adult education and, especially, of active learning methods as a tool to solve social, political and cultural problems, and to develop ideas for including the principles of dialog in their educational programs in order to promote civic society in Siberia and in the country on the whole.

**The program** of the festival was based on this concept and included a scientific and practical conference, a roundtable discussion, different workshops (Business Cultures and Their Influence on Strategic Alliances, Dialog of Cultures through the Development of a Theatrical Linguistic Space, Studies of Cultures as a Foundation for Intercultural Competence, Legislation for Migrants and Foreign Citizens, Workshop for Adult Educators Working in Villages, Social Responsibility of a Journalist and Dialog of Cultures, Talk Café for the Elderly, Dialog of Cultures and Establishment of a Common Educational Space, and the workshop for teachers We Are Different but We Are Together), and participation in the Fourth City Festival of National Cultures “Siberia Has Made Us Relatives”. During the latter event the square in front of the City Concert Hall was filled with

households of different nationalities living in Siberia. Members of various national and cultural unions dressed in traditional costumes invited the festival participants to taste national dishes, sang their folk songs, danced folk dances and showed the secrets of their traditional crafts. The festival participants noted that such habitual ethnographic adult education activities still had a lot of advantages, especially, in developing interethnic tolerance.

#### **Evaluation of the festival and some feedback from participants and guests:**

- ★ Extraordinary methods! I have never thought that you can learn a foreign language through emotions. Only you have to become something like a child and to learn how to trust yourself. This is very important for my work with women, who due to the heavy burden of professional work, family duties and household routines cannot believe in their own talents. Such unusual methods are our future!
- ★ If we understand the dialog of cultures as the dialog of national cultures, then for us this topic is urgent first of all in its international aspect since the population of the Pskov Region is rather homogeneous, and we don't have any serious problems in regional intercultural relations. However, if we accept a broader understanding of this problem as a dialog of various social groups: urban and rural residents, authorities and NGOs, employers and employees, etc., then this is a priority theme in our activity because we are convinced that a composed and consistent dialog must be a basis for democratic society.
- ★ As for my expectations, they have been surpassed 100% and even 200%. I am still under the indelible impression not so much from the festival activities and workshops but from the people that I have met. I think the greatest advantage of the Siberian Festival is the unique atmosphere of happiness from communication, when any person even after a fleeting contact with you becomes your intimate friend, hopefully, for life. This can't be traded for any innovative methods or trendy tricks.

- ★ The festival gave me the opportunity to feel as a child again and to enjoy it immensely. Here I have understood that if we learn how to teach adults, we can better understand our children and learn how to teach them better.
- ★ Representatives of authorities: the festival has demonstrated the capacity of adult education in diverse spheres; we have received new ideas for our work and have seen new goals; for example, we have concluded a contract on training rural specialists in interactive methods of adult education.

Thus, in the opinion of the participants, the festival has given room for generation of new ideas, experience exchange, and acquaintance with new working methods.

**The next question** is how the ideas of the festival will be developed locally, in the 12 regions represented here? Already in Krasnoyarsk, the festival participants planned such local activities as regional days of education, conferences and press-conferences, learning festivals, etc. The mass media representatives participating in the festival promised their information support to local activities. It has been proven many times that those who even once participated in such festivals or other adult education events can no longer be indifferent to the problem. The festival has already generated dozens of publications. It has given the opportunity to authorities to try on a new role, a role of an adult learner, and simultaneously to communicate with their colleagues, leaders from other regions. On the whole, we can say that the Dialog has been established and the corporate spirit of adult educators in Siberia has been strengthened.

However, a number of **questions** have **still** remained **unanswered**:

1. How efficient is a talk on serious problems in the festival environment, or can a scientist hold a bright balloon during his or her presentation?
2. How to involve more public, a “stranger from the street”, in the learning festival? How to break the deep-rooted stereotypes about the learning process?

How to support regions involved in the festival in their follow-up activities?

How to combine a relaxed and liberal festival atmosphere with the wish of the participants for a more serious theoretical and methodological base of the event?

## ★ First Spanish Festival of Learning 2003

Prepared by:

*Isabel Garcia Longoria,  
Montserrat Morales Corraliza*  
FEUP, Spain



“Adult Education in Brazil today. The legacy of Paulo Freire, 3 December 2003, UNED, Madrid

The Spanish Federation of Popular Universities (FEUP), in collaboration with the Center of Social and Educative Research of the University of Barcelona (CREA), and other institutions such as UNED (Spanish National University of Distance Learning), The Spanish Ministry of Education, Culture and Sports, The Ministry of Employment and Social Affairs, among others, celebrated the **I Festival of Lifelong Learning and Adult Education in Spain “Life is an opportunity to learn” in November 2003**. The Festival was organised within the framework of the Grundtvig project “Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement” (Project Reference No. 100924-CP-1-SI-GRUNDTVIG-G1).

Over 100 people attended a Conference under the title “Adult Education in Brazil today, the legacy of Paulo Freire” organised as part of the national and international activities to celebrate and promote the I Festival of Lifelong Learning and Adult Education in Spain; this conference was organized by the Spanish Federation of Popular Universities (FEUP) in collaboration with the Postgraduate Adult Education Course, Department of History of Education and Comparative Education, UNED and CREA.

The event was introduced by the Professor Mr. Florentino Sanz from the Postgraduate Course, UNED and by a research specialist in Freire.

This introduction was followed by Nita Freire<sup>1</sup> who highlighted some of the key ideas of the educational thought and pedagogy of Paulo Freire. These are some of the ideas that she explained to us, **some words of thought for us all:**

- ★ There are two forces that move the world:
  - the justified anger, and
  - love.

The body is a “sensible being to the world”.

- ★ It is important and necessary to express in our own words, as Paulo said: “the denunciation is the announcement.” It is the strength of the spoken word.
- ★ An essential tool of Freire’s pedagogy is the development of the process of critical “consciousness”, this is the process that allows people to question the nature of the environment in which they live and their personal relationships.
 

“To know what happens to us” involves also the knowledge of the social and political situation. It is important to relate closely practice to theory. Tutors can be leaders who understand the needs of the community.
- ★ Education embodies “the totality of the Human Being”, it does not just mean academic training and training for employment. We are human beings “bodies who talk”, feel and react to our situation.
 

It is vital “to listen to others.”
- ★ Central to Freire’s pedagogy are “words that generate and create”, with a built in significance for communication, (eg. this technique consists of each person writing a word, using all the letters of the alphabet, about a common theme).

- ★ The “obligation of the Human Being” is to fight for humanity’s better world, to the end of our day.
- ★ We are human beings who try “to be more”: to be more human, more supportive, more generous, more respectful to other people.
- ★ The most important virtue in a person is Tolerance. It means patience, humility and to learn from others’ knowledge and experience.
- ★ It is necessary to “rescue common sense” with intelligence and creativity.
- ★ “I” need to understand “Others”. I am capable of Loving.
- ★ Violence disappears when there is the possibility of “creative and cultural projects...”
- ★ Freire’s work continues to be reinvented according to the political changes and social movements of today’s Brazil, under President Lula.
- ★ We are political subjects. We live in society.
- ★ Adult Education has a mayor impact on Communities making them more “political.”
- ★ A problem arises because the “Powers” do not want education with a political content and in this way can carry on with the “exploitation of the People.”
- ★ There are many good experiences, as in Brazil and in other countries, of believing in rebellion: “To feel the need for more Humanization,” and to act even against the current, in order to make some advances in the social system.
- ★ Everyday each of us has to do the possible, so tomorrow the impossible will become a reality, to get together theory and practice in the process of humanization.

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<sup>1</sup> wife of Paulo Freire.

- ★ The arrogance of the powerful stops them from listening; a clear example is President George W. Bush.
- ★ Listen to learn, there is no difference between listening and learning. When somebody is teaching they are also learning.
- ★ We must make an effort “to listen” instead of “to teach”. Paulo was a person who listened and learned from everybody.
- ★ Traditional education says the opposite: it makes clear who teaches and who learns, who is the teacher and who is the learner...

Freire's pedagogy, Adult Education and Lifelong Learning all have a shared believe with the problems of the people: “we must accept others as equals.”

## ★ Presentation of FEUP team and some important people in the I Festival on LifeLong Learning and Adult Education

Prepared by:

FEUP Team



The Spanish Federation of Popular Universities is an organization with more than 3.500 professional personal working together in adult education within an organized network of LLL and AE. Mr. Manuel Pérez Castell, the President of FEUP, is also the Mayor of Albacete, he is an important politician in Spain. Our Vicepresidents are: Mr. Francisco Martos Ortíz, Mayor of Castuera (Badajoz) and President of the Association of Popular Universities of Extremadura, and Mrs. Maria Manzaneres Carrera from the Local Government Official responsible for the Popular University of San Sebastian de los Reyes (Madrid). On our Executive Board, we have 23

political and technical representatives, of 12 Autonomy Regions in Spain (Andalucía, Aragón, Asturias, Canarias, Castilla La Mancha, Castilla León, Extremadura, Galicia, Madrid, Murcia, La Rioja and Valencia). The central team of FEUP is coordinated by Mrs. Isabel García-Longoria Serrano and Mrs. Montserrat Morales Corraliza, they are supported in this function by Mrs. Esther Francia Arenas and Mrs. Celia Vera Plaza. This central team is assisted by the heads of the 231 Popular Universities in Spain.

Manuel Pérez Castell, the President of FEUP  
general coordinators of FEUP



Florentino Sanz Vice (UNED)  
Francisco Martos Ortíz - Vice President of FEUP

All they have taken a very active participation in the Spanish Festival LLL and AE.

We are qualified professionals from different fields: Politic, Philosophy, Pedagogy, Sociology, Psychology, History, Communication and Information Technology... We have agreed to work in some common issues like, social transformation to democracy, justice, equality on diversity, intercultural learning, and basis education, lifelong learning for all, cultural development, use of TIC in education, etc.

FEUP professionals have disseminated and promoted the idea of celebration of this event in their General Assembly (April 2003), and we have



had several seminars and meeting in Madrid and in the regions to encourage the participation in the project of the First Festival of LifeLong Learning and Adult Education in Spain (November 2003), with the participation of interested partners of FEUP and in other networks of adult education in Spain.(1)

We work in close conjunction with the Spanish Ministry of Education, specifically with the Head of LLL and AE, Mrs. Amparo Azorín, who gave us much support in initiating this type of event. Also Mr. Florentino Sanz Fernández, Vice-dean of the Spanish National Open University (UNED), of Pedagogy and Research from Education Faculty, collaborated in the celebration of the National Opening Ceremony in the central building of UNED in Madrid, with the support also of the Spanish Social Affairs Department.

There are many people who have participated in the celebration of the I Spanish Festival LLL/AE in Spain: FEUP members, friends and colleagues of other organizations of Adult Education, who have collaborated at national, regional and local level.

Especially there were learners who share us their “Histories of Learning” with us. We have highlighted some significant and personal “Learning Histories” from local, regional and national level. In the Nacional Open Ceremony of our I Festival LLL / AE in Spain, we have presentations from four women learners, representing the learners in Popular Universities: Mrs. Carmen Rosas, from Extremadura (Miajadas/Cáceres), Mrs. M<sup>a</sup> José Gallego, from Castilla La Mancha (La Solana/Ciudad Real), Mrs. Teresa Lozano, from Madrid (Alcorcón) and Mrs. Victoriana Marcilla, from Castilla León (Palencia). They explain to us how important is to have the opportunity to learn.

Mrs. Carmen Rosas, 73 years old, have recently learn to use computers, through the project of New Centre of Knowledge of the Popular Universities of Extremadura: “I didn’t think I will ever work with computers, went I see my poems on the computer’s screen, I feel so please, that I could not

stopt writting. Now I have my own web page where I publish my books”.

Mrs. M<sup>a</sup> José Gallego, 32 years old, who left the school at 13 year old, to work in a textile factory. She began to study basic education in the Popular University of her town, now she present a TV program, and work with handicap people. “Popular University has been a life-saving for me, even when I have had work or health problems. After some period in Popular University I began to collaborate with the theatre group of Popular Universities, enjoying learning, and open me new possibilities to life and work”.

Mrs. Victoriana Marcilla, 50 years old, house-wife who wish for cultural enrichment in her life, attending Popular University to participate in arts courses, cinema and literature – debates in relation to current events, etc “if you stay at home you feel horrible... it is necessary to meet people of all kinds and make friends, to share opinions and points of view... I do not need to study these courses to look for a job. I thought I have forgotten all that I have learned in the school, which I left at 14, but it is not true; you always remember a lot of things. For my friends and myself, our participation in Popular University is like to be sleeping and then to wake up”.

Mrs. Teresa Lozano had their encounter with the Popular University went she belong to the Association of Parents in her child’s school. She represented another important area of work in LifeLong Learning and Adult Education for the Spanish Popular Universities, to promote the Associations. She began to participate in the Popular University “I studied basic education, and secondary studies... with the support of Popular University of Alcorcón, I founded a company for women working with publicity. After that I encouraged another women to participate in different associations and to continue learning in the Popular University, like me. I have developed a very active Women Association and another associations of different types. Now I have founded, with my colleagues, the Businesswomen Association of Alcorcon, that is working wery well”.

This Festival has had a huge projection on the Media. Some articles have been written about our Festival and these examples of “Learning Histories”, in national newspapers (El PAIS, ABC) and regional and local press. We have got the attention of the national TV and radio, and regional and local media too. This matter, the dissemination of what we do in Adult Education and LifeLong Learning, is very important and necessary to encourage and involve more people in LLL and AE and to spread and make visible in which ways Adult Education is useful for people to develop themselves.

We are all very pleased to have contributed to this successful Event.

We special thank to all our international partners, NIACE, UNESCO, EAEA and GRUNDTVIG LLW5, their collaboration, and Mrs. Ana M<sup>a</sup> Araujo Freire, who gave us opportunity to share the Paulo Freire legacy in Adult Education, taking part in the National Activities of the Spanish first Festival of LifeLong Learning and Adult Education.

The Festival has had a large impact on the relationship between learners, and professionals of Adult Education and politicians, who usually operate on different levels: local, regional, national and international, and do not normally have the opportunity to meet each other.

We are learning a lot making this I Festival. As we say in the Spanish I Festival of LLL and AE “Toda la vida es una oportunidad para aprender / Life is an opportunity to learn”.

The last Congress of the Spanish Federation of Popular Universities (16<sup>th</sup>.-17<sup>th</sup>. April 2004. Puerto de la Cruz, Tenerife) agreed, to celebrate the II Festival in November of 2004, with all possible collaborators. We decided to continue with the celebration of LifeLong Learning and Adult Education Festivals in Spain in the future years, because we find it a very interesting way to promote adult education and the collaboration among institutions, in an inclusive sense, with the

synergy of efforts and resources and being on the agenda of politicians.



## Bravo to me!

Prepared by:

*Milka Atanasova,*

*Emilia Ilieva*



*Milka Atanasova and Maria Todorova*

It is a very good chance to say nice things about my self. And I hope all of you to do the same!

First of all I like to think positively. That's why I try to accept people without any prejudices. In such a way I keep my self in a good condition which is very important particularly when I have to solve difficult tasks or problems.

I like to dance, to swim, to practice fitness and jogging; I like to listen to music, to read books about the culture and the history of different countries or autobiographies of famous people! I like to travel so much! And to dream!

My motto is "Stabo"- it means "I will stand up"! My family is very important in my life- I mean my sons and my husband! Thanks to them and to my students, I am (I hope) a good teacher!

In short it is me! I feel like a very young lady! And I am! What about you?

*Milka Atanasova*

My name is Emilia Ilieva. And I believe that as Gandhi has so eloquently said it “We must be the change we want to see in the world.”

Therefore I could describe myself as a dreamer. Dreamer for a world that I envision – and I make my steps in promoting change on personal and social level through variety of projects and initiatives going along the issues of raising personal awareness and fostering understanding about the oneness of people.

*Emilia*

## ★ CREA. Centre of Special Research in Theories and Practices that overcome inequalities.

Prepared by:

CREA Team



CREA is a research center at the University of Barcelona created in 1991 with the aim to promote theories and practices for overcoming social and cultural inequalities existing in our society. CREA develops different lines of research by using this objective as a base, including gender, information and communication technologies, or overcoming social inequalities. The following two research groups exist in CREA:

- 1) **Arab-Muslim study group.** Study of cultural inequality of the Arab-Muslim collective and the immigration process.
- 2) **Centre of Romá studies.** Analysis of the social and cultural inequalities that the Romá community has suffered throughout history. Design and implementation of practices that overcome this situation.

One of the bases characterizing our research is that it is inter-disciplinary. Researchers from different

academic disciplines (sociology, pedagogy, economics, political science, history, biology, didactics, etc.) form part of the work groups of the projects developed at the centre. This characteristic, combined with the participation in the research I+D<sup>2</sup> at national and European level, assures scientific excellence, supported by publications in the most prestigious editorials and magazines on both national and international level<sup>3</sup>. The theory developed by CREA emerges from the continuous reflection on the most relevant works in the Social Sciences and the dialogue that for some years has been established with the most cited theories by the scientific community, as is the case of Alejandro Portes, Judit Butler, Ulrich Beck, Jurgen Habermas, etc.

The members of CREA that form part of the project *Widening and strengthening the European dimension of the lifelong learning week movement* are:



**Lidia Puigvert** is a doctor in Sociology and professor at the University of Barcelona in the department of sociological theory, philosophy of law and methodology of the social sciences. She combines the teaching facet with that of

research. Her lines of research are related to gender socialization, feminism and the contemporary sociological theory. She is the author of different articles and books that work with: *Women and Social Transformation* (2003), *Contemporary sociological theory* (2003), etc.

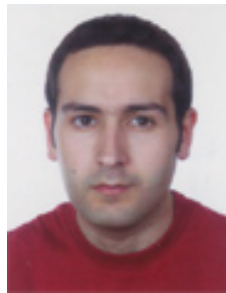
<sup>2</sup> The I+D (Investigation and Development) projects are of the highest quality and scientific relevance at the European and State level. In some ways they are the base for the design of social policies. .

<sup>3</sup> Members of CREA have had their work published in prestigious editorial such as: Rowman & Littlefield publisher, Peter Lang; or in magazines cited at an international level such as the Harvard Educational Review.



**Montserrat Fisas** is a professor at the University of Barcelona in the department of theory and history of education. For many years she has been involved with adult education and at present is teaching in an adult centre in the province of Barcelona (CFA Jaume Tusset). Her line of research is related to the accreditation of previous experience and the skills developed in the work field.

**Sergio González** is a researcher at CREA and has participated in different I+D research at a state and European level, among those that stand out: *Workaló. The creation of new occupation patterns for cultural minorities: the gypsy case, ACCESS*. (University Adult Access and Social Exclusion. University Adult Access Policies and Practices across the European Union and their consequences for the participation of non-traditional adults). He obtained his Diploma of Advanced Studies with the project that discussed the abilities of the Romá community in the labour market.



**Elena Duque** is a doctor of Pedagogy at the University of Barcelona and a member of CREA where she has participated in different I+D research at a state and European level. Her line of research is centred on the preventive socialization of gender violence. She has recently published the book: *Dialogar y Transformar. Pedagogía crítica del siglo XXI (Discuss and Transform. Critical Pedagogy of the XXI century)*, (2004)



**Oriol Ríos** is a researcher at CREA where he has participated in different State and European I+D projects: *ETGACE. Education and Training for Governance and Active Citizenship in Europe, Brudila Callí. Roma Women against exclusion. Overcoming absenteeism and school failure of Roma girls and adolescents*. He is a volunteer at the adult school of la Verneda-Sant Martí, and in the research field, he is working with the processes of socialization related to masculinity.

## ★ Team members of IIZ/DVV

Prepared by:

*Sebastian Welter,*

*Sabrina Boscolo Lips*



The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV, a registered association) operates nationally and internationally. It has been cooperating for 30 years with state, civil society and university partner organizations engaged in adult education in nearly all parts of the world:

- ★ In developing countries and countries in transition in Africa, Asia, Latin America and Europe, we seek to establish and support adult education which responds to the situation in each partner country, is guided by objective criteria and functions in the interests of the poorest sections of the population.
- ★ In the industrialized countries we foster professional interchange and, increasingly, project cooperation.
- ★ We play a part worldwide, together with the specialist adult education associations that operate regionally and globally, in the necessary work of disseminating information and lobbying.

## Our Guidelines

- ★ the guidance and skills training functions of adult education as an integral part of lifelong learning
- ★ its emancipatory importance for social and individual development
- ★ the part played by history and culture in determining its aims, content, forms and methods
- ★ solidarity with people's struggle for development in partner countries, which ultimately has a moral basis
- ★ the aim of setting objective goals in cooperation with our partners

**The members of IIZ/DVV** that form part of the project *Widening and strengthening the European dimension of the lifelong learning week movement* are:

**Sabrina Boscolo Lips** studied Pedagogy at the University of Cologne. At that time she was



involved in a university research group on special pedagogy in Kenya, a project that ended with a publication on the topic (*Leben am Rand der Gesellschaft, ars una 1996*). She finished her studies with a thesis on Self-Help-Groups. Afterwards

she worked in the field of adult education for several years and initiated the Learning Festival in Bonn in 2000 which she coordinated three times. Beside her work in the field of lifelong learning and Learning Festivals for the Institute for International Cooperation of the German Adult Education (IIZ/DVV) she is working in the field of drugs abuse and addiction.

**Sebastian Welter** studied East European History, Political Sciences and German Philology at the Universities of Tübingen and Bonn. During university studies he participated in organization and realization of study tours and youth exchange

programs for East European students on behalf of several educational institutions. Since 1999 he works for the Institute for International Cooperation of the German Adult Education (IIZ/DVV), first as Director of the IIZ/DVV-branch at St. Petersburg, Russia. Since 2002 he is responsible for coordination of project activities in East- and South East Europe and the EU-accession countries.



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## Presentation of the Slovenian team – informal approach

Prepared by:

*Olga Drofenik*

*Slovenian Institute for Adult Education*



Our engagement in the LLW movement is making us more and more sensible for non-formal and informal activities in learning processes. And this has touched also our habitual way of functioning at work as well as in everyday life. That is why we have decided to present ourselves in a slightly different, more informal way. Those more interested in our professional work can check our bibliographies that speak of our professional achievements on the web page <http://cobiss.izum.si/>. On this page you have to choose EN version, then Bibliographies, and afterwards Bibliographies of researchers and professionals and fill in the name of a person that

you would like to know more about. In this article however, we would like you to get an impression of us as persons, loving their work, having different plans for the future, hobbies and favourite books.

We all were or still are students of the University of Ljubljana. We are contributing to the development of adult education in the context of the lifelong learning strategy as adult educators coming from different fields of humanities and natural sciences: economy (Zvonka and student Alenka), languages (Olga), sociology (Darijan), architecture (Nina) and computer and information science (student Franci and Zvonka's masters degree). All of us have worked in the field of education in a certain period of our careers, either full time, part time, or voluntarily. At the moment we are all taking part in different international and national projects of the Slovenian Institute for Adult Education.



**Olga Drofenik** started her career in 1971 as a teacher of mother tongue for young adults in a

second chance school at Folk High School in Maribor. Later she worked as a researcher in the field of social sciences. In 1989 she joined the area of adult education:

research of the conception, strategies and changes of AE system, evaluation in AE and adult literacy issues were her favourite topics. She was a member of the group that laid foundations for the establishment of Slovenian Institute for Adult Education. Her expertise and post enabled her to incorporate adult education into most important developmental or strategic documents adopted by Parliament and Government. In the future she would like to devote her professional time to promoting AE by publishing articles in professional periodicals as well as in mass media. She also wants to initiate more systematic involvement of local communities in developing lifelong learning and adult education. She was born with green fingers and gardening is her second love, her family and grandson being the first. If you ask her which book is her favourite, she finds the questions too hard to answer it with only a title or two. So here is the top four: Wilder, T.: The Eight Day, Böll, H.: Group Portrait with a Lady (Gruppenbild mit Dame), Mitchell, M.: Gone with the Wind and Morgan, M.: Mutant Message Down Under.

**Zvonka Pangerc Pahernik** first professional experiences – research, development and implementation of computerized decision support systems – have provided her with knowledge and know-how that is rare in the field of AE. She joined the AE arena as part time worker in 1993, researching financing of lifelong learning to get fully employed by SIAE two years later. She has been engaged in developing and implementing adult education information and documentation services and models, and computer applications designed for monitoring of adult education supply. She has a nine-year experience as national coordinator of the Slovenian Lifelong Learning Week but her primary post is head of the cluster for promotion of lifelong learning and ICT support in AE. Further more, as member of an EU working group, she is engaged in the field of indicators and standards of education and training systems, and she also participates in an Eurostat working group

designing the new EU adult education survey. Her work encompasses so many diverse fields that she has not found the time and willpower to start working on her PhD. She is enjoying her work and the many opportunities for constant learning it offers, but she might go back to formal education once more, let's see.



Zvonka is nearly addicted to jogging, mountaineering and long walks with her dog. In the past two years, the latter somehow took the place of her two daughters who are 19 and 21 and have gradually started to live their own lives. Zvonka creates in her private life too, pottery being only one of the tools she masters. She also enjoys reading, among her favourite readings are A course in miracles as well as works by Hermann Hesse.

**Darijan Novak** has started his career in the area of education as a student of sociology having been an English teacher for six years for children aged 4-10 and a tutor in summer schools for three years, working for a non-profit organisation offering vacations for children from poor families.



He finds these years working with children very rewarding and he is sure he will someday return to them as a 'target group'. He takes part in various projects mostly related with non-formal and informal learning. Besides other things he has

dealt with enhancing reading habits with study circles and searching for most convenient and effective intervention strategies for tolerant and inclusive approaches for governance and active citizenship. Further on, he has always shown great interest for media education. He was never too keen on making plans. All he knows is that his future professional activities will always evolve around people. That is also true in his private life, for he finds his family and friends very important. Public spaces he adores are cinemas and sport centres, but often he was seen taking a walk in the forests where he lives. Do not ask him anything about movies because he will never stop talking about them.

**Franci Lajovic** has started his career working for the Slovenian Institute for AE 1999. He has been developing web site applications design, data bases and multimedia. He has established a successful private company working with



e-contents for distance learning, e-books, and e-presentations. "I am a lucky person as my first hobby is my work, and besides that I like spending my time with my wife and my daughter and son". His favourite hobbies are mountaineering, jogging, and badminton; his favourite books: F. M. Dostoevsky's Crime and Punishment and E. Zola's L'assommoir (The Dram Shop). You can check more about him on: <http://franci.lajovic.com>.

**Alenka Mavsar** has been engaged in SIAE projects since 1997 with greatest affection and this has caused quite a delay in finishing her studies. We all cross fingers that she finalises her diploma thesis this year. She has become an indispensable expert for implementing and improving the information system and databases run by SIAE, these are the national catalogue of providers and programmes in AE, the network of trained teachers and mentors performing our Institute's programmes in the field (literacy programmes, study circles, formal education programmes for

unemployed, project learning for younger adults counsellors in AE etc). Her most important input to our Grundtvig project is helping Zvonka and Franci in developing and implementing of the web based application for registration, calendar of events and evaluation of the LLW. Her plans are all connected to her future work in SIAE, a comprehensive AE information system being her career focus and of course establishing a family. She is also keen on learning Spanish language and she very much enjoys dancing.



**Nina Špolar** is an architect by profession being active in thousands fields. She designs and produces small business gifts: salted dough dolls, paintings on wood, ceramics painting, she works in interior decoration and designs and

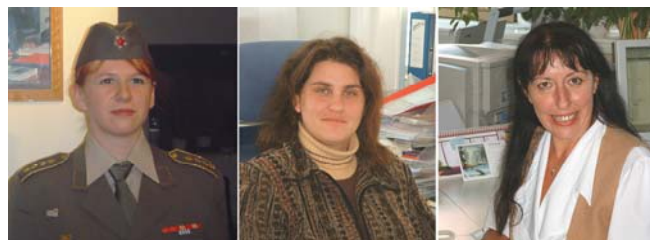
gives counselling on redecoration and renewal of living quarters. In the future her wish is to work more intensively in the later field. Her cooperation with the Slovenian Institute for Adult Education is of long standing, especially in the preparation of various graphic designs.

Her gaily coloured calendars and diaries are becoming unique trademarks of the Institute.



Her graphic design also won the hearts of the Grundtvig international team members. The e-bulletin you are reading now is only one in the series of our project graphic solutions she has designed.

**Marjetka Petelin, Olga Varl, Zdenka Ferfila, Katarina Sešet** offer often invisible but substantial support for administrative and financial issues. Katarina provides input for our financial reporting which is monitored by Zdenka. The design and finalisation of our reports to Brussels is in hands of Marjetka and Olga.



Marjetka Petelin, Katarina Sešet and Olga Varl

And how we all feel about our participation in the Grundtvig Widening and Strengthening the European dimension of the LLW Movement project? It enriches our expertise, opens new horizons and new bondages with different experts and field people. We especially value that we can share our experiences with new colleagues. Our roles in the project are intertwined: sometimes Olga, sometimes Zvonka or Darijan is taking care for reconciliation of our work, project's objectives, activities and outputs and available funds. Each of us finds herself/himself in a position to say stop, if aspirations of a team member go beyond the feasible/possible. Zvonka, Darijan, Franci, Alenka and Nina are the team creating corporate image and visual promotion, IC tools and materials. Darijan assists to the work and when Olga joins the "ICT" solutions they are on severe trail: if Olga can use them without extra help the solutions pass as user friendly. Olga and Darijan are responsible for National report and project evaluation, Olga is greatly engaged in learning festival evaluation by participants, planning dissemination of the project and its outcomes. Zvonka did the most demanding task of creating the first draft of the Manual, the LLW model and media promotion plan, it was later much easier for Olga to provide some input to these documents. Zvonka is also leading the activities concerning implementation of LLW, and all SI team members are supporting her work. Slovenian team is also responsible for reporting to Brussels. The reports are and will be a joint endeavour of all partners, coordinated by Olga. The final documents (interim and final report) have and will fully occupy Olga, Zvonka as well as Darijan. The Slovenian team is engaged also in finalising the project outputs, designed by other partners. These are: LLW evaluation prepared by CREA, partner from Barcelona (Olga and Zvonka), e-bulletin executed by Znanie, partner from Bulgaria (Olga, Franci and Nina) and



dissemination strategy, which was carried out by IIZ/DVV, partner from Germany (Olga and Darijan).

The age and expertise diversity of the team only contributed to smooth execution of the project where all of us gained some new experience, especially with the vast variety of working methods within our and the international team. When facing the obstacles, which seemed insuperable at times, we have drawn the energy from our enthusiasm in strengthening LLW movements and trust that all of us have been investing our best for the success of the project and in that way contributed to the enrichment of festivals in our countries.

## ★ Third Summer School of REDA (28th and 29th of June, Salamanca)

Prepared by:

CREA Team



Every year the REDA<sup>4</sup> (Network of Democratic Education for Adults) organizes a summer school addressing different subjects related to the democratic education of adults. These meetings are open to university staff, teachers and participants; all of those involved with the democratic education of adults.

This year the REDA organized the III Summer School titled *Interaction and equality of differences* held at the University of Salamanca on the 28th and 29th of July. More than 70 people participated from different regions of Spain: Catalonia, Zamora, Valladolid, Salamanca and the Basque Country.

Presented below are some of the aspects addressed at the event.

<sup>4</sup> See the web page: <http://www.neskes.net/reda>

1. Marta Soler, Doctor at Harvard and a teacher with a lot of experience in the field of adult education, organized a conference on the dialogic transformation of society. She also presented some of the most important critical perspectives on education. Soler emphasized that the change from the Industrial society to the Knowledge society involves a dialogic reorganization in all areas of life. More and more, people and institutions participate in decision processes where discussion has a greater value and where all voices are acknowledged. The author also pointed out that life long learning is an essential element for overcoming social exclusion.
2. One of the planned round table conferences addressed the importance of encouraging education in all age groups. In this way it was considered to discuss the need for overcoming the stating prejudice that adults cannot learn at an advanced age. They also discussed how to avoid the stigmatization of the young students that enter centres of permanent education because in the past they had to interrupt their educational path.
3. Throughout the seminars there was also time to present different experiences related to the democratic education of adults. At that time were described different projects dealing with social inclusion through new technologies<sup>5</sup>, and other initiatives with a central axis the democratic organization of adult education. These last examples demonstrated that the democratic management of the centres improves learning and gives a new meaning to the people that participate.
4. Other subjects discussed were: the transforming role of non-academic women, the communicative methodology applied to the intercultural education and the training

<sup>5</sup> The initiative presented are projects coordinated by centres or federations dedicated to training or encouraging the cultura of adults: ABE CAMPUS, DIMELI, Campus Viriato para curso extraordinario (for supplementary courses), E.Quality, SIC para todos y todas (for everyone).

itineraries that promote transformation and those that promote exclusion.

The principle conclusion reached highlighted the importance of supporting an adult education that responds to the needs of the present society and that allows us to overcome the inequality that some social collectives encounter nowadays.

## Learning Attitudes of Bulgarian Adults

Prepared by:

Assoc.Prof. Milka Atanasova  
Sofia University "St.Kl.Ohridski"  
Bulgaria



### **1. A historical outline of Adult education in Bulgaria.**

Kliment Ohridski, who is the patron of the biggest Bulgarian university, is considered to be the founder of adult education as a specially organized activity yet in the early 9-10 century. In Kutmitzeviza he himself trained over 3500 learners according to reciprocal learning method. He established Sunday school for adults where the adult learners acquired valuable practical knowledge and skills in the field of agriculture and craftsmanship.

The first legislative act arranging the issues of public enlightenment was published in XIX<sup>th</sup> century /1878/. This historical moment is associated with the name of Marin Drinov and is taken as the beginning of life long learning development.

Later on /during the first half of XX<sup>th</sup> century/ the idea has been developed and theoretically grounded by Prof. Dimitar Kazarov from Sofia University, who is an internationally renowned scholar adherent to the ideas of Edward Klapared, John Dewey and Lev Tolstoy.

### **2. Legislation in the field of Education.**

The right of education for every Bulgarian citizen is guaranteed by the Constitution, the National Enlightenment Law, the Labor Code, and many normative acts. Article 4, paragraph 1 of the National Enlightenment Law from 1991 postulates that "The citizens have right of education. They are allowed to uninterruptedly improve their education and qualification. Any limitations or privileges based upon race, ethnicity, gender, ethnic and social background, religion and social status are not allowed.

### **3. Contemporary profile of Adult Education**

The Adult Education in Bulgaria has a rich historical background. Currently, a lot of efforts are invested in following the new European models of education and training, although there are various obstacles to be overcome by the politicians, professionals and learners. A special law regulating Adult Education is still missing, for instance. In the National Enlightenment Law /1991/, only vocational education and training is emphasized, which is rather insufficient considering the current educational policy of the European Commission. The absence of legislative basis leads to many undesirable sequences with long lasting negative influences on every field of economy, education and social life.

Adult education is being held by various institutions, non profit making organizations, associations, foundations, centers for improving professional qualification, labor agencies, etc. Since 2000 there's been operating a National Agency for Vocational Education and Training that gives license to vocational training centers offering educational services to adult learners.

**At the universities**, students in Social pedagogy /at Bachelor level/ study Andragogics /Adult education/ with 45-60 hours lectures and 15-30 seminars at average which is not enough. This state standard was introduced in 1996/97 year. Prior to then, the educational faculties offered the discipline "Continuous education".

Master programs in Adult education are yet to develop. Examples of such initiative are the programs “Adult education” at the University of Sofia /the oldest and most weighty state university in Bulgaria/ and “Management of Adult Education” which started in the biggest private university- New Bulgarian University. The latter is financed by the Institute for International Collaboration situated in Bon, and involves many internationally recognized lecturers. Unfortunately, it is the only program of this kind in Bulgaria for the time being because the alternative program in Sofia University did not start due to lack of participants.

*Non-governmental sector* in Bulgaria initiates much more activities in this respect including seminars, conferences, project work /Grundvig/, and also free publication and dissemination of information materials containing analyses and useful facts for various organizations and registers of currently operating trainers.

#### **4. Bulgaria on its way to Europe- learning attitudes**

According to recently implemented public opinion poll of Alfa research, 79% of the Bulgarian citizens approve the integration of Bulgaria with the European Union. Research data show continuously increasing percentage of people who enrich their information about the activities of European institutions, the ways of negotiating, benefits that the future membership brings about to the country, etc.

In this reality context I conducted two unrepresentative researches assisted by students from the University of Sofia.

**The first research** aimed at identifying how the future teachers accept the idea of Bulgarian membership in EU and what the Bulgarian should primarily do in order to feel worthy as a human being and competent as a professional in European context.

For the purposes of this research 48 students wrote an essay on the following subject matter:

*To your mind, what the Bulgarians should know and be able to do in order to meet the requirements of the EU in a more flexible manner? In other words: what personal and professional changes should every one of us undergo?*

The following priorities were outlined by using **content analysis**:

#### ***In personal respect:***

- Improvement of a variety of personal capacities directly related to assuming a responsibility, correctness and loyalty, observing the rules of labor discipline and self-discipline, overcoming pessimism;
- Changes regarding attitude to LLL –the Bulgarian should duly realize that the life long learning is not an EC campaign but is an important strategy for a flexible adjustment to the changing reality and respective prosperity of every person;
- Effective communication skills;
- Improving the culture of interaction with representatives of other cultures and religions.

#### ***In professional respect:***

- Team- work skills;
- Good command of at least two foreign languages;
- Enhancing computer literacy;
- Better knowledge and competencies in the field of human rights ;
- Promoting culture in the field of Bulgarian and European legislation;
- Skills for solving problems of different kind.

#### ***In national respect:***

- Diminution and elimination of the corruption;
- Development of legislative rules for ethnic minorities' rights;
- Referendums law;
- Creation of anti- monopoly and anti- trust legislation.

**The second research** involved Social pedagogy students who study the discipline Adult education. They were given a task to construct /with my assistance/ a semi- standardized interview in order to identify the learning attitudes of adult learners. There were no restrictions regarding the professional occupation, age and educational level of the adults who had to constitute the “target” group. The only limitation was to interview respondents who have ever participated or are currently participating in an instructional process regardless of its duration.

In this case the demographic characteristics of the respondents were not emphasized regardless of the interesting information they contain.

Generally, the picture outlined refers to other countries, too: people with higher education demonstrate strongly positive attitude toward learning and desire to learn. By their own they look for various forms and ways to continuously improve their professional capacities. This sub-group of the “target” group is able to provide good analysis of the pluses and minuses of the instruction offered /either formal or informal/ but at the same time is searching for compensation of the weaknesses by directing efforts to effective management of own learning.

***On the grounds of the data collected the following interesting results emerged:***

- It appeared that the professionals involved in examining the learning needs of students and clients work and learn most constantly and persistently to meet these needs through their activities. Such kind of professionals usually come from the society of doctors, social workers, jurists, computer specialists, foreign language teachers, and those engaged in the management of human resources;
- The number of women is much greater compared to that of the men participating in instructional courses;
- The need for belonging to a certain community is more strongly expressed in women than in men and influences positively the learning attitude and organized instruction, respectively;
- Even though the master degree obtained in any university does not influence the occupational

status of women they study just to keep their self- respect or because it is prestigious;

- The women’s partition is much larger compared to the men’s regarding “practisizing” the informal learning. Such female orientation is usually associated with home care, children’s upbringing and maintenance of own health status.

People with lower education levels /high or secondary education in the case/ are involved in various training courses primarily due to occupation requirements or just to find a job. Probably because the external learning motives prevail they tend to explain the lack of learning desire with objective reasons mainly /bad instructional environment, prevalence of theoretical over practical knowledge, ill written and unrealistic didactic materials and manuals, boring seminars, etc./

This sub-group meets great difficulties while analyzing own deficiencies of knowledge and skills and therefore fail to define own learning demands and expectations during the instructional process.

The most serious issue for them obviously relates to the lack of skills for independent learning or for systemic learning, as well as the lack of time managing. That’s why their learning attitudes are predominantly negative.

***To resume:***

- The first research aimed at highlighting the priorities that, according to the student-teachers, should be considered by the Bulgarians.
- The second one aimed at identifying what the learning attitudes and respectively, attitudes for change in adult learners are, and I was helped by students in Social pedagogy.
- The third research will take place in September when the Master program “Management of the social- pedagogical systems” begins for part-time students. The generalized data of both researches will then be available so they can use it to conduct interviews with managers of

different organizations. *The aim* of this research is to explore how diverse professional settings motivate the staff to take part in educational courses, i.e. collection of information about “good practices”.

- All three researches have the common idea not just to give practical tasks to students but to draw their attention to elaborating own plans for future realization in the context of united Europe.

### Conclusion

All students express one and the same opinion that the Bulgarians are able to become actual partners of the other European countries because they have a potential: *they are well educated, they love learning, they have ambitions, and i.e. they are reliable persons.*

What they have to change in respect with the new realities is completely achievable although they need a stable modern governmental and social policy to motivate them. Many Bulgarians develop their potentials only in other countries where they can work in an effective environment. Their contributions there can be multiplied due to well operating financial and ethical rules and laws.

The most common recommendation of the students concerns the preservation of the Bulgarian identity. The Bulgarian citizen should change the way of thinking, to improve culture in various directions and to keep up with the European standards and values without disparaging the national ones that have preserved Bulgaria for ages.

## ★ The view of Ministry of labour, family and social affairs on Lifelong Learning and Lifelong Learning Week

Prepared by:

Ana Hrvat,

Ministry of labour, family and social affairs



Slovenia, as knowledge-based society, with internationally competitive economy and sustainable regional development, is a vision of National development plan 2001 – 2006 (NDP), where the interconnectedness of knowledge and competitiveness has been acknowledged. The paper also defines knowledge as one of the most important factors of competitiveness of national economy.

Economic development is possible only with adequate qualifications of population, which is the main pillar of increasing effectiveness and productivity, resulting also in competitiveness of national economy. Global information society, which is introducing new ways of work and communication, demands not only higher level of education of individual, but also the ever growing capability of adaptability. Education as a basis for performing of certain labour stipulates employment possibilities of individual, but also enhances her/his self-respect, self-esteem and dignity. The research point out that finished primary schooling is not longer sufficient for adequate employment, but secondary or even higher education is needed. In addition to that, quick changes of working processes, permanent development and globalisation of economy, are facing the individual with the challenge of lifelong learning.

Lifelong learning is therefore becoming the necessary preliminary condition for the transition to knowledge-based society, which is, with enhanced mobility, contributing to lessening of

present and future discrepancies of labour market, to assuring of conditions for higher quality of life, greater social equity and social connectedness.

### The condition of Slovenian labour market

The condition of Slovenian labour market reflects the events in economy and demographic changes in the country, calls for urgent greater investments in education. Besides that, the condition of labour market is a result of problems in social, technological and industrial development, lagging of service sector development, productivity and quality of products, as well as problems connected with qualification of population.

Great structural changes have shocked the Slovenian labour market in the early nineties. The transition from self-management into free market economy has caused the extensive structural changes in economy, which was accompanied by recession and political changes. Bankruptcies and restructurings of enterprises have caused vast dismissals from employment. A strong fall in employment between 1987 and 1993, when the number of employed persons declined by 20%, reaching its peak in October 1993, when 137.257 persons were unemployed, which is 15,3% of active population. After 1993, when Slovenia has experienced the economic growth, the unemployment has stagnated until 1998. Since then the employment started to recover with the number of employed increasing.

### The movements of registered unemployment from 1987 – 2004<sup>6</sup>

	1987	1989	1991	1993	1995	1997	1999	2001	2003	August 2004
Registered unemployed persons (situation of 31 Dec)	17.826	33.796	91.161	137.142	126.759	128.572	114.348	104.316	95.993	93.630
Growth (chain index)	127,7	133,2	164,4	116,0	102,6	103,3	90,3	99,7	96,4	97,5
Average number of registered unemployed persons**	15.184	28.218	75.079	129.087	121.483	125.189	118.951	101.857	97.674	94.739
Growth (chain index)	107,0	132,2	168,3	125,8	95,6	104,5	94,3	95,5	95,2	97,0
Average share of registered unemployed (in %)	1,5	2,9	8,2	14,4	13,9	14,4	13,6	11,6	11,2	10,2*

\* Average level of registered unemployment for July 2004

\*\* For the year 2004, from Jan – Aug

<sup>6</sup> Source: Employment Service of Slovenia.

The fall of unemployment we are witnessing in last years is the result of active policy of employment measures, changing of the status of those taking part in public works, enhanced inspection of activity of unemployed and greater activity of unemployed in searching of employment.

Notwithstanding, unemployment is still a huge problem, because the situation of 93.630 unemployed, as were registered by Employment Service of Slovenia by the end of August 2004, is being hindered by:

- ★ Long-term unemployment
- ★ Vast unemployment in groups, as the young without proper education, older than 50, individuals with lower possibility for employment because of their health and other problems, disabled and other handicapped groups,
- ★ Great educational, vocational, and regional discrepancies,
- ★ High rate of unemployment of those without basic vocational education.

The high rate of those without basic vocational education is being especially worrying, as it is stagnating for the last couple of years on 42% of all unemployed. Above all, the employment possibilities of this group are being the worst.

### **Employment policy and Lifelong Learning**

The Government of Slovenia has designed the employment policy to successfully face the mentioned challenges. The policy is in compliance with European employment policy, but it is also taking in account the situation on Slovenian labour market. The Government has set the employment policy goals in the National programme for development of labour market and employment until 2006 and included also:

- ★ Raising the level of education and vocational qualifications of the active population;
- ★ Reducing structural distortions; reduction of the proportion of long-term unemployed

people and the proportion of unemployed people without vocational education.

To realise the strategic goals it is of utmost importance to stimulate the enforcement of lifelong learning concept. Knowledge and skills learnt in youth are not satisfactory any more for the whole professional course of individual. The quality basic education should be followed by education and learning through all life stages.

Lifelong Learning Week, which is being sponsored by the Government throughout Slovenia, is one of the most important projects that are connecting various providers of learning and education, as well as various generations. Within its framework learning has been offered to the growing number of people. It is offering not only programmes for attainment of formal education, but also non-formal ones, which are making possible for adults to get skills and knowledge from different fields, which are as important for active life of everyone.

Lifelong Learning and Lifelong Learning Week are being sponsored, and will be in the future, by the Ministry of labour, family and social affairs, because they bring the information about various learning possibilities to Slovenians and stimulates them to take part in them.



**and Switzerland as silent partner**

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

Co-ordinator: Slovenian Institute for Adult Education

Project Co-ordinator: Olga Drogenik

**Partners:**

- ★ Slovenian Institute for Adult Education (SIAE), Ljubljana, Slovenia;
- ★ Federation of Societies for Spread of Knowledge (FSSK Znanje ), 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;

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

- ★ Slovenian Team: Olga Drogenik, Zvonka Pangerc Pahernik, Darijan Novak, Franci Lajovic, Alenka Mavsar, Nina Špolar
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- ★ German Team: Sabrina Boscolo Lips, Sebastian Welter
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- ★ Romanian Team: Camelia Bran, Lucian Cernusca, Mariana Matache, Ludovic Sosnak, Cristiana Vlad
- ★ Silent Partner: Ruth Jermann