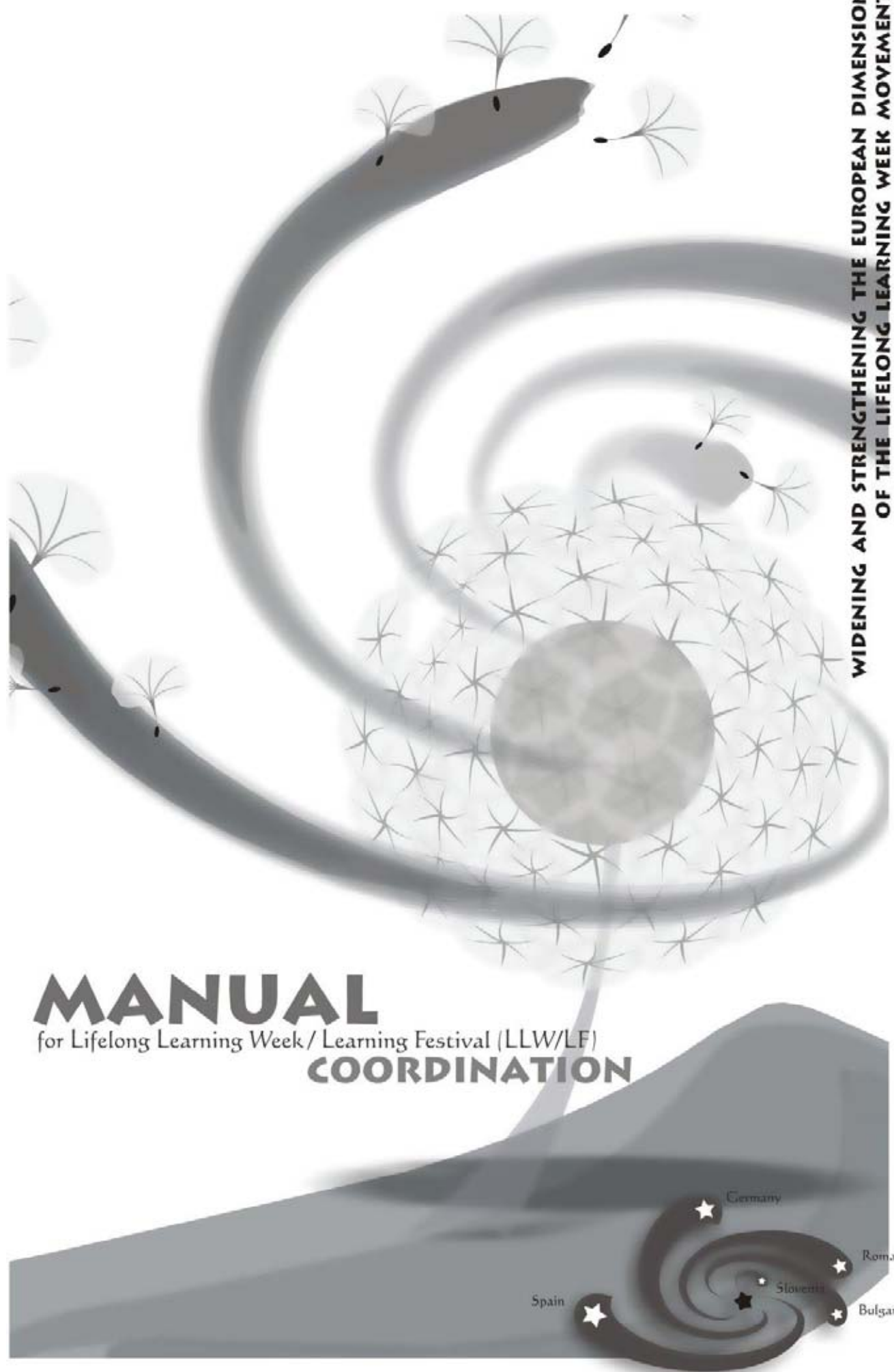


**WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION
OF THE LIFELONG LEARNING WEEK MOVEMENT**

Project Reference No | 100924-CP-1-2002-1-SI-GRUNDTVIG-G1



MANUAL

for Lifelong Learning Week / Learning Festival (LLW/LF)

COORDINATION



Manual for Lifelong Learning Week / Learning Festival (LLW/LF) Co-ordination

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Colleagues have drawn from their own personal and professional experiences as well as from experiences of other people and institutions involved in the Lifelong Learning Week/Learning Festival movement.

We would like to express our gratitude to all who have directly or indirectly contributed to this process and will continue to do so in the future.

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Manual for Lifelong Learning Week / Learning Festival (LLW/LF) Co-ordination

Introduction

The aim of this manual is to support national, regional and thematic co-ordination of the Lifelong Learning Week (LLW) / Learning Festival (LF) movement by providing an overview of fundamental tasks that are to be performed by co-ordinators and their partners. On the other hand, valuing the important role co-ordinators play in a decentralised LLW/LF framework, the manual provides an opportunity for them to communicate their views and share ideas, opinions and practice.

For the first time, the topics of the manual were discussed at the first workshop of the Grundtvig1 'Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement' Project on October 13, 2002 in Ljubljana, Slovenia. Furthermore, the first draft of the manual was produced by the Slovenian Institute for Adult Education and further elaborated in two steps by representatives of partner countries (Bulgaria, Germany, Romania, Slovenia and Spain). The final version of the manual is therefore a joint product of all project partners and will be used as reference material for training and empowering of regional and thematic co-ordinators in participating countries. Accordingly, the manual will be translated into respective national languages and country specific aspects will be added where needed.

The manual consists of two parts. The contents of Part 1 - *Six key areas of LLW/LF co-ordination* have been structured according to the logical progression of tasks although they are closely linked to each other and often intertwined. Part 2 illustrates each of the six key areas of LLW/LF co-ordination by means of *Examples of good practice* from participating countries. Since organising learning festivals is an ongoing learning lesson, aspects of regional and thematic co-ordination are permanently evolving. Consequently, the electronic form of the manual will allow for periodical upgrading, adding of examples, and easy dissemination.

When reading this manual, please keep in mind that organising a learning festival should be regarded not only as one but as at least three campaigns: the first one is focussed on personnel in the LLW/LF team (arousing their involvement, motivation, enthusiasm, etc.); the second is the PR campaign, and the third one is the practical organisation of the learning festival itself. A positive outcome of the first campaign is decisive for setting solid grounds for the second and the third campaign, therefore the personal involvement and commitment of co-ordinators is of immense importance.

Before getting engaged in the formal part of the manual, let us invite you, dear reader, to enjoy personal testimonies of experienced LLW/LF co-ordinators as to arouse your interest, empower you with hints and infect you with the 'learning festival' virus'.

Sabrina Boscolo Lips, IIZ/DVV, Bonn, Germany:

*Dear reader, before you begin reading about tasks and work packages, I would like to draw your attention to **the joy** of organising Learning Festivals / Lifelong Learning Weeks, Days or Months in co-operation with different people and organisations.*

Yes, it is a lot of work, but it is also a great positive experience of co-operation and networking in the region. The enthusiasm about spreading and implementing practice of lifelong / lifewide learning is typical for learning festival partners and participants. In many cases, LLW/LF partners develop even personal ties and start also other projects together.

Organising and co-ordinating Learning Festivals or Lifelong Learning Weeks, Days or Months is a big energy investment but everybody gets back a lot.. It is important never to forget this aspect. That is why

we are still working in this field. I wish you and your team an enthusiastic co-ordination work and a lot of success in combining "Learning" with "Festival"!

Zvonka Pangerc Pahernik, SIAE, Ljubljana, Slovenia:

In 1996, the participation in the first implementation of the Lifelong Learning Week in Slovenia was one of my first tasks when I joined the Slovenian Institute for Adult Education. In these past years we have been 'growing up' together and a companionship developed which soon encompassed more and more people – within the Institute, nationally and internationally. On one hand, LLW enabled me to develop professionally since I felt committed to seeking for and implementing ever new approaches that would assure the growth of the project and the dissemination of its impacts. On the other hand, this nearly eight-year experience offered manifold opportunities for acting in accordance with my beliefs which has brought me immense personal satisfaction.

The importance and omnipresence of lifelong learning and creativity without limits, the necessity of assuring equal opportunities for all, the sharing of ideas and responsibilities with the aim of creating rewarding partnerships, mutual understanding and acceptance of differences are only some of the many aspects that make up the message LLW has been transmitting to the widest public. A powerful and almost visionary message that is, indeed. And I am thankful for and proud of being able to participate in this noble mission. May we all share this feeling.

Others: in preparation

Part 1: Six key areas of LLW/LF co-ordination

1. Establishing partnerships, co-operation, co-ordination
2. Planning and co-ordinating of events
3. Media promotion
4. Funding
5. Creating informative and promotional material
6. Monitoring, evaluating and reporting

1) Establishing partnerships, co-operation, co-ordination

In the background of a successful LLW/LF implementation there are always people – dedicated individuals, linked into working groups, keen on collaborating, sharing and empowering each other through synergy. A strong ongoing partnership or a harmonised network of actors is of key importance for widening and strengthening the LLW/LF movement within a country. It is also very important that all actors feel that they participate in something new that will bring about overall improvement, more influence, support and visibility in their fields of work. Building such a co-operation is often a time- and energy-consuming task at the beginning, but in subsequent phases of the LLW/LF implementation it becomes more and more rewarding.

Tasks:

The role and competencies of the national co-ordinator:

- launching initiatives at the national level by advocating the LLW/LF movement and the strategy of lifelong learning at all levels (national, regional, local);
- promoting the impact of LLW on the mutual implementation of European and national aims, and goals aimed at creating a learning society;
- promoting direct measures and key issues aimed at reaching priority groups of population in a respective country and raising awareness of any entitlements and benefits of learning to learners and potential learners;

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- searching of potential partners at the national level and assuring the involvement of various sectors (not necessarily directly associated with education – labour, culture, economy, health, environment, social, research, etc., i.e. sectors identified in Europe as building stones for the implementation of 'lifelong learning for all');
- contacting numerous providers working in the field of lifelong learning;
- assuring the support (moral and/or financial) and the patronage of the government;
- establishing a national LLW/LF Committee or Board;
- facilitating efficient communication between the LLW/LF Committee/Board and other teams;
- searching for potential regional and thematic co-ordinators;
- harmonising the work of regional and thematic co-ordinators by providing training and guidelines as well as permanent information and counselling;
- providing moral and professional support to co-ordinators and providers of events;
- involving the voice of the co-ordinators (their ideas, suggestions, experience, etc.) in the development of the LLW/LF movement;
- creating a strategy and action plan at the national level;
- organising activities for training, identifying, preparing and informing the working team (team building) including regional and thematic co-ordinators;
- organising activities for identifying, preparing and informing potential actors interested in participating at LLW/LF (seminars, conferences, public sessions, etc.);
- co-ordinating activities of the working teams (fundraising, advertising and PR, logistics, etc.);
- co-ordinating the team in relations with the public and the media which promote LLW/LF (the quality of the messages concerning LLW/LF, involving important persons in promoting LLW/LF and lifelong learning in general);
- assuring continuity and articulation between activities and resources;
- creating and promoting the LLW/LF image in the media throughout specific activities (informative seminars, participating at TV shows, activities for promoting LLW/LF within target groups, etc.);
- working in an egalitarian dialogue with the participants in adult education connected with lifelong learning and with the social movements in order to take into account and include their voices;
- pointing out and using the resources of the participating organisations (know how, "man-/woman power", technical support, etc.).

The role and competencies of regional and thematic co-ordinators:

- identifying developmental trends in the region/branches and the role of LLW in improving human and social capital;
- launching initiatives at the regional level or within a thematic area;
- searching for potential partners at the regional level or within a thematic area (not necessarily directly associated with education);
- declaring the benefits of becoming involved and getting harmonised (e.g. opportunities for promotion, sharing information, establishing partnerships that go beyond the scope of LLW/LF, cost effectiveness, etc.);
- identifying barriers to co-operation through discussions, questionnaires, conversations (e.g. reasons for competition or co-operation, etc.) and trying to overcome them;
- assuring the support of local authorities and other important decision makers at this level;
- involving the voice of the learners;
- identifying financial resources for LLW/LF at the regional/local level;
- contacting potential financiers and convincing them about the benefits of sustaining LLW/LF;
- creating a strategy and action plan of the event at the regional/local level;
- organising activities for training, identifying, preparing and informing potential actors at the local level interested in participating in LLW/LF (seminars, conferences, public sessions, etc.);
- assuring good publicity of the event and the involvement of local VIPs in LLW/LF;

- involving local public authorities as active community leaders and making them responsible for the promotion of LLW/LF;
- contacting federations and groups that work with cultural and educational adult learning associations;
- working in an egalitarian dialogue with participants in adult education connected with lifelong learning and with the social movements in order to take into account and include their voices;
- pointing out and using the resources of the participating organisations (know how, "man-/woman power", technical support, etc.).

Identification of potential partners:

- estimating one's capacities, local contacts and subject areas (life-long and life-wide coverage of learning! – see Supplement 1);
- establishing a data base of potential and actual partners;
- identifying their roles – providers of events, supporters, patrons, supervisors, media at the local level, decision makers, mentors, tutors in work environment as well as learning brokers, etc.
- looking for organisations/individuals not currently involved;
- using all possible contacts;
- participating at other activities organised at the local and national level (seminars, forums, debates, press conferences, informative sessions related to areas and subjects close to the educational field in order to evoke interest for LLW/LF;
- searching European Commission databases which include good practices and projects related to lifelong learning, for example <http://europa.eu.int>.

Animation of potential partners:

- establishing personal contacts, using circular letters (post, e-mail) and other forms of communication;
- addressing the most appropriate persons at the institutions you contact;
- taking part in various events to promote LLW/LF, using every opportunity to inform about LLW/LF and animate followers;
- involving people 'at the ground level';
- stressing for each potential partner the importance of their involvement and their impact on its success;
- printing advertising materials which have clear impact messages and contain the titles and graphic symbols of sponsors;
- involving volunteers in the distribution of publicity materials;
- visiting potential partners by the team responsible for PR in order to animate and stimulate their interest to get involved in LLW/LF at the national and local level;
- LLW/LF diffusion on university courses related with lifelong learning education and with general education to inform the lifelong learning education practitioners;
- being aware about the varying financial power of potential partners and suggesting also "low budget"/"low energy" possibilities of participation (for example a "Day of the open doors").

Forms of co-operation and ways of co-ordination:

- deciding upon the degree of (de)centralisation and assuring co-operation on equal terms;
- spreading out roles and responsibilities;
- always working on an operational level;
- organising smaller groups for specific tasks according to people's strengths;
- organising an initial meeting to establish who is who and share tasks and responsibilities;
- organising regular meetings to ensure flexible planning and sound implementation;

- organising a final evaluation to identify outcomes, benefits, shortcomings and the way forward - for each partner as well as for the partnership/network itself;
- creating a functional network and a tool for communication among the partners before, during and after the LLW/LF;
- publishing and promoting best results and good practices within LLW/LF in order to stimulate and encourage potential partners to get involved;
- encouraging the network to co-operate actively and become a real “society of partners” in the area of the LLW/LF movement;
- organising work commissions in associations involving participants engaged in lifelong learning;

If there is no national co-ordination:

In our opinion, only national co-ordination can assure lasting impact and neutral, constant and effective support in the spreading of the LLW/LF movement. If this is for some reason not yet realised, regional or municipal LLW/LFs without national co-ordination are possible as well. The points mentioned above are therefore important also in such a “worst case”.

To strengthen such a regional or even municipal movement, it might be helpful to put the local LLW/LF in an international LLW/LF frame and to tie contacts to other LLW/LF co-ordinators. The awareness of being part of an international movement improves the local ties and motivation among participating organisations and helps a lot in the PR campaign. To bridge the period without national co-ordination, it might be even useful to reach an agreement that one of the local LLW/LF co-ordinators takes over some of the tasks of the national co-ordinator. In any case, successful local LLW/LFs can certainly contribute to a “bottom up” way of spreading LLW/LFs and to a subsequent implementation of national co-ordination.

2) Planning and co-ordinating of events

One of the most important aspects of LLW/LF co-ordination is the harmonisation of tasks that have to be performed before, during and after the implementation of the learning festival. Co-ordinators (national as well as regional and thematic) in co-operation with their partners should provide a solid project framework with several stable elements, nevertheless allowing for creativity, individuality, spontaneity and originality so that all actors can identify with the global message and mission of LLW on one hand, and relatively freely enact their special roles in the movement on the other hand.

Tasks:

Definition of target groups and central themes:

- identifying national and international strategic goals of the lifelong learning strategy and the resulting aims of the promotional campaign, i.e. the LLW/LF (needs analysis);
- identifying target groups which should be addressed by LLW/LF events specifically – particular sections of the community, particular geographic areas, existing learners, new learners, media, learning providers, decision makers (needs analysis);
- reaching out to people who currently benefit least from education;
- declaring central themes – nationally and regionally;
- assuring proper publicity of the declared themes (usually linked to central themes of the EU year – for example: languages, health, environment, culture, active citizenship, women, racism, equality of opportunities, social cohesion, democratic values..., and those identified by questionnaires, interviews, etc);
- deciding upon benefits of one central national theme or several regional ones – LLW/LF actors should be free to align with the central themes or not; possible is also a central national theme, that should be quite general, and regional “subthemes”.

Organising collective events – at the *national* level:

- organising a national press conference;
- organising an official opening ceremony;
- organising a presentation of awards;
- organising other social and professional events with national scope – fairs, conferences, colloquiums;
- organising a national exhibition of the learning supply at a national strategic location;
- organising simultaneous official opening ceremonies in several towns (video-conference system);
- launching a slogan/ jingle/ logo for LLW/LF at the national level;
- elaborating a common declaration at the national level which must include the mission and the vision of LLW/LF in accordance with the European themes (this declaration should be signed by the National Committee/Board or by a very important person);
- organising an exhibition of learning materials, a bazaar of educational services, a promotion of training packages for different types of target groups;
- organising a promotional campaign, which makes benefits of learning visible;
- providing learning materials/tools for learners to assist them in negotiating support from employers;
- contacting people that are participating in adult education and considering the importance of the adult education schools;
- providing meetings of learners, potential learners and non-learners;
- using different media and various forms of communication in order to be able to reach new target groups (for example people who are not participating in adult education courses yet).

Organising collective and local events – at the *regional* level:

- organising press conferences with possibilities for all partners to present themselves;
- organising an opening ceremony at the regional level;
- organising presentations of awards;
- organising other promotional, informative, educational, social, cultural, etc. events covering life-long and life-wide aspects of learning in a region, local community or in a thematic area;
- organising a closing public event;
- organising exhibitions, cocktails, days of open doors; providing a “return on investment” information, which identifies benefits of learning for employers and employees;
- providing high quality course information, which emphasises both personal and vocational opportunities for growth (focus on achievements, recognition, career benefits);
- organising cultural weeks where different cultures exchange experiences of their own countries;
- contacting people that are participating in adult education and consider the importance of adult education schools, organising these events with the participation of participants in adult education;
- providing meetings of learners, potential learners and non-learners;
- using different media and various forms of communication in order to be able to reach new target groups (for example people who are not participating in adult education courses yet).

Encompassing all generations, all roles and contents:

- identifying best LLW/LF venues to reach the identified target groups (needs analysis);
- identifying non-traditional places to develop action within LLW/LF (buses, prisons, hospitals, markets, main squares, forests, centres for the elderly, etc.);
- trying to set up non-traditional, non-threatening and attractive events;
- involving members of particular target groups to take part in the planning of events;
- involving local authorities in organising the events;
- identifying enticements for providers of and participants to events;

- involving target groups in elaborating the logo of LLW/LF which thus becomes representative for them.

LLW/LF time frame, events beyond the time frame:

- setting a relatively fixed time framework for the LLW/LF;
- taking into account best dates for the LLW/LF organisation by taking into account the interests and necessities of the practitioners and educators;
- establishing the agenda of LLW/LF activities;
- establishing a schedule of the events at national and regional/local level;
- enabling providers of events to register events outside this fixed framework;
- providing opportunities to promote these events as well (year round calendar of events related to lifelong learning);
- introducing the LLW/LF events in the e-bulletin of the project web page and disseminate to the practitioners and educators;
- introducing the LLW/LF in regional and national professional press calendars and web pages.

Establishing links across regions, borders and different organisations:

- using existing cross-border or cross-region co-operation for presenting it under the LLW/LF framework;
- initiating new forms of co-operation through the LLW/LF;
- using existing co-operations with non-educational companies who can support the implementation of LLW/LF;
- publishing good practices and results of LLW/LF;
- creating a cross-border web page, organising common meetings, etc.;
- contacting partners from the field of adult education, social movements, federations and confederations.

3) Media promotion

Media play a very important role in the process of making the LLW/LF movement known to the widest public as well as to the specific target groups that have been identified in the action plan. The approach to dealing with the media should be professional, directed towards lasting and growing partnership. It is best to have someone with experience in PR that takes over this aspect of LLW/LF and becomes the official media contact. At the local level this is not always possible (especially during the very first LLW/LF). The national co-ordination team can give professional support when establishing the first local press contacts. If there are any funds available for paid publicity and advertising the approach should be planned very carefully so as to achieve the maximum impact according to the goals that have been set.

Tasks:

Identification of existing media:

- establishing a data base of media (radio and TV stations; newspapers and magazines, bulletins, web sites, etc.) and contact persons;
- identifying the most powerful media (the most read newspaper; the most listened to radio, the most watched TV channels), identifying the themes they cover and linking them with LLW/LF topics;
- having one person (official media contact) who establishes contacts with media and several LLW/LF people who can provide input (media statements, interviews, articles, etc.);
- initiating informative seminars for media before LLW/LF so as to present the history of LLW/LF, the concepts and values it promotes, the characteristics of target groups, the central themes, etc.;
- searching the internet to identify adult/lifelong learning pages which could inform about the LLW/LF movement;

- developing links with national, regional and local authorities to help open the door for LLW/LF in media.

Producing a media plan:

- establishing a harmonised approach to media at the national, regional and local level;
- harmonising messages/contents which will be transmitted through media;
- planning activities and financial aspects of media promotion;
- assuring coverage of preliminary activities, activities within the LLW/LF as well as evaluative aspects of the LLW/LF;
- sending information on the project to the most known media, stressing the priority of lifelong learning in our society;
- assuring high quality thematic approaches not only informing about events;
- identifying enticements for media representatives – making them identify with the LLW/LF movement and become active partners – an active source for providing and promoting LLW/LF events;
- allocating funds for publicity (if available) to most promising activities and creating partnerships with local media.

Press conferences, press releases, PR:

- calling a press conference just before the grand opening or the presentation of awards in order to attract intense media attention;
- stressing the fact (at national, regional, local level) that all events are constituents of a national campaign with national and even international scope;
- establishing good LLW/LF information support so that you can feed media with exact and interesting information – quantitative and contextual;
- creating informative packages for distribution in media including general notes to spread the aims of the LLW/LF campaign, information and more significant statistics on adult education, learning histories of successful learners, etc.; sending them to TV, radios and newspapers
- keeping records of media broadcasts for your further use – analysis of media contribution, deficits and shortcomings, successful approaches;
- monitoring of the media during the year and stimulating the interest of the media for lifelong learning all year long;
- identifying the most relevant subject connected to lifelong learning in the state that attracts media (e.g. priorities in the national budget, the results of governmental projects, findings of international research, etc.).

Media as providers of events and actors responsible for creating a 'pro lifelong learning' attitude:

- organising round tables with media representatives;
- convincing them to broadcast contact shows at radio or TV stations;
- encouraging media to broadcast educational shows and programmes;
- implementing a targeted communications strategy including promotion strategies through popular media including an emphasis on how skills development and learning can help them get ahead in life;
- running competitions via media;
- establishing partnerships by finding out what are the interests of both sides and how they can be combined;
- contacting university professors who have well established relationships with media.

Promotion of life histories:

- creating attractive forms of promoting people's life histories – publications, posters, video presentations;
- including their launching and broadcasting into the media plan;
- involving not only media but also other actors – LLW/LF co-ordinators, schools, libraries, museums, etc. to disseminate this material;
- using not only texts but also photos and other graphic materials;
- making public these individual performances within an official ceremony for awarding and valuing the competencies, the values and the good practices of these people;
- thematic TV-programs (conversations/sharing experience with students/persons, succeeding in professional life through continuing education – their beliefs, values and attitudes towards lifelong learning);
- including all the voices and all the cultures in the media dissemination.

Involvement of celebrities / VIPs:

- asking famous people (including sport stars) to give a statement on their learning experiences or their relation to lifelong learning and assuring adequate publicity;
- asking well known people to be patrons of LLW/LF (VIPs in general, mayors, ministers, etc.);
- asking celebrities to promote LLW/LF by taking part in events as participants to events and as learners, and inviting media to report;
- contacting university professors that have a longstanding experience in adult education and lifelong learning, including also the voices of practitioners;
- asking politicians to take part in award ceremonies and make opening speeches – media can then combine parts of these political speeches with the more human side, i.e. life stories of award winners;
- contacting celebrities whose life histories have involved lifelong learning.

Media promotion after the events:

- spreading the results of evaluation;
- promoting good events, that didn't get media attention (photos, interviews, etc.);
- announcing (again) that the LLW/LF will be repeated the year after;
- looking for further partners;
- convincing a local newspaper or radio to dedicate a regular column / space (maybe once a week) to the theme of lifelong learning.

4) Funding

Funding is usually the crucial point of implementing the LLW/LF since it vitally determines the scope of activities. As a rule, providers of events and other partners invest their own money, time and effort in organising their events and sometimes even in promoting it via media or promotional material – they regard their participation as an investment which will hopefully bring them greater participation in their programmes and projects. Co-ordinators at the regional or thematic level perform certain tasks for the benefit of the whole partnership or network and should therefore be entitled to financial support that covers these costs. The funding of national co-ordination should be the responsibility of the competent ministry/ministries. On the other hand, all events should be free of charge for participants so as to avoid financial barriers to participation in LLW/LF. Sponsors and donors are becoming important partners in funding the LLW/LF movement as well.

Tasks:

Identification of potential financial resources:

- identification of potential funding at the local, national and international level;

- keeping a data base on these potential sources, especially on the appropriate contact persons;
- identifying contents of the LLW/LF and linking them to external institutions who are not providers of events but might be interested in financing them and thus being promoted;
- searching of public and private entities that could contribute with resources and could be linked with lifelong learning;
- searching of public tenders by internet.

Setting up the financial plan:

- deriving from the action plan, each activity should be evaluated and adequate funding should be identified;
- identifying four (or more?) types of sources: own resources (LLW/LF providers and co-ordinators), public (national government - ministries, international funds), commercial (external institutions, business, media), and donations;
- leveraging resources from members of the LLW/LF partnership/network themselves (differential rates according to their financial capacities);
- identifying additional resources beside money: time, staffing, expertise, equipment, premises, etc.;
- elaborating a budget which includes all of the costs (resources, personnel, amount, etc.).

(Joint) applications for public resources:

- keeping track of public invitations for funding at the local, regional, national and international level;
- organising workshops for enabling co-ordinators and providers to successfully fill in application forms;
- advocating at the level of policy makers to convince them to make funds available for LLW/LF co-ordinators and providers;
- applying for public resources offered by educational departments at the national, regional and municipal level.

Finding other kinds of support (commercial or free):

- identifying clear proposals that can be made to potential sponsors and donors – matching interests of both parties;
- identifying what the demands for financing are, what aspects of LLW/LF will be covered, what outcomes are expected, how they can be measured;
- identifying possibilities to render help 'in kind' – books for award winners, prizes for competitions, premises available for events free of charge, etc.

5) Creating informative and promotional material

The common denominator of LLW/LF events in a country is usually the corporate image that is being used in the process of creating informative and promotional materials at the national and local level. The LLW/LF corporate image is usually prepared by the national co-ordinator who also takes care of graphic solutions of derived elements such as the LLW/LF poster, leaflet, newsletter, etc. On the other hand, providers of events as well as regional and thematic co-ordinators prepare their own informative and promotional material based on the common logo. These materials reflect the speciality of each provider and initiatives existing in a particular environment; they address specific target groups and invite them to concrete events. Providers of local informative and promotional material regard this aspect of the LLW/LF as an important investment that contributes to greater participation in LLW/LF events as well as in learning/education programmes and projects.

Tasks:

Joint informative and promotional material:

- inviting designers to create the corporate image according to terms of reference;
- defining basic and derived elements of corporate image (logo – graphic and textual, poster, leaflet, design of web page, title pages of bulletins and publications, etc.);
- taking care that the realisation of the elements of corporate image is possible also in the case of a low budget;
- creating the joint informative and promotional material;
- disseminating the material among partners but also to public places, such as: supermarkets, shopping centres, schools, libraries, banks, post offices, cultural homes, community centres, sports clubs, fitness centres, religious centres, cinemas/theatres, train and bus stations, buses and trains, in order to reach various target groups; Internet Clubs, Cafes;
- allowing for some empty space in the joint informative and promotional material (on posters, pamphlets etc.) for logos and other information of entities (providers of events, supporters, etc.) to be included in order to make them feel protagonists of the campaign;
- involving educational and cultural associations of adults in creating the design of dissemination materials, adult education schools, federations of educative and cultural associations;
- using “mouth by mouth” promotion in the educational centres which is also a good way to inform about the LLW/LF celebration.

Local promotional material:

- making the corporate image available to all partners involved for producing their individual informative and promotional material;
- producing more specific and detailed local promotional material tailored to the needs of co-ordinators and providers of events;
- organising an exhibition of national and local informative and promotional material;
- creating small and simple informative and promotional material: circular letters, bookmarks, leaflets, stickers, T-shirts, coffee mugs, little flags, CDs, brief brochures with programmes, the schedules and the places where the events will take place in the communities;
- providing cues and reminders which prompt people to act (posters and brochures in key locations such as staff lunch rooms, clubs, shopping centres, at points of enrolment..., which use cues, such as ...”do not forget to enrol by....” or “enrol by phone now”.

Individual web pages:

- establishing the LLW/LF web page concept;
- appointing responsibilities for input; constructing the web page and promoting it in relevant national and international search engines and browsers;
- administering the web page, updating it regularly – especially those options that are used for communication with the public, i.e. forums, FAQ – frequently asked questions, chat rooms, and forums where people of all the European countries can express opinions or inform about lifelong learning events;
- establishing links with relevant web pages (International ALW, other learning festivals, relevant initiatives at the national and international level, Federations and Associations that are working in the lifelong learning field, and have relevant experiences in adult education and learning, etc.;

Calendar of events (printed and web based):

- establishing a computer based information system for registering of providers and events;
- processing data according to specific criteria relevant for the calendar of events;
- publishing the calendar at the national and/or regional level;
- exporting data for partial calendars – useful for further use of co-ordinators, providers, media (to be printed in a newspaper or a local calendar, for example);

- establishing a web based calendar enabling simple and advanced search of information on providers and events.

6) Monitoring, evaluating and reporting

Monitoring, evaluating and reporting is a cyclical process which provides information on the achievement of LLW/LF aims as well as input for the upcoming implementation of the LLW/LF. It is a project phase that is not to be neglected although practice until now has shown that the least amount of effort has been put into this stage of learning festivals world wide. Evidence on the outcomes and impacts of the LLW/LF is needed vis-à-vis partners, supporters, decision makers, the professional and the larger public, media and others in order to justify the further development of the LLW/LF movement with a view to the achievement of the wider goal, i.e. the fostering of a culture of lifelong learning. In addition, this step could involve the formulation of a targeted communication strategy designed to retain people in learning - highlight the need to share a "long-term learning plan". In addition, it is important to evaluate not only outcomes but also problems and alternative approaches that have been used to improve situations. For these purposes it is helpful to use innovative channels of communication such as the Internet cafe. High quality project documentation, if possible with photos of the events, helps to gain new partners for the future LLW/LF and strengthens the "corporate identity" of the organisations which participated.

Tasks:

Identification of indicators:

- identifying who is going to carry out the evaluation and when,
- setting up a system of quantitative and qualitative indicators;
- identifying sources of information: LLW/LF partnership/network members, participants to events and other beneficiaries, media and others;
- identifying methods of collecting evaluation data: questionnaires, groups of discussion with the practitioners, life/"success stories" with the description of their strategy that they used to overcome personal barriers, interviews, directed interviews, in-depth informal chats, workshops, written and electronic documentation, etc.

Questionnaire for providers:

- setting up a questionnaire for LLW/LF providers that will cover quantitative and qualitative aspects of their participation and reveal their opinion on the LLW/LF initiative;
- capturing 'hard' and 'soft' data;
- identifying providers' needs and aspirations;

See German, Romanian and Slovenian examples - Supplements 6 to 8.

Questionnaire for learning brokers (providing targeted product information):

- information brokers who respond to these people's interests in articulation of qualifications and availability of learning pathways, brokers who deal with enterprises including support networks, products to show "return on investment"; brokers who package work related learning products for articulation into qualifications.

Questionnaire for participants:

- setting up of a questionnaire for LLW/LF visitors/participants that will cover their opinions, viewpoints and demands for the future;
- performing interviews with learners;
- performing interviews with would-be learners;

- identifying obstacles to learning;
- identifying learner needs and aspirations;
- investigating the structure of participants according to age, gender, educational attainment, etc.;
- identifying the degree to which target groups have been reached and whether their interests have been covered;
- identifying the training needs of potential learners;
- including some possible proposals that practitioners introduce in the questionnaires.

Directed interviews:

- identification of selected target groups to be interviewed;
- preparation of instruments.

Workshops:

- LLW/LF planning workshop for co-ordinators and providers;
- LLW/LF evaluation workshop for co-ordinators and providers;
- workshops with other actors (financing bodies, media, etc.).

Data collection and analysis:

- establishing a computer based application for monitoring and processing of data coming from the above questionnaires;
- enabling written, electronic and internet based collection of data;
- processing of data in accordance with the identified set of indicators;
- transcription of the interviews in-depth, life histories and groups of discussion.

Report and analysis:

- producing a report encompassing quantitative and qualitative aspects of the LLW/LF;
- publishing the report and disseminating it to all partners involved, nationally and internationally;
- posting the report within the framework of the LLW/LF web page;
- publishing articles on the evaluation of the LLW/LF in relevant newspapers and other media;
- using outcomes for setting objectives for the next LLW/LF – continue with good practice and alter approaches that have not yielded satisfactory results;
- publishing and disseminating good results and practices in some conferences or meetings that the partners in the project will participate in the future;
- writing a guide of policy deadlines for the LLW/LF organisation;
- collecting photos, videos, flyers and anything useful for a complete project documentation.

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Part 2: Examples of good practice

Examples of good LLW/LF practice have been structured according to the six key areas of LLW/LF co-ordination as defined in the Manual for LLW/LF co-ordination – Part 1:

1. Establishing partnerships, co-operation, co-ordination
2. Planning and co-ordinating of events
 - 2.1 Examples of planning and co-ordinating of events
 - 2.2 Examples of successful learning festival events
3. Media promotion
4. Funding
5. Creating informative and promotional material
6. Monitoring, evaluating and reporting

Examples have been presented according to the number of participating institution – PI No:

- Slovenia (examples provided by Slovenian Institute for Adult Education, Ljubljana – PI No 1)
- Bulgaria (examples provided by FSSK Znanie – PI No 2 and IIZ/DVV Office Sofia)
- Germany (examples provided by IIZ/DVV, Bonn – PI No 3)
- Spain (examples provided by UB CREA, Barcelona – PI No 4)
- Spain (examples provided by FEUP, Madrid – PI No 5)
- Romania (examples provided by AN CZEA, Arad – PI No 6 and IIZ/DVV Office Bucharest)

1. Examples of establishing partnerships, co-operation, co-ordination in partner countries

See Supplement 1: List of potential LLW partners

Slovenia:

National LLW Committee: In 1996, the Slovenian Lifelong Learning Week was initiated by the Slovenian Institute for Adult Education (SIAE) and its first implementation depended completely on the response of learning providers, their willingness to co-operate and invest their own time, money and efforts to build up this national campaign. Since then, the project has been meticulously documented and made transparent to the authorities and the Government has been asked to assume patronage of each Week. Consequently, the National LLW Committee was constituted with prominent representatives of the Ministry of Education, Science and Sports, Ministry of Labour, Family and Social Affairs, Ministry of Culture, Chamber of Commerce and Trade Union of Education and Science. By discussing the annual plan as well as the report and analysis of each Week (both prepared by SIAE on the basis of feedback information from the local level), and by taking conceptual and strategic decisions regarding the development of LLW, members of the LLW Committee acquire detailed information, get acquainted with the LLW movement as well as with burning adult education and lifelong learning issues at the local and national level. Through this sharing of information (the latter often contains very critical standpoints of learners and providers towards the Government and its bodies) Committee members have become advocates of the LLW movement as their involvement in the LLW decision making process makes them committed to the campaign. As an important result, the ministries and other institutions they represent have even assumed certain responsibilities regarding the financial support and promotion of LLW.

Network of co-ordinators: In the beginning, the majority of LLW providers collaborated with SIAE directly and carried out their events independently from other institutions within their area. However, the last four implementations of the Slovenian LLW have witnessed the building of alliances among various institutions, NGOs, groups and individuals involved in the campaign. Municipalities and larger educational organizations, especially folk high schools have assumed a linking and co-ordinating role based on regional and/or thematic kinship of partners. A network of LLW co-ordinators has been

established and their harmonized endeavours have been transforming towns, municipalities and even regions into learning venues for all generations. For example, a municipality co-ordinated a large number of LLW providers – schools of different levels, private educational organisations, the local library, music school, museum, various clubs and associations, local TV and radio station, etc.

The formalization, strengthening and widening of the network under the professional guidance of SIAE has resulted into the fact that about 60 per cent of LLW 2002 providers acted under the patronage of co-ordinators, and they carried out about 65 per cent of all the events. In fact, the co-ordinated approach to LLW has significantly enhanced the successfulness of the Week as the number and variety of LLW providers has grown, so has the diversity and quality of events. The Week has become more attractive for the local and national media and the larger public, and long-lasting partnerships that go beyond the scope of LLW have been created.

Bulgaria

Both in 2001 and 2002 we had as partners 4 ministries: the Ministry of Education and Science, the Ministry of Culture, the Ministry of Labour and Social Affairs and the Ministry of Defence. In the year 2002 the Ministry of Education became even a co-organiser of the initiative, taking part in all the preparatory work: meetings of the partners, press conferences, promoting materials etc. Most of the other main and big organisations and institutions working in the field of adult education devoted considerable attention to the event by sending their representatives to the National/Organisational Committee, elaborating the strategy, the program and the working plan. The co-operation and networking among the current providers of education in the country thus became the basis for further, perhaps even expanded, collaboration.

In 2002 members of the Organisational Committee became also local partners from 5 towns from the surrounding districts in Bulgaria, ready to take part in the organisation of the initiative. These were mainly NGOs and organisations of the employers, and they were always working together with the local authorities. In such a way we managed to create some local initiative bodies, the co-operation of which could exist not only during the LLW but could develop to a sustainable partnership.

For LLW 2003 we have received a proposal to announce the following idea: to request every potential partner to nominate his LLW co-ordinator within the own organisation. The aim is to have a responsible person within the partner organisation, who could be a part of the LLW-network on the one side and on the other – to promote the idea of lifelong learning in his own organisation.

Germany:

At the national level: a good example of caring, motivating and empowering national co-ordination was the work of the Adolf Grimme Institut (Marl, Germany), which has been financed in Germany by the Federal Ministry of Education and Research together with the “Laender” (Federal regions) from 1998 to 2000. Beside the tasks mentioned in Part 1 of this manual, the team of the Adolf Grimme Institut developed and spread among potential LF local co-ordinators the “Lernfestkoffer” (Learning Festival Suitcase). This is a case filled with know-how based on past LF organisation experiences and prepared for a very practical use: ideas for main LF subjects, arguments to involve and motivate colleagues and partners, how to deal with media, suggestions for the time schedule, common logo, some database on lifelong learning in Germany and in the world, as a support to gain new LF partners and to feed the media with information, and several practical tips to solve the typical problems of the local/regional co-ordination of a learning festival.

At the regional / local level: The local Festivals of Learning developed according to regional differences: in some towns there was more than one, in some other there was a central local coordination, some festivals last one day, others one month. Various and sometimes unusual partnerships have been built: education and training providers together with cultural institutions such as museums and libraries,

international cooperation organisations, employment agencies, NGOs, community based groups and not last, the economic sector. The local/regional differences enriched the festival movement; the different experiences enhanced the exchange and discussion and contributed to the further development of the festivals' goals and focus.

In general it is very useful to find at first some important partners (for example well known organisations, public authorities, etc.) and write the first letter / invitation to further potential partners mentioning the joint effort. If an organisation starts alone it may be more difficult to convince / motivate others. It can be easier to meet personally some potential partners, motivate them for co-operation in a face to face dialogue and after that begin to look for other participants with double (or even more!) power!

Some Learning Festivals are now organised at the regional level through a new program of the Federal Ministry of Education and Research supported also by the European Union called "Learning regions".

See Supplement 2: Arguments for the Learning Festival: How to motivate, convince and win multipliers, promoters, decision-makers and prospects

Romania

In order to assure a national dimension and unity for LLW in Romania in 2001, we have tried to involve the Ministry of Education and Research, the Ministry of Culture and Religion, the Ministry of Labour and Social Solidarity. We wanted to include in the National Committee the representatives not only of the national public authorities but also of the private providers and popular universities. As members of the National Committee, there were individuals and organisations, institutions, government agencies, non-governmental associations and private providers. This diversified partnership was very useful for the implementation of the LLW strategy in the territory. All the representatives from the National Committee had the authority to animate resources at county level. Animated by this National Committee, actions took place in 35 counties (from 40 counties existing in Romania). Each governmental institution represented in the Committee organised meetings with the representatives from the territory in order to animate them to involve their institutions in LLW at county/local level.

In 2002 in Targu Mures, under the co-ordination of the Regional Centre for Adult Education Targu-Mures and Popular University, a big number of students were involved in LLW. They have interviewed different categories of participants and identified the interest areas which are not very well known by the target group. The students have contributed to the identification of big problems of the youngsters, one of them being the fact that they don't know their opportunities to benefit of vocational and educational counselling.

2. Examples of planning and co-ordinating of events and examples of successful learning festival events in partner countries

2.1 Examples of planning and co-ordinating of events

Slovenia:

In general, LLW events reflect the state-of-art as well as the state-of-practice in the field of education and lifelong learning in Slovenia. All ideas that fit into the broad definition of lifelong learning are welcome whether the latter takes place in formal institutions or in everyday life of all generations and no limits are set to imaginative and inventive approaches to the planning and implementation of LLW events. On the other hand, central themes of LLW events have usually been aligned with celebrations at the European or world-wide level, such as the European year of the elderly, the European year of languages, the International year of mountaineering and ecotourism and in 2003, the European year of people with disabilities. Providers were free to adopt these themes or to select their own.

For purposes of evaluation, we have grouped LLW events into four categories:

- presentations of learning programmes, projects and other activities: open days or open weeks, lectures and meetings, group and individual presentations, exhibitions of materials and products, and similar occasions with the aim of presenting activities to the widest public and to particular target groups;
- presentations involving audience participation: learning and creative workshops for designing ceramic products, painting on glass or silk, lace-making, carving, artistic, musical and computer workshops, creative workshops for the elderly and for children, practical knowledge and skills testing, conversations in foreign languages, organised debates, round tables, lectures with discussion on the theme of job-seeking, self-employment, business management, meetings, relaxation for quality life, learning various skills such as oriental dances and other subjects;
- accompanying activities: opening ceremonies, social and cultural events, presentations of books and publications, journals and collections, literary evenings, concerts, meetings with talks and music, theatrical and film presentations, puppet shows, receptions, award ceremonies, diploma presentations, press conferences, club meetings, taster sessions, visits to natural and cultural attractions, professional outings, guided tours, competitions, sports meetings, football matches, meetings of municipal councils, celebrations of anniversaries, closing events with a review of LLW events and others;
- information-consultation activities: telephone hotlines, advice centres, information days, stalls with information and other direct means of providing information and consultation on opportunities for lifelong learning.

Bulgaria:

1. Definition of target groups and central themes: The central themes in Bulgaria have been defined by the partner organisations. In 2001 we had in Bulgaria 4 topics: Language and Culture, Vocational Education, General Adult Education, and Civic education. In 2002, we formulated the following accents: Universities and LLL; Third Sector and the Non-formal Education; Women and Education; Foreign Languages; Licensing and Accrediting of Institutions for Non-formal Education and Training; Labour Market and Education; Successful Projects in the Context of LLL.

2. Organizing collective events: Both in 2001 and 2002 we organised in Bulgaria an opening festive and high powered ceremony. Opening speeches, greetings from the President of the Republic, foreign guests and over 250 participants, Exhibition of Educational Projects, Initiatives and Services, cultural program demonstrated the big interest and commitment in respect of LL process and initiative.

3. Organizing collective and local events – at the regional level: In all the 5 districts in Bulgaria, participating in the LLW 2002, opening ceremonies, press conferences and some presentations of awards/certificates were organised. Some local organisers invited guests from the central events in the capital city, others had as accents training in traditional handicrafts or meetings with employers.

4. LLW time frame, events beyond the time frame: In the year 2002, a special time frame was elaborated. At disposal on: <http://www.lifelonglearning-bulgaria.org/en/2plan.htm>.

Germany:

Example of a LLW/LF time schedule (Lernfest of Bonn, Germany): the time/tasks schedule in Supplement 3 is an extract of the project plan for the first Learning Festival in Bonn, Germany (special events throughout September and one common Festival day on the main square). Special software which is very useful to help visualise, control and evaluate a project plan has been used for the project.

Romania:

Example 1: Central theme and target group: The National Committee for organising LLW decided in 2001 that the central theme of the LLW is: “*National Continuing Educational Market*” with a strong focus of interest on **adults (as potential learners) and institutions providing lifelong learning**. We have called this two categories “focus of interests” and not target groups because we didn’t want to restrict the area of LLW only to specific categories since in Romania LL needs to be strongly promoted at all the levels and among all categories of population. It is what we have succeeded the LLW in 2001, involving NGOs, national, regional and public authorities, prisons, territorial bodies of inspectors for pre-university education, popular universities, regional centres for adult education, private providers, etc.

Example 2: Establishing links across regions, borders: In 2002 the LLW valued the cross-border links existing between Romania and Bulgaria, in particular between towns Giurgiu and Russe. At LLW in Giurgiu, representatives of different NGOs and Associations from Bulgaria took part. Thus, one of the participants declared: “The LLW in Giurgiu presents a great opportunity for cross-border co-operation. Participation at common meetings creates the frame for developing future common projects in the field of education and culture.” (Ghiorghi Nicolov- Organisation “Knowledge” from Russe). A delegation from Giurgiu was present at LLW in Russe. They participated in debates on the following themes: “Third age universities”, “Women education”, “Education and labour market”, “Good practices of the educational providers”, ‘Projects, initiatives, services’. The possibility of creating a big project in the field of adult education in the learning Euroregion: Romania – Bulgaria - Macedonia was discussed. This project will be sustained by IIZ/DVV.

Example 3: Promoting LLW in non-conventional places: The Regional Centre for Adult Education Targu-Mures, under the logo “Education is where I am” has promoted LLW in non-conventional places such as: public transport, trains for workers, buses and public places, prisons, hospitals for old people. Special attention was given to the imprisoned people. Debates took place in order to inform them about their possibilities for education after they come out of prison. The organisers have decided to establish a “communication club” for imprisoned people and for other disadvantaged people in order for them to benefit from counselling for a better inclusion in society.

2.2 Examples of successful learning festival events

Slovenia:

Event at the national level: presenting awards to adults with outstanding learning achievements

In Slovenia, the Slovenian Institute for Adult Education (SIAE), a non-government umbrella organisation in the field of adult education, presents awards to individuals and groups for outstanding achievements in enriching their own knowledge and to organisations, groups, individuals, media... for enriching the knowledge of others or contributing to the promotion of lifelong learning. The six-year experience of giving away awards leads us to the following conclusions:

- The presentation of awards is an important part of the grand opening of the Slovenian Lifelong Learning Week – since it is an event of national importance, politicians, academicians, professionals in the field of adult education and many other prominent personalities are invited. The opening is an excellent opportunity for promotion and advocacy.
- Life stories of award winners attract media attention at the national and local level. Reports, portrays, interviews are broadcast and award winners' life stories are published in newspapers and magazines which all immensely contributes to the process of awareness raising among the widest public.
- Award winners get out of anonymity and become examples for others in their neighbourhood, at work, and in the larger community. They either had to overcome difficult circumstances and through

learning they improved living conditions of their own as well as of their families, or their ways of living manifest the constant thirst for knowledge, the joy of learning, etc.

- In 2001 and 2002 SIAE prepared video presentations of award winners and offered them to national and local TV stations, primary and secondary schools, libraries, LLW regional and thematic co-ordinators in local communities. Video presentations were highlights of other LLW events or starting points for discussions. For example, at a primary school pupils of the eight grade after seeing the presentation of an award winner from their home town discussed the importance of lifelong learning.

Bulgaria:

Highlights of 2001: the input from KNSB, the biggest trade-union in the country, described the trade union policy on education and training. Two initiatives were launched in the field of LLL:

- LLL and the New Opportunities for Older Workers
- Support for LLL among Refugees and Immigrants

The trade unions can undoubtedly be regarded as among the most active and co-operative partners in the field of LLL. They provide a welcoming point of contact for NGOs, employers and political experts.

Another activity from 2001 was the Info exchange/opportunities market, open for the general public. It gave all providers an excellent platform for presentation. To give some examples: Presentation of the programmes of the South-Eastern Europe Media Centre; of the Goethe Institute, the German Association for Technical Cooperation (GTZ) and GOPA (Industrial and Practical Vocational Training and Employment Promotion Programme), as well as presentation of materials from Computer-Xpert courses of the Znanie Federation program.

Highlights of 2002: in Burgas a very good idea was to have the accent of some seminars together with an education-cultural program. They learn something about the traditional handicrafts and customs (organising of an Art bazaar for children and youth and mastering skills and practical experience in traditional Bulgarian crafts) belongs to the LLL in such a way as the theme "Education and Gender". Another original idea was to organise a Knowledge Stock Market, starting with preparation of test and analysis among firms and employees. In Pleven good practices from some European projects were presented: *European Lessons* and *The children von Pleven in Europe*. All the initiatives in the different places gave examples for the good and successful idea to widen the LLW on national level.

Germany:

It is almost impossible to mention single Learning Festivals: During the last year of national co-ordination (2000) around 200 Festivals took place nationwide! Following LF titles show the variety of the local Festivals:

- Stade learns day and night!
- Continuing education: the window on the world
- Do something new!
- Fit for the future through learning!
- Subtenant computer: A very special relationship
- Win through learning!
- Our region doesn't sleep – Learning night in Bochum
- Culture fair in Taunusstein
- Agenda 21: From Rio to Regensburg

In 2001 the Festival of Bonn joined the UN Year of Dialogue among the Civilisations and the European Year of Languages; intercultural education and learning were the main topic. As the central Festival Day took place some days after the 11th of September, the stage performances were cancelled to give space

to public discussion and exchange. The festival was officially accepted as one of the German contributions to the UN Year of Dialogue among the Civilisations.

Video 1: Example of the "Land" (Federal region) Bayern, Germany

Video 2: Example of a local LF without national coordination

Spain, CREA:

In Spain, concretely in Catalonia, two festivals are realised focussing on the democratic education of adults. Two of the principal organisations that work in this way are AEPA (Association of Adult People Education) and FACEPA (Federation of Cultural and Educative Adult People Associations) that are the managers of their procedures.

- 1) ***Festa de la primavera (spring festival)***: It is an annual festival where all adult people schools of Catalonia are summoned. Every year the festival has a principal subject that generally is socially relevant (feminism, multiculturalism, adult people democratic education). The link of the festival is the organisation of workshops and activities involved in lifelong learning.
- 2) ***Festival de les llengües (language festival)***: It is a festival that is organised by the Adult People School of La Verneda-Sant Martí of Barcelona. Its interest lies in the cultural exchange and the learning of other languages. This way they organise, throughout the day, colloquiums and workshops where people talk in other languages, and they can participate in different cultural practices of several countries (dance, folklore, art, cooking, etc.). The success of this festival is the participation of many people of different ethnic groups.

Spain, FEUP:

In the past years, Popular Universities in Spain have developed the "**Day of Participants**" with a lot of success. It is a national event with more than 1.000 participants each year. People coming from different regions have a big one-day meeting in one locality (Almagro, Albacete, Jaén, Cáceres...). The Popular University of this locality is the host of the "Day of Participants"; there are theater and music performances, story-telling, handcraft, opportunities for communication among participants, etc. Briefly, it is **the place and the time to meet people who enjoy learning**. This could certainly be an interesting aspect to be included in the first LLL Week in Spain.

Romania:

In 2001, a successful event was the exhibition of the educational offers in Bucharest at the biggest exhibition centre ROMEXPO. A big opening ceremony was designed and implemented and was honoured by the attendance of two Directors General from the Ministry of Education and Research, and the Ministry of Labour and Social Solidarity; the Director of the National Council for Vocational Training for Adults, a representative of the Ministry of Culture and Religion. 29 governmental and non-governmental organisations and private providers arranged on-the-spot educational activities or displayed their programmes and projects, providing information on individualised learning and other opportunities. Linked to the festival was the establishing of a "Job meeting point" at, ROMEXPO visited by 172 persons. The Ministry of Education and research has presented "The legislative guide in the field of lifelong learning" containing laws and ministerial orders referring to lifelong learning.

In LLW 2002, CZEA Cluj together with the Municipal House of Culture Cluj and the Popular University Cluj, they have developed the activity "The women of the 21th century" and the workshop 'Education – premise for equality of chances for promotion of the women in the social and political field'. The activity was developed in partnership with three NGOs: AVIF-ARTEMIS, ARDOR- Transilvania, Pro Vobis and women' organisations within the political organisations. The activity was addressed to the women target group who don't benefit from educational programmes whose aims should be to increase the role of

women in the social and political field. The workshop developed within LLW was preceded by a questionnaire whose aim was to identify the roles of women in Romanian society at present and their potential/desirable roles in the future. The questionnaire was applied on 200 women, living in different social environments, aged between 18 and 65 years old. This action was accomplished with the help of volunteers from the Volunteers Centre ProVobis. The results of this questionnaire were the starting point of the workshop. Answers revealed that women do not realise the need to involve themselves as leaders in fields considered to be "only for men". Women are not sufficiently orientated regarding their opportunities to develop specific competencies in order for them to assume new roles. In the workshop 50 persons of different ages and different social status have participated: business women, women in higher education or in culture, women involved in politics, students, workers and unemployed women. They have worked in teams covering the following themes:

Group No. 1: "Why not?" They have analysed the causes which stop women to assume new roles in politics and social life.

Group No.2: "Why yes?" They have identified the qualities and the competencies of women which enable them to assume new roles

Group No. 3: "What and how?" The emphasis was given to the idea of lifelong learning as the source for obtaining new competencies in order for them to assume these new roles with responsibility and efficiency.

The results and the conclusion of the workshop will present the basis of a complex educational programme to be developed in future by the Regional Centre for Adult Education Cluj.

In order to follow the slogan „closer to us” the initiative group has decided to continue this activity in different places such as: high schools, universities, NGOs, different associations of the women. The activity ended with the awarding of 16 women ('Diploma for Excellence' was given) for their special contribution in the social life of the community.

3. Examples of successful media promotion in partner countries

Slovenia:

For the Slovenian LLW, media coverage at the national level is the responsibility of the SIAE, whereas at the local level LLW providers ensure media support for their events by establishing contacts with local radio and TV stations, newspapers and magazines. Over the years, interest on both sides in cooperation has grown; interesting LLW themes and stories, particularly those concerning award winners, have attracted growing media attention – they help to change public attitudes concerning education, which tend to view education as boring and unpleasant. The following types of items generally dominate media coverage: presentations of the Lifelong Learning Week, its importance and concept; basic data on providers and events; announcements of events; notices; reports from LLW venues; interviews; presentations of individual LLW providers and their activities; and presentations of award winners and recipients of certificates. Other items include reports about the opening of new education centres, and professional articles about lifelong learning, the importance of learning, the organisation of education within the economy, beating unemployment through education etc.

An important milestone in the process of drawing the media into involvement in the Lifelong Learning Week was the 1998 round table entitled 'The Media and Lifelong Learning' organised by the SIAE and the national TV broadcaster. The purpose of the round table was to encourage the involvement of the media in the promotion of lifelong learning in general, and to strengthen cooperation among the media, the government and the SIAE.

In the past few years, some local authorities either in the role of regional LLW co-ordinator or working in close co-operation with them have helped attracting media attention by organising a press conference at the municipal level, enabling all LLW/LF providers to introduce themselves; they have supported the publishing of the local LLW calendar of events in the local newspaper and/or at the municipal web site; they have organised or participated at closing events with the aim of identifying the contribution of LLW/LF to local development processes.

Actually, media coverage has been growing and gaining in quality over the last years, but it remains one of the most critical factors for the success of the LLW, and requires greater involvement on the part of all parties concerned.

Bulgaria:

The media coverage in 2002 increased in comparison to 2001. If in 2001 the organisers were searching for media attention, the 2002 experience shows the media interest to the initiative. The media were always participating: at the press conference; in the morning of the opening; during most of the seminars and weeks; after the end of the forum, inviting organisers and participants to talk about their work and its results. Life conversations and presentations in the national and cable TV stations promoted the event in the capital and in other towns. So we made one step towards the involving media as partners of the initiative, helping us to promote the idea of LLL.

Germany:

During the time of the national LF co-ordination, the Learning Festival and lifelong learning in general has been the subject of several articles / features in the national media. National and international examples of Learning Festivals have been presented at the World Exposition 2000 in Hanover and especially on the 8th of September (World Alphabetisation Day) debates and special presentations took place there.

Examples from the Learning Festival Suitcase:

See Supplement 4: Time schedule for press releases (and possible titles)

See Supplement 5: Draft press release for the Festival start

See Supplement 6: Draft press release for the Festival end

Spain, CREA:

In the year 2001, CREA organised a reflection symposium about feminism (*Cambio educativo y social: mujeres y transformaciones sociales*) (Social and educational change: Women and social transformation) . After the crisis of the modernity, the feminist movement lost progressively sense for a lot of women, especially for those that didn't have an academic degree. With the actual grow of the social movements there is a new feminism appearing which is basically supported in the inclusion of all the voices: academic women, non academic, ethnic minorities, gypsy women, etc.

The importance of this symposium was in the participation of world relevant authors that write about gender: Judith Butler, Lidia Puigvert & Elisabeth Beck. The diffusion of this symposium permitted the publication of an article in one of the most prestigious newspapers of the country (La Vanguardia). Subsequently, this article permitted to contact with other communication media at the regional and national level (television and radio).

Spain, FEUP:

In previous years, the Spanish Popular Universities have developed the "**Day of Participants**". The participant's life histories expressed in UU.PP., and the descriptions of their advancement through the educational processes has been of great interest to the public. It is our experience that these histories

can be used as an important part of the publicity to attract newspapers, T.V. and radio, because they are usually interested in histories of human interest.

In the ceremony of delivery of the national award "Miguel Hernández" in Spain, there were a lot of media representatives attending. Some of them came from places that got the Award Popular University "La Solana" last year, and Popular University of "Barcarrota" this year.

Romania:

The press conference of the second LLW in Romania was held in the conference room of the Ministry of Education and Research, because we thought that inviting journalists to an official important institution will have a greater impact on them. The presence of numerous journalists and TV companies demonstrated the organisers' desire to encourage the media to take the promotion of LL more seriously and to obtain direct support in strengthening co-operation with national televisions broadcasters and radio stations. Media was the main way to promote LLW among the people. This was proved by the answers of the participants at the exhibition from ROMEXPO. 51,09% of the participants learned about the festival from mass-media. All the TV channels and the major daily newspapers gave coverage every day during the festival and the local media was yet more active, in some towns being partners of the events (e.g. Giurgiu, Targu-Mures, Targu-Jiu and Constanta). Special importance had the national public TV channel (Romani-Cultural). For an hour they offered live transmission from LLW venues, interviewing visitors and providers.

4. Examples of funding learning festivals in partner countries

Slovenia:

LLW providers see their participation in LLW as an investment in the promotion of their activity in order to achieve larger participation in their programmes therefore they are willing to invest their time, money and other resources. In addition to this, LLW providers enjoy this possibility of getting out of anonymity and showing their work or its results, many feel enthusiastic about contributing to public welfare and these usually earn adequate response from their visitors. In the past few years some LLW providers, especially the ones who have created partnerships, were able to attain moral and financial support of their municipalities. SIAE in co-operation with the National LLW Committee is also trying to convince ministries and other public bodies to recognise the role of LLW and financially support its organisers at the local level. At the Ministry of Education, Science and Sport, there is a possibility to apply for resources under the umbrella of a public competition for the co-financing of adult education. Institutions apply for these resources to get support for organizing LLW events or for their co-ordinating activities. Due to the broad definition of lifelong learning similar support has been expected from other ministries but hasn't been achieved as yet.

Bulgaria:

In Bulgaria the main organisers were the IIZ/DVV-Project Bulgaria, the GOPA Program Bulgaria, the Ministry of Education and the public authorities.

Germany:

In Germany, the Federal Ministry of Education and Research financed the national LF co-ordination together with the "Laender" (Federal regions) from 1998 until 2000 to spread and implement the movement. From the very beginning of the German LF movement local organisers had to find different possibilities of funding depending of the region and focus of the LLW (since the public federal authorities were supporting only the national co-ordination).

Most of the German local LLW/LFs get financial support via mixed funding from different sources: participating organisations (participation fee, technical support etc.), local public authorities and/or the federal region (Land), enterprises sponsoring etc.

A good way to organise a LF in spite of a low budget is to use all kinds of resources of the participating organisations: the public authorities can help the LF with its PR support; vocational training institutes may contribute with the printing of materials in their own workshops; students in ICT courses may help develop the web page, the documentation tools or the logo; in this way the students are directly involved in the project, may gain some money, collect experience and get in contact with potential employers.

Spain:

In Spain the activities related to adult education are usually subsidised by the governmental institutions at the regional and local level. For example the *Festa de la Primavera* (spring festival) receives support of the civil rights of Barcelona City Council and of the Department of Social Affairs of the Generalitat de Catalunya (Catalan Government).

Romania:

In 2001 the sponsors of the event developed at ROMEXPO were: The Long Distance Learning Centre for Civil Society(CODECS), IRECSON (a private provider of lifelong learning), The Romanian Business School and the International Romexpo Exhibition Hall. As it can be seen, all the sponsors were from the field of education. In Romania the main funding is given by the **public authorities** (national: different ministries, regional: the county council and local: the local council, and by IIZ-DVV Project Romania.

5. Examples of informative and promotional material in partner countries

Slovenia:

The common denominator and trade mark of LLW events across Slovenia is the joint promotional and information material provided by the Slovenian Institute for Adult Education. The most prominent element of the visual promotion is the **LLW poster**, although each year a range of small promotional materials, such as stickers, bookmarks, paper cubes etc. is also available. The informative-promotional role is taken by the **LLW-Novičke** bulletin, the **LLW leaflet**, the **LLW web site** (<http://tvu.acs.si> in Slovenian and <http://llw.acs.si> in English) and the **internet calendar of events** (<http://tvu.acs.si/koledar> - in Slovenian only). Joint promotional materials are based on the corporate LLW image in order to ensure clear recognition of the event within the country and abroad. It is also intended to inform and animate the public, as well as raise awareness about the importance and omnipresence of learning. For LLW providers, it is a way of attracting attention to their events – especially for those who cannot afford to produce their own promotional material.

LLW providers are increasingly preparing their own promotional and informative material with great imagination: posters and leaflets, presentational and information bulletins and brochures, prospectuses, attractive invitations to participate and invitations to view events, event programmes, booklets, postcards, catalogues of educational programmes, exhibition catalogues, concert sheets, display panels, wall newspapers, special editions of journals, press releases and notices to households, participant surveys, awards, professional materials, audio and video cassettes, and ceramic cups. Many of them use the LLW logo, which the SIAE sends to providers on diskette or by e-mail in a variety of formats suitable for further graphic processing.

Bulgaria:

Common informative materials were created in Sofia and distributed through the country by the local coordinators. On the poster it was possible for each district/town to write its announcements separately

from the activities in the capital city. All the preparatory work (program of the events, registration form etc.) was available on the special LLL-Site: www.lifelonglearning-bulgaria.org.

Germany:

Common informative materials and a national LF logo were created and distributed by the national co-ordination (Adolf Grimme Institut). All information has been distributed per post and through the central web page. Even after the national co-ordination stopped existing, many local LF continued using the original LF logo. This logo let a lot of creative possibilities for the development of local promotional materials.

A special way of creating joint informative and promoting material can be the organisation of local or even national contests. This kind of contests may help handling with a low budget and are a very good method of involving participating organisations and the target groups themselves. There are innumerable possibilities. Here just some examples:

- A school drawing contest on the subject Learning Festival and/or Lifelong Learning; the best drawings could be awarded and all drawings could be used to decorate the town and help promote the LF;
- An IT school contest on the subject "LF web site" and/or "LF logo" and/or "LF documentation";
- Contest among pupils and/or students of further schools and/or Adult Education participants on the subject: Special events for the LF around Lifelong Learning; and so on.

Spain, CREA:

In the promotion of the LLW/LF the practitioners' participation is important, for example, their opinion could be considered in the informational materials design. This is the way how adults can see their interest recognised, and maybe later their participation in the event will be higher. The web sites are important for the LLW/LF celebration too, because through internet information arrives to people who are interested in this field.

Romania:

The creation of the joint informative and promotional material is very important for the success of LLW. Being aware of this aspect we have included in the national committee a designer, whose task was to create the corporate image of the LLW, taking into account the theme of LLW, the target group, the dissemination of the LL concept. From its very first edition in Romania the learning festival had a national logo (close to you.ro) and national promotional materials (posters, brochures with the programmes all over the country) but also local promotional material adapted to local characteristics.

6. Examples of monitoring, evaluating and reporting in partner countries

Slovenia:

The accomplishments of goals of the Slovenian **Lifelong Learning Week** (LLW) have been monitored and evaluated on the following levels

- national internal evaluation, conducted regularly each year by SIAE,
- local level, conducted by providers of events,
- national external evaluation conducted by the main Slovenian newspaper Delo, occasionally (two times so far).

Main indicators used in evaluation, monitoring and reporting

Providers of LLW events provide the data required for the evaluation process through a questionnaire as well as feedback information on other topics, critical comments and proposals to improve the organisation of the LLW on workshops regularly held each winter.

Main indicators cover LLW **providers, events, media support** (their number, structure, geographical locations, partnerships and content) and **participants** to LLW events. The evaluation of event participants is the most demanding part for the evaluators. Efforts have been devoted to both aspects - how to record visitors, and how to report on them. For the time being, participants are grouped into three categories:

- population visiting LLW learning events,
- the audience addressed by media,
- people involved in the planning and conducting of LLW events.

How to evaluate the competencies acquired by participating in LLW - either in the process of preparing a LLW event or visiting a LLW venue remains a challenge for future evaluation studies and research.

We believe that participating in the LLW/LF is a learning lesson in itself and represents a challenge to constantly improve our social and communication skills as well as self-esteem and mutual understanding.

See Supplement 7: List of quantitative and qualitative indicators (Slovenian questionnaire).

SIAE has also been monitoring the **theoretical impact of LLW** on development and practice of learning. The monitoring covers national, regional and municipal professional sessions: adult education Colloquium theories, concepts and practices of adult education with the aim not only to ensure the exchange and comparison of different viewpoints, but also to agree on constructive approaches to professional issues which are relevant to the development of adult education in Slovenia as well as in Europe. Regional and municipal sessions and round tables address the topics relevant to their state of art and development trends aiming at creating learning communities and regions.

Providers of LLW events use for their evaluation the same indicators as SIAE. Some of them have developed new approaches: interviewing participants of LLW events. Their results are used as an input in improving not only the planning and conducting of LLW but also the adapting of their educational supply to the needs of learners.

The main Slovenian **newspaper DELO** conducted two telephone public opinion polls in the last 5 years investigating the influence of LLW on improving the knowledge and awareness of people concerning lifelong learning

LLW activities and outcomes have been regularly reported:

- by means of the annual Report on and Analysis of the LLW and published in the information bulletin TVU-Novičke. The English-language version (LLW-Novičke, last in 2001) is also available at the following Internet address: <http://www.acs.si/llw/novicke>. A four-year report revealing a vision for the future has been published in 2000;
- at workshops of coordinators and providers – twice a year.

The reports are discussed by the National LLW Committee and approved by the Slovenian government.

Germany:

The former national co-ordination used to report about the local/regional Festivals on the central web page. This was very useful for all local partners and for potential local co-ordinators since this web page was full of different regional experiences. The reports included for example planning methods, evaluation questionnaires and a lot of pictures.

A local documentation (printed or digital) containing a short local LF story, the list of the participating organisations, documents about the events, all the articles and a lot of pictures are very useful to

improve the feeling of a common identity, to motivate the organisation of the next festival, to show to sponsors and VIPs the results and to gain new partners.

See Supplement 8: Evaluation questionnaire from the Land (Federal region) Bavaria

Spain, CREA:

CREA is participating in a RTD project of the Fifth Framework Programme called *ETGACE: Education and Training for Governance and Active Citizenship in Europe (2000-2003)*. One of the main results of this project is a book linked with the active citizenship learning which will be published in the near future.

According to CREA, practitioners' opinion that should be taken into account when evaluating:

- Aspects that are not been taken into account in the LLW organisation;
- Mistakes that have been found in the LLW organisation and/or contents;
- Participation of adult participants in adult education within the organisation of the LLW;
- Contribution of the LLW to the equality of opportunities and to the social cohesion;
- Social risks groups (ethnic minorities, women, young people...) reached.

Romania:

See Supplement 9: Romanian example of questionnaire for providers

Prepared by (according to the number of participating institution – PI No):

1. Examples of good practice:

PI No 1: Zvonka Pangerc Pahernik and Olga Drogenik (SIAE, Ljubljana, Slovenia),

PI No 2: Milka Atanasova (FSSK Znanie, Sofia, Bulgaria) and Maria Todorova (IIZ/DVV Office Sofia, Bulgaria),

PI No 3: Sabrina Boscolo Lips (IIZ/DVV Bonn, Germany),

PI No 4: Elena Duque (UB-CREA, Barcelona, Spain),

PI No 5: Montserrat Morales and Isabel García-Longoria (FEUP, Madrid, Spain),

PI No 6: Mariana Matache (IIZ/DVV Office Bucharest, Romania) and Camelia Bran (AN CZEA, Arad, Romania).

2. Internet realisation:

Franci Lajovic (Niansis, Ljubljana, Slovenia)

Ljubljana, March 31, 2003

Part 3: Supplements, references, videos

1. Supplements

Supplement 1: List of potential LLW partners (sorted by alphabetical order)

Adult education or lifelong learning centres
Agenda 21 groups
Arts groups
Centres for the elderly
Community centres
Community groups
Employers organisations
Folk high schools
Governmental organisations on the field of international co-operation
Groups / organisations of people with disabilities
Health units/hospitals
Information and guidance centres
Internet-Clubs, Internet-Cafes
Kindergartens
Learning providers
Leisure centres
Libraries
Local interest groups
Local media
Local public administration
Local work agencies
Ministries
Mobile learning centres
Multimedia centres (tele-centres)
Museums
NGOs (international co-operation etc.)
Patronage (VIPs in general, mayors, ministers etc.)
Practitioners associations
Regional development agencies
Religious groups
Schools (primary, secondary...)
Social movements
Social movements organisations
Social services
Study circles
Theatres/cinemas
Trade unions
Universities
Vocational training centres
Volunteer groups
Women groups

Supplement 2: Arguments for the Learning Festival: How to motivate, convince and win multipliers, promoters, decision-makers and prospects

From the Learning Festival Suitcase, revised version: "Arbeitshilfen zur Planung und Gestaltung eines Lernfestes", Disk, Adolf Grimme Institut, Marl, 2000

Learning Festival
2000
Shaping - Unfolding - Educating

Arguments for the Learning Festival:

How to Motivate, Convince and Win
Multipliers, Promoters, Decision-Makers
and Prospects.



Invitation

to join the
Week of Continuing Education
across Germany, and across the world
(with local, regional and municipal activities)

on

8 September 2000

- and on the days before and after -
as part of the “Global Dialogue” of UNESCO
at EXPO 2000 in Hanover

Explanatory notes and advice on how to use the arguments

This collection of arguments is intended to help with information, advertising and promotion activities for your Learning Festival. It is suitable for various fields of application and purposes.

Learning Festival players can use it as a kick-off and support for their work meetings. In addition, the different arguments are suitable for presentations to multipliers and decision-makers from the fields of politics and associations, etc.

The order of arguments is not binding. Of course, you can feel free to omit or add elements to fit your needs. You can integrate the arguments in a representative Power Point presentation, copy them onto overhead films for a slide show or use them for hand-outs.

Occasions for a local Learning Festival

I

"World Literacy Day"
8 September 2000

II.

The Global Dialogue of UNESCO
"Building Learning Societies"
at EXPO 2000:

1st Event

6 September 2000: "Focus Earth"
(Public dialogue on "knowledge,
learning and sustainable
development")

2nd Event

7 September 2000: "This Is the World
Speaking"
(Discussion on development of
information societies in various cultures)

3rd Event

8 September 2000: "Platform for the
Future" / Learning Festival - UN Week of
Continuing Education.

What is a Learning Festival?

A Learning Festival is an activation, marketing and motivation strategy with short, medium and long-term impacts.

A Learning Festival supports and qualifies structural change in continuing education.

Goals

A Learning Festival should

- Inform the public about possibilities of continuing education,
- Highlight the importance of continuing education for education policies,
- Address new target groups and spur their interest in continuing education and lifelong learning through hands-on examples,
- Motivate people to use educational offerings more intensively and open new forms of access to the new media such as the Internet,
- Inspire continuing education institutions, companies and organisations to collaborate
- And last but not least:

Show that learning is fun!

Why is organising a Learning Festival both effective and rewarding?

There are various reasons:

- It shows those interested in learning the array of continuing education opportunities in their field and helps them decide to participate.
- Local and regional politicians obtain a lasting and insightful impression of the capacities of continuing education "at home".
- A Learning Festival boosts the willingness of continuing education institutions to collaborate with other providers and with industrial players.
- Co-operations provide new experience and new insights.
- Collaboration helps promote the quality of continuing education, because every participating institution wants to give "its best".

What co-operations could/should be launched?

- Continuing education institutions co-operate with various different providers
- Continuing education institutions co-operate "across boundaries" with authorities, museums and libraries
- Continuing education institutions co-operate "across sectors" with companies, associations, chambers, etc.
- A Learning Festival can/should be combined with other public occasions and events.
- However, you must not lose sight of your goals.

What could be the focal activities of a Learning Festival?

- Activities that provide media skills and professional education, that focus on issues and future developments of the knowledge and information society;
- Cross-over activities such as "Health and Ecology" or "Technology and Conservation";
- Combinations such as exhibitions, city tours or ecological explorations (e.g. on nature, history, architecture, etc.) with a learning content;
- Motivating activities, e.g. for people who have never entered an educational institution of their own accord before;
- Shared activities for people with different educational, social or cultural backgrounds; activities for different generations;
- Activities for special target groups such as for young people.

What were the results of the Learning Festival 99?

1. Almost 3000 institutions from the fields of continuing education, culture and industry took part in the local and regional Learning Festival '99 events.
2. Great response from participants/ visitors. Almost 100,000 people visited the Learning Festivals.
3. A big response in the local and regional media.
4. Image boost for continuing education and co-operation partners (companies, organisations, authorities, etc.)
5. Positive experience with co-operations. 70% of all Learning Festivals were organised by co-operations.
6. Improvement of political importance of continuing education.
7. Inspiration for education policy discussions, affirmation of the idea of lifelong learning, creation of new learning cultures.
8. Learning Festival '98: 120 to 130 Learning Festivals
Learning Festival '99: 140 to 150 Learning Festivals

Why is lifelong learning indispensable?

"What skills do we need to manage the future?"

Partly adapted quotations from:

Karlheinz A. Geißler/Frank-Michael Orthey: *Am Ende des Berufs* (At the End of Your Career)
In: Marc Hoch, Hans-Herbert Holzamer (ed.): *Zukunft der Arbeit - Zukunft der Bildung*. (Future of Work - Future of Education). A series in *Süddeutsche Zeitung*, Munich 1998.

Dealing with pluralism and confusion

In future everybody must learn to cope with various problems and insecurities in the workplace - for this purpose it is necessary to deal with conflicts and new situations in a differentiated and structured way.

It also means that everybody must learn to interpret the world from several different points of view.

Dealing with breaks and transitions

Modern life is more and more frequently marked by transitions, breaks and turning points. Transition skills help us make a meaningful break with the past and master transitional situations.

Transitions in global competition are also marked by the fact that they cross and combine traditional boundaries between systems, cultures, intellectual traditions and mentalities.

Lifelong learning ...

... means the ability to design and realise a life plan and to re-adapt it constantly to the "ups and downs of life".

This requires skills such as self-reflection, self-observation and a realistic assessment of one's career and personal situation. Moreover, changes in work and society need to be observed and constantly re-integrated in the life plan. The ways of acquiring the necessary skills will change:

In education and training they will develop with a focus on counselling. This is due to the on-going combination of working and learning to create new forms of work and business such as group work, team work and project work or working for a virtual company.

And it is due to the fact that, in each specific case, learning can immediately be integrated chronologically, spatially and thematically.

Against this background, virtually all forms of continuing education are becoming ever more important!

Learning means more than just acquiring knowledge:

1. Learning is a lifestyle.
2. Learning gets people moving.
3. If many (all) people are learning, society gets moving.
4. Learning is fun.
5. Learning helps you become creative.
6. Learning gives you opportunities to cope better with personal and career challenges.
7. Learning improves the social (learning) climate; and that benefits everybody!

A Learning Festival offers new prospects, avenues and qualifications for continuing education

- Learning region
- Co-operation / networking
- New learning cultures
- Integration of new media
- Motivating continuing education

Supplement 3: Example of a LLW/LF time schedule (Learning Festival of Bonn)

October-December:

- Looking for partners:
 - internet / literature research and database of potential partners (permanent updating of the database throughout the project)
 - collecting arguments to convince/motivate potential partners (help from national co-ordination or regional more experienced co-ordinators)
 - contacting potential partners
 - contacting potential sponsors
 - contacting potential patrons (for example town mayor)
 - press release to reach potential unknown partner
- Invitation for a start up meeting possibly with the support of a VIP (person or organisation)

January:

- First meeting of interested organisations / potential partners:
 - explanation of goals / possible LF realisation
 - collecting ideas of all participants (events, realisation, logo, potential partners and so on)
 - discussion about financing
 - agreement on co-ordination and tasks
 - setting a time schedule
 - setting deadline for registration
 - which partner can help with know-how?
 - ideas for motto
- Sending of minutes of the meeting and the complete database of all contacted organisations to all the invited
- Set up a E-mail database (permanent updating throughout the project)
- Press release about the meeting
- Permanent contact to the potential partners (E-mail)

April / May:

- Second meeting of interested and / or already registered organisations
 - report of co-ordination
 - checking everyone's resources
 - patronage
 - stage for performances during the common Festival Day?
 - concrete planning (one LF day / one week / one month / where / who / what)
 - PR campaign
 - concrete time schedule
 - setting deadline for program contributions
 - decision about motto
 - decision about support of an actual international campaign
 - decision about financial frame
 - decision about common logo
 - decision about Festival opening (who / what / where)
 - exchange about evaluation tools
- Sending the minutes of the meeting and the actual and complete database of all contacted and / or registered organisations to all the invited
- Press release about the meeting
- Permanent contact to the potential and already registered partners (E-mail/telephone)

May / June / July:

- Collecting registrations
- Setting up financial organisation
- Gaining sponsors
- Web site with all informations (database, schedule, minutes)
- Communicate the developments or the decided dates through professional magazines, web calendars, local press, radio and TV
- Collecting contributions for the LF/LLW program
 - concrete realisation of leaflet (contents, layout)
 - concrete realisation of poster
 - concrete realisation of banner
 - concrete realisation of info screens
- Booking of necessary rooms / squares
- Informing and involving shops close to the events places
- Checking the technical needs for the common Festival Day (insurance, electricity, garbage, fire brigade, police, other official permits)
- Engaging a photographer / organising documentation for the common Learning Festival Day
- Continuously spreading of the developments / new informations among the registered partners

July / August:

- General distribution of leaflets and posters (help from town administration?)
- Meeting of the registered organisations
 - report of co-ordination
 - presentation of the LF program: everyday' s events and common Festival Day
 - distribution of leaflets and posters
 - presentation of the stands position during the common Festival Day
 - distribution of the plan of the stands
 - last details for the common Festival day (erection and dismantling of stands/tents, parking places, hygiene rules for food, garbage and so on)
- Sending the minutes of the meeting and invitation to an evaluation meeting in October
- Organising a Festival Information Stand for the common Festival Day
- Press conference approx. one month before the beginning
- Special invitations to VIPs for the common Festival Day
- Inviting press to the common Festival Day / Opening (approx. one week before)

September:

- Festival start!
- Collecting information about all Festival events for the documentation
- Press release about the common Festival day
- Press release at the end of the Learning Festival (end of September)

October:

- Evaluation meeting and after work "party"
 - report of co-ordination
 - report of all partners
 - next Festival?
 - dining together
- Sending the minutes of the meeting
- Sending the complete documentation of the Learning Festival (to partners, sponsors and patrons)

- [Press release about the evaluation meeting and the next Festival](#)

Supplement 4: Time schedule for press releases (and possible titles)

From the Learning Festival Suitcase, revised version: "Arbeitshilfen zur Planung und Gestaltung eines Lernfestes", page 17, Adolf Grimme Institut, Marl, 2000

Learning Festival 2000: 8 September at EXPO

- Calendar week 36:**
- 10 Sept. End of Learning Festival,
XX p.m.: Final press conference, conclusions
- 8 Sept. Press release: Learning Festival a public success already at half-time
- 6 Sept. Opening of Learning Festival by Mayor XY 12 noon: press conference
with XY (send manuscript of speech to press, walkabout with
journalists)
- Calendar week 35:**
- 1 - 2 Sept. Press release: Learning Festival kicks off this weekend (send layout
plan and updated event programme to press and regional radio and
TV stations)
- Calendar week 34:**
- 25 Aug. Background talks with select press representatives: preparations for
Learning Festival well under way. XYZ accepts invitation to come.
- Calendar week 33:**
- 18 Aug. Press release: The new media in education. One focus of the
Learning Festival 2000. Or: press release: "Learning Festival 2000 at
EXPO in Hanover!"
- Calendar week 31:**
- 3 Aug. Press release: Initiative for Learning Festival 2000 presents poster.
The whole city is invited. (send photo and digital version of original
poster to press).
- Calendar week 30:**
- 28 Jul. Press conference: Learning Festival 2000 from ... to ... Initiatives work
together. (Submit basic press folder with logo, press release on
Learning Festival goals and programme, with description of involved
groups and institutions, possible background info on continuing
education and photos of speakers at press conference)

Supplement 5: Draft press release for the Festival start

From the Learning Festival Suitcase, revised version: "Arbeitshilfen zur Planung und Gestaltung eines Lernfestes", page 3, Adolf Grimme Institut, Marl, 2000

LOGO

Draft press release 1

Announcement

Learning Festival XXX in ABC town
All citizens invited to celebrate learning

ABC town, 00 month XXX.

The many facets of continuing education - you can find out all about them at the Learning Festival XXX on 00 month XXX ... (place, venue, etc.). Under the motto "Shaping- Unfolding - Educating" the festival will highlight educational activities for all age groups. The initiators of the Learning Festival in ABC town, XXX, are offering you a wide array of attractive information options. For example, visitors can look forward to (list of offerings /events). "The initiators of the Learning Festival have come up with lots of ideas for the people of this town," says Mayor XX. The Learning Festival offers everybody the chance to discover learning opportunities for themselves. And: You can only change if you never stop learning. Especially in our modern times continuing education is a central aspect of giving people opportunities for their future career and personal development. Studies show that only one German in two feels well-informed about continuing education options.

One aim of the Learning Festival is to make things more transparent. It will be staged not just in ABC town but will co-incide with similar events in numerous locations nationwide. The Learning Festival Initiative was founded in 1997 by the German Ministry of Research and Education. And the initiative was soon crowned by success: Almost 2,000 education institutions already took part in the Learning Festival 1998 and hundreds of thousands of visitors came seeking information on continuing education activities. These figures were exceeded in 1999. And the Learning Festival 1999 was also a huge success. Over 140 Learning Festivals were staged nationwide. And many educational organisations will be presenting their offerings to the public all over Germany at the next Learning Festival in September 2000.

Supplement 6: Draft press release for the Festival end

From the Learning Festival Suitcase, revised version: "Arbeitshilfen zur Planung und Gestaltung eines Lernfestes", page 5, Adolf Grimme Institut, Marl, 2000

LOGO

Draft press release 2 **About the Learning Festival events**

Information and entertainment.

Learning Festival for the people was a great success.

ABC town, 00 month XXX.

Around xxx visitors attended the Learning Festival in XXX (location) on 8 September 2000 to find out about a wide array of learning activities. "Many people were surprised in what fields you can still go on learning even into old age", explained xx of xxx (co-operation representative). "Vice versa, talks with visitors gave us lots of inspiration and ideas, which we will incorporate in planning continuing education programmes." At the info stand of xy learning institute course attendees talked about their experiences with continuing education. And there was a mobile office where employees were demonstrating telework options. The information stand on multimedia learning attracted lots of young people. And valuable advice on new part-time adult education schemes was offered by Chamber of Commerce representatives. There was also a great entertainment programme. From XXX through XXX to XXX it offered something for everybody. In the end, all participants sounded very happy with the outcome of the event. "We never expected such a great response to the Learning Festival."

Supplement 7: List of quantitative and qualitative indicators (Slovenian questionnaire)

Quantitative indicators:

Number of providers	total by region by municipality by type of organisation by number of inhabitants (national, regional)
Number of co-ordinators	total by region by type of organisation
Number of events	total by region by municipality by type of events by content by number of inhabitants (national, regional)
Number of media items (articles, radio and TV broadcasts and similar)	total by region by type of media
Number of LLW participants to events	total by region by municipality by type of events

Qualitative indicators – LLW providers' opinion on:

Partnerships and forms of co-operation
The LLW concept
The role and performance of the national co-ordinator
Municipalities' support (financial, in kind, attending events, etc.)
Government support
Visitors' opinions
Evaluation of promotional material (poster, web pages, web calendar)**
Description of own promotional material
Ideas, critical remarks
Plans for next year
Contribution for the newsletter (examples of good practice, life histories of successful learners)

See Supplement 8: Evaluation questionnaire from the Land (Federal region) Bavaria

**Bavarian Coordination Bureau
Learning Festival 2000**

EVALUATION - LEARNING FESTIVAL 2000
(print out form, please tick or complete where appropriate)

Please return by fax up to 21 June 2000

Andreas Käter / Susanne Haas

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83646 Bad Tölz
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Learning Festival project management:

Responsible institution:

Co-organiser:

Learning Festival venue /date:

Total attendance:

I. Background information

What were your aims when initiating the Learning Festival project?

Whom did you want to reach?

Which (new) target groups did you reach with the Learning Festival?

II. Collaboration

Our Learning Festival was realised in co-operation with the following partners from the field of continuing education:

Our Learning Festival was realised in co-operation with the following partners from the fields of administration, industry, initiatives, organisations, associations, social groups, etc.:

What did you think of this co-operation? Good Not so good

For the following reasons:

Our Learning Festival was realised on our own responsibility Yes

Education sponsoring by Deutsche Telekom/3Com:

Were you satisfied with the sponsors' support?

Activities of Deutsche Telekom at your Learning Festival:

Good Not so good

For the following reasons:

Joint campaign: posters/flyers/advertisements

Good Not so good

For the following reasons:

Idea competition

Good Not so good

For the following reasons:

III. Evaluation of contents

How did the audience at the Learning Festival differ from this year's participants in your education activities?

To what extent did you achieve the envisaged goals of your Learning Festival?

Special activities and initiatives:

"Highlights" of your Learning Festival (what learning activities and offerings were particularly popular?)

IV. Public relations/impact

Political involvement / active participation of politicians and other functionaries or celebrities (e.g. sponsorship of your Learning Festival, opening of the festival, discussions).

What amount of attention did the Learning Festival attract in your regional press and other media?

- Large Small Fair Marginal

Number of reports/mentions in the local media?

Approx.: ___ reports/announcements/advertisements, etc.

What public-impact media did you use for your Learning Festival (visitor figures, target group)?

- Use of the Internet on the Learning Festival website (www.lernfest.net)
 Posters, brochures, press info
 Hotline/ local, regional info telephone was available from ____ to _____

Other:

V. Inspiration gained from Learning Festival

What new topics / continuing education offerings/ services do you want to offer in future?

Did the Learning Festival open new prospects for your institution (e.g. in the field of public relations)?

- Yes, our plans for the future after the Learning Festival are as follows:
-

- No, because
-

VI. General appraisal of your Learning Festival 2000

- Successful, future-forward because
-

- Not so successful (obstacles and barriers), because

VII. Suggestions and improvements for future Learning Festivals:

Would you like to organise Learning Festivals in the future?

- Yes No

Reasons:

What do you believe is the most important benefit of Learning Festivals for educational institutions?

VIII. Support by the Learning Festival 2000 Coordination Bureau

Were you happy with the support offered by the Coordination Bureau in Bad Tölz?

Presentation of Learning Festival concept prior to the event

- Very good Good Not so good Poor

Information and advice

- Very good Good Not so good Poor

[Preparation of idea competition by sponsors Deutsche Telekom and 3Com](#)

- Very good Good Not so good Poor

Training workshops

- Very good Good Not so good Poor

Coordination of press and PR work

- Very good Good Not so good Poor

Please make some suggestions how we can improve our work:

Do you think a Coordination Bureau for Bavarian Learning Festivals will still make sense in future?

- Yes No

Reasons:

Are you interested in sharing experiences with all Learning Festival partners in October 2000?

- Yes No

Other remarks, criticism and suggestions:

Please add schedules, photos, press articles, film and radio recordings (unless you have already done so)

Thank you very much and best regards from the Coordination Bureau

Andreas Käter and Susanne Haas

Supplement 9: Romanian example of questionnaire for providers

Good morning. In order to have a good evaluation of this festival we would like to ask you to fulfil this questionnaire. It will only take a few minutes.

1. How do you appreciate the initiative of organising this festival?

Very weak	Weak	Normal	Good	Very good
1	2	3	4	5

2. How do you appreciate the promotion and the publicity of this event?

Very weak	Weak	Normal	Good	Very good
1	2	3	4	5

3. How do you find the place where the event is developed?

Very inadequate	Inadequate	Not inadequate, not adequate	Adequate	Very adequate
1	2	3	4	5

3.1. Why?

4. Are you content about the exhibition space that your company received for this festival?

Very malcontent	Malcontent	Not malcontent, not content	Content	Very content
1	2	3	4	5

4.1. Why?

5. Regarding the participant educational institutions at this event, how satisfied are you about:

Very malcontent	Malcontent	Not malcontent, not content	Content	Very content
1	2	3	4	5

5.1 Their variety 1 2 3 4 5

5.2 Their number 1 2 3 4 5

6. How did you find out about this festival? (you can choose more than one answer)

- | | |
|------------------|-----------------------|
| 1. written media | 5. the organisers |
| 2. television | 6. friends |
| 3. radio | 7. other companies |
| 4. posters | 8. other sources..... |

7. What do you expect from this festival? (you can choose more than one answer)

- | | |
|--|--|
| 1. to promote the idea of lifelong learning | 4. to facilitate the contacts with the potential clients |
| 2. to facilitate the meeting with a wider public | 5. to promote our own institution |
| 3. to facilitate the meeting with others educational providers | 6. something else |

8. Were your expectations met during the festival?

- | | | | | |
|------------|--------------------|----------------------|------------------|---------------------|
| Not at all | In a small measure | In a certain measure | In a big measure | In very big measure |
| 1 | 2 | 3 | 4 | 5 |

9. Do you think that the way in which your organisation has presented itself was:

- | | | | | |
|-------------------|--------------|----------------------------------|------------|-----------------|
| Very unsuccessful | Unsuccessful | Not successful, not unsuccessful | Successful | Very successful |
| 1 | 2 | 3 | 4 | 5 |

10. From your organisation point of view, regarding the contacts, the promotion, this festival was:

- | | | | | |
|-------------------|--------------|----------------------------------|------------|-----------------|
| Very unsuccessful | Unsuccessful | Not successful, not unsuccessful | Successful | Very successful |
| 1 | 2 | 3 | 4 | 5 |

11. How content are you about the way in which this event was organised?

- | | | | | |
|-----------------|------------|-----------------------------|----------|--------------|
| Very malcontent | Malcontent | Not malcontent, not content | Content | Very content |
| 1 | 2 | 3 | 4 | 5 |

11.1 Why?

12. In what measure do you consider this festival a success?

- | | | | | |
|-------------------------|--------------------|-----------------|------------------|---------------------|
| In a very small measure | In a small measure | In some measure | In a big measure | In very big measure |
| 1 | 2 | 3 | 4 | 5 |

13. Will you participate next year to the festival, too?

- | | | | | |
|---------------------------------|---------------------------------|--------------------------|-----------------------------|-----------------------------|
| For sure I will not participate | Probably I will not participate | Maybe I will participate | Probably I will participate | For sure I will participate |
| 1 | 2 | 3 | 4 | 5 |

14. Will you participate to the organization of the festival next year?

For sure I will not participate 1	Probably I will not participate 2	Maybe I will participate 3	Probably I will participate 4	For sure I will participate 5
--	--	---	--	--

14.1 What will be your contribution?

15. How many persons have visited your exhibition space during the festival?

16. How many persons have shown interest for your courses?

17. How many visitors do you estimate will become your learners?

Type of the course..... Number of the potential participants

Total:

18. What proposal do you have for the organisers?
.....

19. The name of your organisation
.....

20. Contact person

21. Tel/fax.....

22. Year of establishment of your institution

23. Educational fields in which your organisation is active
.....

24. Number of employees

25. Number of part-time lecturers/trainers

26. Number of full-time lecturers/trainers

27. The estimate number of your learners in

27.1. 2000 learners, most of them were in the field of....., representing%

27.2. 2001 learners, most of them were in the field of....., representing%

28. Budget / your estimated business amount in 2001 lei.

Thank you very much for completing this questionnaire!

2. References:

1. Recommendations to regional and thematic LLW co-ordinators. SIAE in co-operation with LLW 2001 regional and thematic co-ordinators. Ljubljana, 2001.
2. Plan for success – a guide for regional co-ordinators. NIACE, UK 2001.
3. Learning Festival Suitcase (Lernfestkoffer) - A Guide for planning and organising a Learning Festival, Adolf Grimme Institut, Marl, Germany 1999

3. Videos:

Video 1: Example of the “Land” (Federal region) Bavaria, Germany - **in preparation!**

Video 2: Example of a local LF (Bonn, Germany) without national coordination - **in preparation!**