

Identification of the current status of lifelong learning and needs analyses in partner countries

Introduction

National reports were prepared with the intention to help each partner to get insight into and understanding of the educational scene in their own countries as well as in Europe. In addition, they were designed as to indicate how the current situation could foster or impede the effectiveness of our project's goals. National reports were produced in compliance with the concept of the lifelong learning (LL) strategy as it was agreed at EU level (Lisbon Summit, 2000; Memorandum on lifelong learning, 2000) and developed into a concrete action plan on LL in Europe (Making a European Area of LL a Reality, EC 2001, and Detailed Work Programme on the Follow-up of the Objectives of Education and Training Systems in Europe, EC 2002). National reports make use of the strategic and development documents in each of the participating countries and they reflect:

- Target groups of the population addressed by policies at the national level - educational, labour market and other;
- Networks and partners at the national and local level essential in promoting the LL strategy with all three main objectives of learning, i.e. personal development, active citizenship, social cohesion and improving employability;
- Examples of good practice that we would like to promote through the Lifelong Learning Week (further on LLW.)

National reports were prepared following the questionnaire designed at the very beginning of the project. The first reports on the state-of-art were presented by partners at the partnership meeting in Ljubljana (October 2002) and later they were developed via two stages resulting into their final versions. Reports will be used throughout the project by national co-ordinators and their partners - regional and local co-ordinators - in designing the target groups to be addressed by the LLW, as well as in looking for supporters and providers of LLW events. The familiarity with EU documents implementing the strategy of 'LL for all' and with relevant national documents strengthens the co-ordinators' position in lobbying for moral and financial support from governments (local, regional and national) and other social partners. In addition, it enhances the promotional impact of LLW on the mutual implementation of European and national aims and goals leading towards the establishment of learning societies.

Some characteristics of the LL profile in participating countries

Key figures on economic and social conditions reveal high imbalance among countries - (see appendix Selected statistics of participating countries). There are gaps among countries in terms of some components of the LL profile: participation in secondary, tertiary and adult education, early school leavers, educational attainment of the population, and investment in LL. But in spite of these gaps, all countries share a common disadvantage in terms of achieving the proposed EU standards in LL (EU Institutions press releases DN: IP/021710, date 20/11/2002).

The European Commission has adopted LL as a framework for the European education, training and employment policies and as the essential tool for living and working in the knowledge society. There are several EU policy documents setting out targets and objectives for education and training. The Commission and European Council will be monitoring and measuring the progress in education and training - an interim report is foreseen in 2004 and the final report in 2010. As a part of this follow up process, the Commission proposed benchmarks (reference levels of EU average performance) – concrete targets in relation to which it will be possible to measure progress. We have been using some

of them in order to gain insight into efforts that our countries will have to make to achieve the common European benchmarks.

Gaps regarding some EU benchmarks, such as participation of adults in LL, early school leavers not in education, and resources for LL - are substantial in all countries with some exceptions only.

Raising steadily **the participation of adults** (25-64 age groups) in LL is probably one of the most important challenges for the European countries in the field of education and training. The Commission proposes that by 2010, the EU average level of participation in LL should be at least 15% of the adult population and in no country should it be lower than 10%.

The average percent of adults having been involved in any kind of education in the 4 weeks prior to the survey in 2001 (European Report on Quality Indicators on LL, 2002; source: Eurostat, LFS, 2001):

Germany	5.2%
Spain	4.9%
Slovenia	3.7%
Bulgaria	1.5%
Romania	1.1%
EU average	8.4%
Average for the 3 best-performing member states (UK, Finland and Denmark)	19.6%

Data¹ for our countries reveal that there is a long way to go to achieve the minimum EU standard with a few exceptions only.

The proposed EU standard on **early school leavers** (age group 18-24) **not in education and training** anticipates that by the year 2010 the states should at least halve the rate of early school leavers not in education in order to achieve an EU average of 9% or less. The current (2001) averages are:

Slovenia	14.9%
Bulgaria	20.3%
Rumania	20.5%
Spain	28.1%
EU average	19.0%
Average for the 3 best-performing countries (Sweden, Finland and Austria)	10.3%

Data show that some of the countries will have to make a significantly greater effort than others to attain the proposed benchmark. But it is also clear that Slovenia would need to make effort not only to keep the attainment but also to achieve further improvement.

¹ All data (if not quoted otherwise) are from the European Report on Quality Indicators on LL, 2002, Eurostat, LFS 2001.

According to the proposed EU standard the average percentage of 25-59 years old **adults with at least upper secondary education** should reach at least 80%. The average rates for the age group 25-64 in 2000 were above EU average in all countries, except for Spain.

Slovenia	75.3%
Bulgaria	71.1%
Rumania	70.6%
Spain	42.0%
EU average	66.0%
Average for the 3 best-performing countries (Sweden, Finland and Austria)	83.0%

However, the above results must be interpreted with caution. Attainment levels do not reflect the quality of education and the mastery of an individual's competencies necessary for living in the knowledge society. Consequently, it is important that we take into consideration some qualitative approaches undertaken by OECD. The International Adult Literacy Survey² conducted between 1994 and 1998 considered the performance of adults (15-65 years old) in three literacy fields (prose, document and quantitative literacy). The Slovenian population group with at least upper secondary education ranked at the bottom of European countries and far below the EU average: Slovenian adults with completed secondary education have reached an average score of 258 points in prose literacy (level 2), while the German population reached the score of 300 points (level 3). OECD ministries have declared the ranking of the population with upper secondary education below level three as 'underachievement rate'.

All national reports, except the German one, address the problem of adult literacy. As there are no data available from the PISA study which are used by the EU Commission for defining the EU literacy standard by 2010, we use the data from the third International Mathematics and Science Study (TIMSS 1995, 1999)³ to give an overview for our countries in comparison to the three best performing ones.

Average attainment of 15 years olds in mathematics and natural science, TIMSS 1995, 1999

Country	Maths	Natural science
Slovenia	531	541
Bulgaria	527	545
Germany *	502	518
Spain	483	504
Romania	474	471
EU countries**	505	506
3 best performing EU countries***	536	538

* Germany was the only country participating in the PISA survey and its 15-year olds ranked below the EU average in reading.

** EU countries participating in TIMSS 1999: Austria, Denmark, France, Germany, Greece, Ireland, Italy, the Netherlands, Portugal, Spain, Sweden, England, Scotland, Belgium-Flemish community, Belgium-French community.

***Belgium-Flemish community, France, Austria in maths, and the Netherlands, Austria and UK in natural sciences.

² Literacy in the Information Age, Final Report of the International Adult Literacy Survey, OECD, 2000

³ Martin, M.O., Mullis, I.V.S., Gonzalez, E.J., Gregory, K.D., Smith, Chrostowski, S.J., T.A., Garden, R.A., and O'Connor, K.M. (2000) TIMSS 1995, 1999 International Science Report: Findings from IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade. Chestnut Hill, MA: Boston College. Calculations for this report were prepared by Mojca Štraus, Pedagoški inštitut, Ljubljana, Slovenia.

Data show that Bulgaria, Germany, Spain and Romania will have to make great efforts in order to reach the EU average or the average of the 3 best performing countries, while Slovenia and Bulgaria have already achieved high performance in this area but would still need further improvement.

A strong consensus emerged in National reports that **investment in LL** needs to be raised significantly in order to maintain the achievements concerning some components of LL (e.g in Germany, some Laender are planning to stop supporting courses for adults on cultural and health education) on one hand, and to enable the implementation of LL for all on the other hand. The situation is particularly critical in the financing of adult education whereas in the field of initial education, considerable resources are available.

The public expenditure on education as a % of GDP in 1999 (European Report on Quality Indicators, Slovenia national sources, estimation):

Slovenia (national estimation)	6.00%
Germany (1998)	4.66%
Romania	3.40%
Bulgaria	...
Spain	4.50%
EU average	5.20%
Average for the 3 best-performing member states (Sweden, Finland, France)	7.40%

Slovenia is achieving a high performance level but a closer insight into the distribution of public resources shows that a better balance should be searched for in the allocation of public funds as far as initial and adult education on one hand, and well-educated and marginal groups on the other hand are concerned.

Understanding and implementation of LL strategies in partner countries

The consultation process on the Memorandum has influenced a common understanding of the concept of LL in the EU member and candidate countries. There are no doubts that all the countries participating in the project build their LL and employment policies on the broad EU understanding of LL that is not limited to the purely economic outlook but recognises that various learning activities should be promoted and supported. Namely, these activities have not yet been recognised as important learning opportunities - not even by adult educators - since they do not take place in traditional learning environments. National reports highlight the objectives of learning including active citizenship, personal fulfilment and social inclusion. Principles underpinning LL and guiding its effective implementation emphasise the centrality of the learner, the importance of equal opportunities, and the quality and relevance of learning.

Quite recently, Bulgaria, Spain, Romania and Slovenia have restructured their educational systems in general and adult education systems in particular with the aim of responding to the changing demands of society, work, citizenship and personal life. The new frameworks are based on the reorganisation of learning in line with the context of LL and they are opening up the space for transformation of educational systems in accordance with the EU concept of LL. Germany has designed the Federal Action Programme Lifelong Learning for All. It aims at ensuring lasting support for 'LL for all' and for future oriented changes in educational structures. As a rule, national documents are taking into account the two European dimensions of the LL strategy: life-long and life-wide.

On the other hand, the state-of-art in participating countries shows that the before mentioned two European dimensions are not treated and promoted adequately: with regard to the life-long dimension, adult education is treated as a stepdaughter to youth education, whereas with regard to the life-wide dimension, vocational education and training is being promoted with highest priority while learning towards improving social cohesion, active citizenship and reducing social, political as well as religious tensions is being neglected. Moving from strategic policy objectives in main strategic documents in the area of education, labour market and employment to practical measures shows that initial education is still privileged in terms of resources and governmental support. As far as adult education is concerned, vocational training is given highest priority in all countries and within this category vocational training of the unemployed is being favoured. Learning for active citizenship and personal development has not yet gained the attention it deserves. It is important that we take this into account when designing national models of LLW.

State-of-art and needs analyses in partner countries

National reports reveal the definition of LL valid in respective countries, summarize the main aims of the LL strategy, outline the contribution and involvement of national/federal and local authorities and the involvement of partner institutions and professional associations in developing/implementing the LL strategy. The Reports also reveal that there have been no institutional arrangements established to coordinate the policies and measures supporting the implementation of the aim 'LL for all'. Furthermore, they present the main features of the pilot projects and programmes established by public authorities, and promotional activities that have been established to promote the LL strategy.

Overviews of priority groups, networks and examples of good practice

Below, a short overview of priority groups, networks operating at national, regional and local level, and some examples of good practice is followed by national reports on the state-of-art for each partner.

Slovenia

- a) There are two broad target groups identified in the report
 - Population without formal qualifications or with poor educational and qualification achievements, population with poor literacy skills,
 - Non-participants in adult education.

- b) The identified network covers primarily the national governmental (Ministry of Education, Science and Sport, Ministry of Labour, Family and Social Affairs) and professional bodies (Steering Committees managing main national projects and Expert Councils, National Employment Agency, Chambers of Commerce). At the regional and local level, the network is less diversified and consists of regional and local offices of the National Employment Agency and Regional Development Agencies. But there are some associations (Folk high schools) and NGOs that are playing a major role in implementing LLW. SIAE will also use its own network of institutions and groups in implementing LLW (e.g. information and guidance centres, network of study circles' mentors).

- c) Examples cover different areas: adult education supply (survey on adult education providers and programmes), learning for active citizenship (study circles), measures for improving basic skills and educational attainments (Programme 5000) and the network of local information and guidance centres. The Slovenian Lifelong Learning Week is described briefly as a practical example of how to

improve the understanding of the LL strategy among professionals, politicians and practitioners, as well as among participants, would-be participants and non-participants in learning. In addition, major obstacles to achieving better results are presented as well.

Germany (click to see country profile)

- a) The National report focuses on a variety of priority groups: disadvantaged groups, teachers in initial teachers training, children, non-native speakers, young people without qualification, unemployed, family members taking care of children, mostly women, persons with disabilities, and older persons.
- b) The Report focuses on the Federal Government and its moral role in directing the Laender governments, who have legislative power in education and training issues and the Bund –Laender Commission for Educational Planning and Research Promotion. The Commission can intensify co-operation between the Federal government and the Laender (16 Federal Regions), social partners and associations across all educational sectors. There are some other professional associations (the Education Forum, the Concerted Action in Continuing Education, and different agencies that will be addressed to contribute to the implementation of the LLW movement in Germany. The partner organisation with its wide international network will play a crucial role in the dissemination of project outcomes.
- c) Examples of good practise cover the development of innovative LL programmes in the project Learning Regions - Providing Support for Networks, new forms of certification including skills acquired by non-formal learning, and the Bonn Festival of Learning.

Bulgaria

- a) The priority groups identified in the report show that the Bulgarian partners will focus on trainers in adult education.
- b) The report determines governmental bodies at all three levels - national, regional and local (Ministry of Education and Science, Council of Ministries, Ministry of Labour and Social Policy; National employment Agency with its local and regional employment offices) and professional bodies at the national level (National Agency for Vocational Education and Training, a new national, inter-institutional public council on LL, and a new National Consultative Council for Adult Education). The report sets out a problem - within the Ministry of Education, adult education is not properly covered: there is namely only one unit - the unit 'Vocational Education and Training' which is only partly covering adult education. A special Task Force as a contact and information body is going to be established. In Bulgaria, a new network of Centres for informational and educational guidance is being developed. It can play an important role in implementing the national model of LLW.

The partner organisation Znanie with its network and contacts will play a crucial role in promoting and implementing the national model of LLW.

- c) The two examples cover areas of learning belonging to the so-called new basic skills: foreign languages and ICT skills.

Spain (click to see country profile)

- a) The priority group clearly identified in the report is the “underprivileged social group”. In legislation, special attention is devoted to people without formal educational degree who cannot enter formal secondary or tertiary education programmes. The CREA partner in the project is covering the educational needs of the excluded population (minorities, gypsies and non-participants in learning) by implementing the social model of adult education and principles of dialogic learning. The FEUP partner with its network of popular universities provides educational, employment and cultural learning activities covering transversal issues such as intercultural education, education for peace, equality of opportunities, health, environmental and consumer issues.
- b) The network identified covers the national, regional and local governmental (the government, self-governments, inter-ministerial regional commissions co-ordinating employment, agriculture, fishing, education, social care, justice, interior, health, defence, etc.) and professional (Foundation for Continuing Training, Foundation for the Planning of Courses) bodies, different trade unions and associations of educational and other institutions. CREA will be able to use other networks (e.g. learning communities, the Group 90, FACEPA, Adult education centre at La-Verneda-San Marti) in implementing the Spanish LLW model. In addition, there is an innovative proposal from CREA to involve university departments as potential partners in designing and implementing LLW. CREA also suggests giving special emphasis to cultural events as important sources for learning how to live together and how to respect differences among people. FEUP, the Association of Peoples Universities from Madrid will play a crucial role in organising LLW in Spain taking advantage of its wide network of 231 popular universities. They have a powerful organisational capacity in co-ordination among different stakeholder at local, regional and national level. FEUP has specified the network that they will rely upon in implementing the first LLW in Spain. In addition to national and regional departments of ministries, international organisation (e.g. Commission of UNESCO in Spain) will participate as well.
- c) Examples cover a whole range of LL aspects: new basic skills, inter-generational learning for improving competencies and employability (e.g. Prelude), improving ICT skills (e.g. Technology of Information and Communication in Comunidad Autonoma de Extremadura), developing key competencies for occupational orientation (implemented by the Madrid branch of the trade union). The two examples - FACEPA and Adult education centre at La-Verneda-San Marti are excellent evidence of learning that empowers people for self-development, self-esteem and active citizenship.

Romania

- a) The National report indicates the priority groups that should be addressed by LLW activities; there are three main priority groups and two specific groups:
 - People lacking basic competencies (young and adults, those over 40 years).
 - Professionals developing instruments and systems for accreditation of non-formal and informal learning, and institutions for accreditation.
 - Policy makers and field workers to increase their awareness on LL addressing not only vocational issues of learning but also learning for the promotion of social dialogue and tolerance, and improving participation of all citizens in society.
 - Specific groups: dropouts along with early school leavers, and Romany population.

- b) The report determines mainly governmental bodies at all three levels - national, regional and local (Ministry of Education and Research and Ministry of Labour and Social Solidarity; National Agency for Employment and Vocational Training; commissions see page 3, paragraph 6: the county agencies for employment and vocational training). The only professional body at the national level is the National Council for Vocational Training of Adults. In the field of initial education many institutions and departments at the national and county level are responsible for specific issues of initial education. On the other hand, there is no national body for the promotion and implementation of non- vocational continuing learning.

- c) Most effective pilot projects are running in the area of initial education and partly they are intended for dropouts. As far as adult education is concerned, it seems that measures designed to improve legislative issues prevail at the moment. However, studies and research on educational needs are crucial for implementing not only the LL strategy in the country but also our Grundtvig project. The partner organisation ANCZEA with its networks and expertise will play a crucial role in promoting and implementing the national model of LLW.

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National reports on the state-of-art and needs analyses

SLOVENIA

Partner organisation: Slovenian Institute for Adult Education

1. What definition is given in your state to the concept of LL strategy? (Maximum one third of a page)?

The concept/strategy of LL was introduced in policy documents⁴ in the 90's. It can be found in all recent governmental national development documents⁵ taking into account the concept of LL as it was broadly discussed when the so-called Delors report 'Learning: The Treasure Within' was translated and the first LLW was launched, both in 1996. Within the LL strategy, learning activities in initial and continuing education are being treated as equally important, therefore a twofold responsibility moves to the centre of attention: that of the state, to give the opportunity to acquire knowledge and education to each individual, and that of the individual to accept this opportunity, and to take care of the quality of one's life as well as of her/his environment. The LL concept encompasses knowledge and skills, competencies and other attributes possessed by individuals and important for economic and social activities, thus creating economic as well as social capital.

2. What are the main aims that the LL strategy, whether planned or already implemented, is meant to pursue? (maximum half a page)

Though Slovenia has no a single LL strategy, priority aims in initial and continuing education have a joint core mission as stipulated by the Act on Organising and Funding of Education. This mission is targeted to:

- Encourage lifelong learning
- Provide opportunities for general education and the attainment of occupational qualifications for the whole population
- Enable the attainment of the highest possible education level to as many people as possible by retaining the quality and difficulty of education
- Enable the development and attainment of the highest possible level of creativity to as many people as possible
- Provide equal opportunities and reduce social exclusion

The LL goals that are pursued in national development plans are consistent with the above aims. In addition, they set out the importance of increasing the transition between formal and informal education, establishing a culture of LL, enabling the recognition of acquired knowledge, and developing conditions for the implementation of high-quality knowledge in a free thinking culture - to strengthen the bridge between the most important values in the nation.

Goals and tasks in the field of children and youth

These goals and tasks have a common basis: improving initial and continuing teachers training, assuring quality, increasing variety, strengthening the role of participants, achieving standards guaranteeing equal opportunities for all children and international comparability of outcomes. *Pre-school education* aims at providing early enrolment of children, *primary education* aims at establishing a public primary school that has no radical external differentiation and guarantees

⁴ White Paper on Education in Slovenia, Ministry of Education and Sport, 1996

⁵ The Strategy of Economic Development of the RS, National Development Plan 2002-2006, Strategic Aims for the Development of the Labour Market till 2006

access as near to home as possible (central, branch schools). In *secondary education*, a gradual increase of the proportion of young people in the first year of secondary general education programmes up to 40%, and an increase of the proportion of young people who enrol in secondary general or secondary 4-year technical programmes up to 70% of the generation were planned. External matriculation as a state examination has been introduced, as well as social partnership in planning, developing, adopting and executing VET curricula. A flexible VET model with a variety of paths leading to the same outcomes, equality of standards in formal education of youth and adults but differences in delivering curricula, development of modules and instruments to link education and certificate systems are envisaged. Reducing dropout rates remains a priority in the next period. Projects and activities facilitating these objectives are state financed. In *tertiary education*, free enrolment places, better access in general, and for the generation of 30-45 year olds additional funding and additional expansion of opportunities for improving transition both to work and to higher education⁶ will be provided. The system will be diversified.

Goals and tasks in the field of adult education

These goals and tasks relate to the acceptance and implementation of the National Adult Education Master Plan⁷ that defines AE as a part of the LL strategy and as an area of learning that has been treated as a stepdaughter to initial education. In addition, AE is defined as an area where major investments are indispensable to remove the main obstacles (inadequate educational attainment, poor literacy performance, low participation of adults in learning activities, poor educational supply and demand of learning activities for developing social capital) to implementing LL for all.

The national strategy for improving literacy attainments should be finished and approved by the Government. The International Adult Literacy Survey has shown extremely unfavourable results of our population therefore special measures have to be launched. Improving literacy competencies of adults is a pre condition for implementing LL for all and for reducing social exclusion.

3. What is the contribution and involvement of national and local authorities as regards this LL strategy? (maximum half page)

The Ministry of Education, Science and Sport have prepared a **National Adult Education Master Plan till 2010** (NAEMP)⁸ to be submitted to the national Parliament. This document most explicitly defines strategies for the implementation of the LL concept and links it with the improvement of human resources. One of its main aims is to create conditions for improving the basic level of knowledge and skills of the majority of adult population. This is at the same time the most important measure for the realisation of the concept of lifelong learning. The document defines priority areas in adult education as

⁶ New post secondary colleges - though not a part of higher education - are closely linked with the economy and represent the top of the vocational and technical education vertical; they have improved the transition of graduates to work and to higher education.

⁷ It was prepared by the Ministry of Education and Sport, approved by the National Expert Council for Adult Education (1998, 2000) and is still waiting to be discussed in the Government and to be sent for adoption to the Parliament. It defines three strategic goals corresponding with the aims as defined for LL in the EU Communication Making a European Area of Lifelong Learning a Reality, i.e.: learning for self-development, active citizenship and participation in economic activities).

⁸ Corresponding ministries and other responsible bodies and agencies are using the document as a basis for preparing education and training policies as well as measures and activities for their realisation although the Government has not yet submitted it to the Parliament for adoption. The goals and objectives suggested in the proposed professional starting points can be found - more or less modified - in most national strategic documents recently prepared.

well as goals and objectives to be attained in each area, and measures for their realisation. Financial means needed for the realisation of the goals and objectives are also specified.

In addition to the upgrading of the population's educational achievements at all levels of education - with special emphasis on the less educated middle-aged population - the following areas are also declared as priorities:

- Increasing participation in non-formal general education and in learning for improving the quality of living, cultural and civilisation level, conservation of cultural heritage and national identity, co-habitation of different cultures, and protection of environment;
- Education, training and retraining of the employed and unemployed for adjustment, upgrading and further development of vocational and professional qualifications, for utilisation of topmost knowledge, and for learning general skills and qualifications required for directing socio-economic and technological development.

The objectives in each priority area are quantified and monitoring is planned. Measures and strategies, financial means as well as special incentives at all levels (individual, employer, local, and branch level) needed for the realisation of the goals and objectives are specified.

In the resulting **Annual Adult Education Plans**, the Government will determine the programmes and ministries responsible for the financing and implementation of the National AE Master Plan's aims and objectives.

As the implementation of the NAEMP requires a substantial increase of public funds and a reallocation of public resources from the area of initial to the sphere of adult education, the document has not been sent to the Parliamentary procedure yet.

The Ministry of Labour, Family and Social Affairs defined among the strategic goals of the **National Programme of the Labour Market and Employment Development till 2006**⁹ the following: developing a LL culture, improving the educational level of the labour force, and decreasing structural discrepancies on the labour market, decreasing dropout from vocational training, secondary technical education and higher education. The share of those without vocational qualifications should decrease to 25%, and social partnership in solving unemployment problems and increasing employment should be further developed.

Activities and objectives for the realisation of the above key measures range from modernisation and adjustment of formal education and training programmes according to individual needs and the needs of the labour market, development of new education and learning opportunities not only for work and occupation but also for individual professional, cultural and personal development, development of APEL, implementation of the certification system, integration of work and learning, introduction of motivational programmes for individuals and employers, involvement of local levels in planning development and investment in education and training to the development and introduction of information and guidance services at the local level.

Given a large share of population without formal qualification, those with poor educational and qualification achievements are defined as priority target population.

Public funds for implementation measures and activities defined in the above mentioned documents are earmarked in the **State budget 2002-2005**. A critical review of funds allocated to the development of the

⁹ The document was passed by the Parliament on 25th October 2001 (Official Gazette of the R Slovenia, No. 92/22.11.2001).

learning culture reveals the implementation deficit: the greatest barriers to LL for all in the field of AE have not been addressed by public funds - neither major interventions aiming at improving educational attainment and competencies of less qualified population nor measures for sustaining the networks of learning for cultural and personal development.

Local authorities

The educational system is centralised and the educational legislation is adopted at the national level; the same goes for the curriculum in initial education at all levels. The novelty in vocational education and training was introduced last year: secondary schools have been entrusted to develop 20% of the educational programmes according to the needs identified in their region.

4. What is the contribution and involvement of your organisation as regards LL strategy? (maximum half page)

SIAE fosters the culture of LL through its research, development, and guidance work as well as through continuing training of AE personnel. Through this work, SIAE has contributed to new solutions in the systemic regulation of AE and influenced the preparation of national development documents mentioned above. We are developing innovations aiming to enrich the educational supply for all three strategic aims of the LL strategy and contributing to the democratisation in AE and social life (network of study circles with more than 10.000 participants, network of 30 centres for self-directed learning with nearly 600 participants and 112.000 hours of learning; network of learning exchanges), disseminating new models and programmes in AE (Project Learning for Young Adults). We were the first in developing and introducing the accreditation of prior learning (APEL) into our own programmes for mentors of study circles; the know-how was later transferred to vocational education. We are developing local information and guidance centres aiming to increase participation of the less educated and to improve the quality of their learning. Quality issues have lied at the very heart of all our work as well as the evaluation of processes in adult learning, and the evaluation of systemic solutions. We are disseminating our experiences to providers of adult education and in turn, we learn from their feedback.

5. What is the contribution and involvement of professional associations as regards LL strategy? (maximum half page)

The Slovenian Adult Education Association played an important role in the 80's but has been looking for its new role and organisation since the 90's; the process has not been finished yet.

6. What institutional arrangements have been established to co-ordinate this strategy? (maximum one third page)

There is no single body established for co-ordinating the LL strategy. Instead, steering committees have been set up to manage main national projects implementing the LL strategy. There are steering committees for the National Adult Education Master Plan, for the implementation of programmes in secondary vocational and professional education and training, for monitoring the National Action Programme of the Labour Market and Employment Development till the year 2006, and one steering committee for the Programme 5000.

According to the Law on Organisation (1996), Expert Councils (for general education, vocational education and adult education) as the highest national professional bodies have the potential to work in

accordance with the principles of LL. Raising their awareness and understanding of the principles of LL is therefore of utmost importance.

The National Employment Agency with its regional and local offices plays an important role in co-ordinating and implementing educational objectives as set out in national development plans in both areas: employment and education. A new role in promoting learning and improving educational supply and demand has been taken over by regional development agencies. Chambers of Commerce play a twofold function: as social partners in steering committees and expert councils, and as promoters of in-service training.

7. What are the main features of the pilot projects of programmes established by the public authorities? (maximum half page)

- **PROGRAMME 5000** - Governmental programme for the unemployed - young dropouts and early school leavers - to re-enter the educational system and to improve their educational attainment and employability. The number of entries in the programme is determined on the basis of an assessment of labour demand, funds and supporting programmes to ensure a high-quality realisation of the Programme's goals. Supporting programmes are focused on continuing training of teachers, guidance and counselling experts and administrators participating in the Programme (each academic year, about 250 teachers and experts accomplish a 32-hour training programme on teaching and motivating the unemployed for learning); special guidance and counselling to the unemployed before and during the educational process; attending motivational programmes (raising literacy, and numeracy basic skills) as preparation for the formal educational process; financial benefits and assistance to the unemployed and employers as well as promotion of the Programme 5000; conferences for providers and social partners are held regularly, a manual 'The Unemployed in Education' was published for professionals participating in the Programme 5000.

The Programme 5000 contributed to a substantial annual increase in funding of longer educational programmes of the under-educated and under-qualified younger unemployed leading to the acquisition of a formal degree. The number of students in those programmes has tripled in the period 1998 - 2001 in comparison to the period prior to the acceptance of the Programme 5000 (1995-1997). Improvements of the partnership among ministries, the chamber of commerce, and professional institutions working together in the governmental Steering Committee have been noted.

- A network of local **information and guidance centres** has been developed with the support of the Ministry of Labour, Family and Social Affairs and the Ministry of Education, Science and Sport. The innovative approach of the centres is that counselling to individuals takes place before entering education or training, during and after completion of a learning activity. Quality of services is guaranteed through the work of the strategic task force and the programme council, and through the continuing training of counsellors. The first 5 centres were established in 2001, whereas in 2003 there will be 9 centres operating across the country.

The described examples of good practice in implementing LL for all are threatened by the lack of financial support by the state in the coming years. As in both cases the 'end-users' are marginalised groups of population, no private investors are motivated to invest in these projects, and no state incentives are there to stimulate the private sector to support this kind of programmes.

8. What promotional activities and campaigns have been established to promoting LL strategy? (maximum half page).

The first in depth promotion of LL among high professionals and policy makers was launched in 1996 when UNESCO's publication Learning: The Treasure Within was translated into Slovenian language. The "four pillars" were interpreted in the context of the life-long and life- wide dimension of learning. Later, the focus on these principles has been lost in the area of initial education, while in the area of adult education they remained present in theory and practice. The consultation process on the Memorandum on LL (2000/2001) contributed to a new awareness on crucial aspects of the LL strategy, the need for their implementation in initial and adult education as well as their incorporation into national policy documents

The Lifelong Learning Week is the only campaign covering the life-long and life-wide dimension of the LL strategy; other campaigns promote only some parts of the strategy (e.g. foreign language learning, ICT in education and learning)

9. What are the main examples of good practice in your field of activity that you would like to share and implement with the partners in the project and make more visible in your country through LLW events (maximum 1,5 page)

We would like to share 3 examples of good practice: the first covers the issue of educational supply for adults, the second learning for active citizenship and personal fulfilment, and the last one helps to improve the understanding of the complexity of LL strategies.

9.1. Coherence of supply

Annually, as part of its information and promotion work in the field of adult learning, the Slovenian Institute for Adult Education prepares a survey on adult education (providers and programmes) in Slovenia. The survey is based on voluntary entries of adult education providers – nearly all folk high schools, many private providers, secondary schools, education centres within corporations, libraries, clubs and associations and many other providers of formal and non-formal education and learning are represented with basic facts about themselves and their activities. The result of this country-wide mapping of adult education, co-financed by the Ministry of Education, Science and Sport, and the Ministry of Labour, Family and Social Affairs, is a comprehensive data base beneficial for:

- Adult learners searching for learning opportunities existing in different locations and various educational fields,
- Professionals working in adult education information and guidance centres,
- Advisors at telephone hotlines within the Lifelong Learning Week and other national as well as local campaigns, and
- Politicians, professionals and others interested in the overview of the coherence of educational supply in relation to the strategic goals, to regional and local providers as well as the coherence of supply in relation to the demand.

This internet-based survey (<http://siae.acs.si/survey/> - short description in English language and <http://www.acs.si/pregled/> - searchable survey in Slovenian language) enables users to locate data on educational providers and programmes by means of simple and advanced search functions. The survey emphasises the presence and importance of non-formal learning possibilities in addition to formal educational programmes and vocational education and training, thus raising the awareness of the above mentioned beneficiaries on the broad definition and scope of adult learning in Slovenia.

9.2. Learning for active citizenship and personal development: Study circles in Slovenia*

Study circles (SCs) are a very popular form of non-formal educational intervention all around Slovenia. The Slovenian Institute for Adult Education (SIAE) implemented SCs in 1992 as an adult education form stemming from the Scandinavian model. In eight years, they have reached at least 10.000 people all over the country. A basic qualification for a SC mentor could be gained in two ways: through seminars or through distance learning using a multimedia package. The evaluation of SCs is done at three levels: single SC level, local and national level, and from three different aspects: quantitative indicators of the project, placement of SCs into the non-formal educational context, and the inclusion of SCs into developmental strategies. SIAE pays special attention to quality, the latter being a special concern of basic principles and results of the SC's activity.

Basic principals of SCs are equality (democracy), liberation of resources, co-operation among participants, freedom in setting objectives, planning, active participation and action. Participants are mostly women (77% in the last year). The most represented age group is that from 27 to 45 (44%), and the least represented are those older than 60 (11%). Most of the participants have finished secondary school (36%). Those with finished post graduation and those without finished primary school are the least represented in SCs (both 2%). Most participants are employed in the public sector (43%), a quarter of participants are retired, and there are only 2% of farmers and housewives.

Last year the majority of SCs dealt with education (22%), handicrafts (20%), personal growth and ethnological themes (both 13%). After learning about these contents, the participants have transferred their knowledge to their environment. The so-called action goals are in the form of published editions (books, postcards, regular newsletters), printed and taped materials (brochures, articles in regional and national papers, guides, websites), presentations (exhibitions, workshops, radio and TV contributions) and others (celebrations, food tasting, concerts, dramas, excursions, literary evenings...).

In addition to satisfying peoples' personal and social needs, the SCs' importance is especially marked in communities where other forms of education and social life are more or less absent. Mentors and participants are vehicles of the development of their local communities, driven by their enthusiasm and strong will to learn, teach and act. SCs present a different culture of learning, which is approaching home, as anticipated by the 6th key area of the Memorandum on LL. Further development of the project is guaranteed due to the fact that SCs were exposed as likely to be effective in the future, probably in the form of thematic SCs.

9.3. Slovenian Lifelong Learning Week (LLW) – translating complex lifelong learning strategies into practice.

In 1996, the Slovenian Institute for Adult Education (SIAE) initiated the first Slovenian Lifelong Learning Week. 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; 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 have even assumed certain responsibilities regarding the financial support and promotion of LLW.

In our first workshop we agreed to share not only examples of good practice but also information on main obstacles to implementing LL. In Slovenia, these are most evidently expressed by indicators of participation and literacy attainments:

- Participation rate in adult education and training (population aged 25-64): Slovenia 3.7%, EU 8.4% (Eurostat, Labour Force Survey 2001 in the European Report on Quality Indicators on LL (2002)).
- Participation rate in tertiary education (ISCED 5 - 6) in % in 1997-98 (population aged 18-24): Slovenia 25%, EU 23% (Eurostat, Statistics in Focus, 2000).
- Participation rate in upper secondary education (students aged 16) (1999-2000): Slovenia 96.3%, EU 74.6% (Eurostat, statistical yearbook 2002).
- Participation rate in upper secondary education (students aged 18) (1999-2000): Slovenia 78%, EU 74.6%.
- Achievements of Slovenian 14-year old students in natural sciences reveal that our students perform above the EU average (Slovenia: 541 points, EU 506, TIMMS 1995, 1999) while mean literacy scores of adults are far below the EU average (Slovenia 229.7 points in prose literacy, EU 272.3 points in prose literacy).

Data show that in Slovenia much more attention and effort should be given to adult education. Although it is being treated as a priority policy direction in main national strategic documents, this declarative standpoint is not being backed up by increased resources (funds, adult educators' training, ICT support for learning of less educated and qualified adults).

Prepared by: Olga Drogenik

Ljubljana, January 31 2003

BULGARIA

Partner organisation: **Federation of Societies for Spread of Knowledge (Sofia)**

1. What definition is given in your state to the concept of LLL ?

The lifelong learning (LLL) is considered also from national perspective as one of the major factors in improving the professional activity of people and in provoking active citizenship.

The policy of the Bulgarian government concerning human resources is a component of the overall social policy directed towards building up of a society of learning and knowledge, towards broadening the European cooperation in education, research, culture and technology, in free movement of workers. /National Report on the *MEMORANDUM ON LIFELONG LEARNING* of Republic Bulgaria/

2. What are the main aims that the LLL strategy, whether planned or already implemented, is meant to pursue?

2.1. At national level:

2.1.1. Already implemented

- Elaboration of a national program for adult education;
- Elaborating a Concept for Vocational Education and Training;
- Law for Vocational Education, 1999;
- Strategy for Human Resources Development;
- National Program "Bulgaria 2001";
- Organizing seminars for trainers on the problems of the adult education (Ministry of Education, Ministry of Labor and Social Policy, different NGOs);
- Issues and articles in the Federation magazine FACT about recommendation of EAEA for realization of the key messages

2.1.2. Meant to pursue

- Establishment of a national (interinstitutional) public council (committee) on LLL;
- Organization of a National Conference on LLL with the active participation of representatives from the 39th National Assembly, the new government, the social partners and other national and international institutions and organizations;
- Creation of regional programs for LLL-activities including the administrative and social partners through the regional councils for employment, the structures the Regional Employment Offices, and through extension of the role of the Commissions on Economic and Social Cohesion;
- Elaboration of proposals for legal changes (incl. reduction of tax payments and insurance);
- Organizing annual national and regional seminars on the problems of vocational and educational training;

As one of the first initiatives at national level the Week of LLL could be mentioned. It took place in September last year in Sofia. This event was a common initiative of the Institute for International Cooperation of the German Adult Education Association – Sofia branch in co-operation with the Federation of Societies for Spreading Knowledge. This forum was part of the regional project "Contributing to stability in South Eastern Europe through strengthening local and regional structures of adult learning" initiated in the framework of the Stability Pact. Representatives of the government, National Agency for professional Education and Training, NGOs, syndicates, embassies, academic societies (Sofia University and New Bulgarian University) and employers participated. A subject of discussions was also the Memorandum of LLL and the development of the processes resulting from the consultation process – presentation of the measures and actions undertaken so far in the context of the Memorandum. The intention of the organizers was to summarize the outcomes of the initiative. The aim

was to develop recommendations for elaboration of eventual amendments and additions to the normative basis regulating the field under discussion as well as to spread and publish the results on the WEB-site of the Federation.

In October (04. – 07.10) **the second LLW 2002** took place in Sofia and 5 other cities in Bulgaria. The number of the participating institutions reached 80.

While the first Lifelong Learning days were centered on the idea of organizing a conference and fair like educational initiatives, the program in 2002 was richer and included a greater variety of events (over 80). There were specialized seminars and workshops, "Days of the Open Doors", presentations of projects, presentation of books and publishing houses, accompanying cultural program, presenting of national crafts and tourist routes. The first "cross-border" (Bulgarian - Romanian) "learning days" were organized as well between Ruse and Giurgiu.

In year 2002 the Lifelong Learning Days in the country enjoyed a considerable media interest. It can be said that in this way the media played the role of our partners as well since they brought the messages of the Lifelong Learning days to the wider public. At the local level both press and cable televisions contributed to the publicizing of the event.

2.2. At regional level:

- Incorporating the strategy on LLL in the regional plans for employment and vocational training and development;
- Regular examination of the requirements of the regional and local labour markets;
- Establishing of knowledge societies using the investments of local and regional authorities;
- Developing partnerships: school – company, university – company and feedback mechanism, that will provide opportunities for trainees to practice the profession chosen as well as to chose staff for the employers.

3. What is the contribution and involvement of national and local authorities as regards this LLL strategy?

At national level:

Council of Ministers - National Program "Bulgaria 2001";

Within the social and educational parts of this program general aims are mentioned regarding LLL

- ***Ministry of Education***

Elaboration of a national program for adult education;

Elaborating a Concept for Vocational Education and Training;

Law for Vocational Education, 1999;

These documents and legislation provides the strategic orientation in the field of LLL. Unfortunately, there is only one unit within the Ministry of Education, partly covering the field of Adult Learning and LLL: the unit "Vocational Education and Training". A special Task Force as contact and information institution has to be established.

- *Ministry of Labor and Social Policy together with the National Employment Agency and the local/regional employment offices*

Strategy for Human Resources Development;

Law for protection for unemployment and fostering the employability

National Program for employability – 2001

The Ministry together with the National Employment Agency work on implementing the above mentioned documents. As far as VET is part of the area of LLL, some of the aspects of the LLL-policy are covered by this work.

- National Agency of Vocational Education and Training

This agency has been created 2000 from the Council of Ministers with participants in the management body from the three sides of the social partnership. The objectives of its work are: elaborating the list of the professions, elaborating the qualification standards, licensing and accreditation of VET-centres and their registering, supporting the procedure for international recognizing of VET-certificates

4. What is the contribution and involvement of your organisation as regards LLL strategy?

In September 2001 FSSK in partnership with Institute for International Co-operation at the Association of the German Popular Universities (IIZ/DVV) organised a Lifelong Learning Week, with the participation of the Bulgarian Ministry of Labour, the Ministry of Education, representatives of the Trade Unions and many other NGOs and educational institutions.

Projects at regional and national level: unemployed – problems and second chance, ecological, cultural, problems of drug abuse, family planning, work with senior citizens, orphans and homeless, with trade union members (e.g. Teachers trade Union); research and publication of sociological findings in the field of LLL.

Participation in transnational projects (after Bulgaria was officially included in participation in the big transnational projects like Socrates, Leonardo, etc., in 2001):

- Enabling Less Abled Providers (EAPEP) – Grundtvig I, co-ordinator: Hungary;
- Lifelong Learning Weeks (LLLW), Grundtvig I, co-ordinator: Slovenia;
- Leonardo Project of IIZ/DVV and IIC – Frankfurt (Language teaching for vocational purposes)
- COJFEC (Coopération Jeunesse France Europe Centrale); co-ordinator: France
- Xenos-Projekt "Alle anders – alle gleich" - co-ordinator Germany; (participants: Hungary, Poland, Italy, Germany, Holland, Bulgaria,
- Lifelong-learning Animateurs, Socrates - Grundtvig I, co-ordinator – Sweden (participants: Spain, Germany, Finland, Bulgaria, Sweden)

Other activities: annual international seminars on topics like: labour market, legal know-how in the field of NGOs, marketing in the field of education, project management, etc.

5. What is the contribution and involvement of professional associations as regards LLL strategy?

In Bulgaria there still does not exist a National Agency for Adult Education. There is no organization to coordinate the LLL activities regards a national LLL strategy. The main authorities straining to implement elements of LLL strategy are the Ministry of Education and the Ministry of Labor and Social Policy.

6. What institutional arrangements have been established to coordinate this strategy? During the national consultation process on the Memorandum of Lifelong Learning a temporary Task Force has been launched, comprising representatives of the:

- **Government** – Ministry of Education and Science, Ministry of Labour and Social Policy, Ministry of Culture, Ministry of Regional Development and Welfare, Ministry of Justice, Ministry of Health, Ministry of Defense, National Employment Office, National Institute on Education, National Statistical Institute;

- nationally representative **organizations of employers** – Bulgarian Industrial Association, Bulgarian Chamber of Commerce and Industry;
- nationally representative **organizations of workers and servants** – Confederation of the Independent Syndicates in Bulgaria, Confederation of the Labour “Podkrepa;”
- **higher schools** – Sofia University “St. Kliment Ohridsky;” University of National and World Economy, National Distance Education Centre; New Bulgarian University
- **non-governmental organizations** – Bulgarian Federation of Societies for Spreading Knowledge, Federation of Scientific and Technological Unions.

Further extension of participation in the process of developing LLL policy has been provisioned at national level.

During the consultation process the following **steps** has been undertaken by the Ministry of Education:

- review of the current situation of LLL and discussions on the place of the process in Bulgaria;
- presentation of the initiative from European perspective and of the Memorandum;
- presentation of the six key messages of the Memorandum – discussions and dissemination between the members of the Task force;
- consultation with the European Training Foundation;
- discussions and consultation within the Task Force in the process of preparation of the national report.

7. What are the main features of the pilot projects of programmes established by the public authorities?

I. The Ministry of Education and Science elaborated the program “*Bulgaria 2001*”. One of the main goals of this program are:

7.1 Establishment of effective national system for evaluation and certification of the professional training

7.2 Establishment of centers for informational and educational guidance

7.1.1 Main activities:

- Creation of criteria and procedures for accreditation of the institutions involved in the professional training system and license of the vocational training; determination of unified criteria and requirement for evaluation (establishment and introduction of national standards for educational acquirement in all professions is represented in the Law for Vocational Education of 1999)

7.2.1 Main activities:

- The activities in this field are regulated in the following documents: The Law for Vocational Training and Education; the Concept for Vocational Training and Education; the Strategy for Human Resources Development and the National Program of Adult Education

II. *National Program for educational and labor integration of youth - dropouts from the secondary school.*

Main goal: To establish appropriate possibilities for educational and labor integration of young people.

Target group of the program are youngsters (16 – 29 years old).

The program is supported by the Ministry of Education and Science, Ministry of Labor and Social Policy, National Employment Agency and labor centers.

Main tasks of the Program:

- Creating of a data base for monitoring of a number of dropouts on national and regional level
- Establishment of a flexible system of promoting of different employment possibilities
- Education programs related to the needs of the target group

8. What promotional activities and campaigns have been established to promoting LLL strategy?

In the end of September last year (2001) for the first time in Bulgaria a LLLW – forum was organized. Many non-governmental, governmental, universities and other organizations from different branches of non-profit sector had the opportunity to present their projects, educational programs, good practice and their ideas for further co-operation. The main goals of this national event were:

- To make their experience available to adult education practitioners, especially in countries in transition
- To encourage the holding of similar events throughout the country
- To provide successful examples that will convince decision-makers in the political and social sphere that forums (of a kind), dedicated to the LLL are a fruitful for all social partners.

9. What are the main examples of good practice in your field of activity that you would like to share and implement with the partners in the project and make more visible in your country through LLLW events

9.1. FSSK started in September 2001 a professional computer education program.

The concept of the program was developed by the German Folk High Schools and ensures an obtaining of EDV – Office – Certificate – The European Computer Passport – Xpert. This education system enables a varied combination of different compulsory and liberal modules of all functioning parts of the program. The Xpert program covers 10 different cities in Bulgaria. The education is referred to 2 directions:

- a) education of customers and
- b) training of trainers:

Main requirements for enrolment of teachers are:

- good English/German language knowledge
- good teaching competences (recommendations)

For their training, 3 preparatory seminars led by foreign lecturers were carried out.

Another objective of the program is the creating of a test for educators with the aim to test the abilities of the educators for creating of a test for monitoring and evaluation of certain attainments.

9.2. One of the main fields of action of our organization is also the foreign language education (German / English) as well as annual education of adult educators. In parallel we organize courses and trainings for staff education within the structures of our organization in following directions:

- skills and competences for submitting of projects
- foreign language courses
- computer literacy
- training of trainers

Opportunities for co-operation:

In order to meet the needs of adults living in areas with greatly varying rates of development, adult education and training must be able to produce high – standard services. A pertinent idea in this regard is the multiplication of good practices. To this end the member countries of the European Association for the Education of Adults (EAEA) could create a databank and a set up a structure for dissemination of information about methods and technologies for creating high quality educational services. In order to rise the lifelong learning motivation of the people, the non-formal organizations can promote European initiatives for the development of a common system advancing the validation of the informal and non-

formal learning. In appropriate step to this end would be the organizing of conferences, workshops and internet discussion forums.

It is also necessary to develop projects and to conduct seminars where experience could be shared and exchanged concerning the successful strategies of improving the public image of the NGOs as well as highlighting their profile and their social achievements.

Date: 07.05.2003

Signature:

Doc. Dr. Milka Atanasova – Bulgarian LLL-Coordinator for 2003

Dr. Maria Todorova – Bulgarian LLL-Coordinator , 2001, 2002, 2003

GERMANY

Partner organisation: **Institute for International Cooperation of the German Adult Education Association (IIZ DVV)**

1. What definition is given in your state to the concept of LLL ?

"Lifelong learning in Germany is broadly understood to mean the acquisition, expansion and updating of personal, social, specialized and methodological skills if possible by everybody during their lifetime, including informal learning. Lifelong learning is understood to cover a broad range of educational sectors including cooperation among all those concerned – Federal Government, Laender and local government as well as social partners, associations and education providers." (Comment on the Memorandum of the European Commission on Lifelong Learning of the Ministry of Education and Research, page 9, 30.09.2002).

The evolution and determination of the definition of the German term "lebenslanges Lernen" (lifelong learning) is linked to the development of the international discussion.

The concept of LLL played a minor part in past central policy documents without being part of an overall planning of a global strategy; rather the attention of experts conferences and decision makers was focussed on continuing adult education, which was first understood as "the continuation or resumption of organized learning following completion of the first phase of education which may vary in duration" (Deutscher Bildungsrat = German Educational Council, Empfehlungen der Bildungskommission: Strukturplan für das Bildungswesen, Stuttgart 1973, p. 197).

Since the second half of the nineties research and broad discussion on these themes widened and produced important developments on the national concepts of Lifelong learning and Continuing Education (see point 2) that led to the start of several local, national and transnational projects in the field. This process is ongoing.

2. What are the main aims that the LLL strategy, whether planned or already implemented, is meant to pursue?

The Federal Action Programme "Lifelong Learning for All" of the Ministry of Education and Research (2001) presents the Lifelong learning strategy in Germany; this strategy contains a bundle of measures on the way to a learning society and pursues the following main aims:

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

The aims mentioned above adress all education levels and ages.

Goals and tasks in the field of children and youth

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

In Germany, ca. 12% of the young people between 20-29 years old (that is ca. 1,3 million people) do not have any professional qualification. Therefore it is important to provide them with the possibility to obtain certification in the future.

Persons with a university degree take part in continuing vocational education five times more than those without professional qualifications.

Goals and tasks in the field of adult education

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

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

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

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

3. What is the contribution and involvement of national and local authorities as regards this LLL strategy?

The Federal Government has launched the above mentioned Action Programme to support lifelong learning for all, which specifies fields for action on the way towards the learning society (see point 2). The Action Programme aims to ensure lasting support for lifelong learning by all and future-oriented changes in educational structures. These goals are planned to be reached via several sub-programmes and single initiatives. The Action Programme defines priority areas in adult education as well as goals and objectives to be attained in each area and it is meant to be continuously developed in cooperation with the Laender (the 16 Federal Regions), social partners and associations. Measures for their realisation are developed on a regional / local level obtaining initial financial support as "pilot projects" and are monitored with the goal of transferring the experiences to other cities or regions.

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

Two examples about the importance of the financial aspect in the LLL strategy and the existing gap between theory and practice:

1. Due to the present economic situation in Nordrhine Westphalia, the Land administration decided to reduce financial support to adult education organisations; several adult education organisations are recognised by the public administration as education providers of public interest and are supported financially depending of the number of courses and employees. From 2005 courses on cultural and health education will not be supported any longer.
2. The Federal Government ceased financial support to the national coordination office of the Festivals of Learning, which no longer exists. As a result the number of Festivals strongly decreased in the last two years throughout Germany.

4. What is the contribution and involvement of your organisation as regards LLL strategy?

The Institute for International Cooperation of the German Adult Education Association (IIZ DVV) fosters the culture of LLL especially on a transnational basis through the following actions in the field of Adult Education aimed at social, occupational, political and cultural learning:

- research and publishing in several languages (German, English, French, Spanish and, occasionally, Russian), disseminating new models and programmes and communicating international research results and experiences in Germany
- fostering transnational exchange
- organising international conferences (e.g. the upcoming CONFINTEA in Bulgaria)
- developing the web side www.inebis.org on adult education in Southeast Europe
- financing of pilot projects / adult education activities outside Germany
- counselling and training of personnel outside Germany

The IIZ DVV has developed an approach to AE in partner countries, which is open and participatory and takes account of the situation of these countries.

In general the global function of the IIZ DVV can be described as building a bridge between theory and practice and between national and international experiences of adult education. Both the theory / practice and national / international levels are deeply interconnected; their relationship is osmotic, in the sense that the knowledge transfer is intended in all four directions and back.

5. What is the contribution and involvement of professional associations as regards LLL strategy?

Several national platforms have been set up with the participation of public administration, social partners, representatives of education providers and, sometimes, learners such as the Education Forum (Forum Bildung) and the Concerted Action in Continuing Education (Konzertierte Aktion Weiterbildung, KAW); they elaborate development concepts in the field of education and have a counselling function for further national measures.

Different professional associations develop new concepts and are responsible for the concrete local realisation of the several sub-projects launched by the Action Programme of the Ministry of Education and Research mentioned above.

6. What institutional arrangements have been established to coordinate this strategy?

The Lifelong Learning Programme adopted by the Bund-Laender Commission for Educational Planning and Research Promotion (BLK) will intensify cooperation between the Federal Government and the Laender across all educational sectors. The programme aims to initiate new forms of cross-sectoral cooperation in and between all Laender to promote lifelong learning.

Different agencies are responsible for the national coordination of those sub-programmes launched by the Federal Ministry of Education and Research (Action Programme).

7. What are the main features of the pilot projects of programmes established by the public authorities?

The centrepiece of the above mentioned Action Programme (point 3) is a sub-programme entitled **Learning Regions – Providing Support for Networks**, which is aimed at the creation and expansion of networks covering all educational sectors and training providers to implement innovative lifelong learning programmes. In addition, the networks are to be used for the transfer of results from the other sub-programmes of the Action Programme in order to foster broader use of innovations.

Another important research and development programme is entitled **Learning Culture for Skill Development**; it is aimed at establishing efficient continuing learning structures, at strengthening individual professional competence and at developing strategies for retaining competence during unemployment. Furthermore under this programme, projects are carried out to improve transparency and counselling as well as quality assurance in continuing training institutions, and to test new forms of certification – also of skills acquired by informal learning.

With the **New Media in Education** funding programme the goal is to provide lasting and broad introduction of the new media as teaching, learning, work and communication tools in classroom instruction, and improvement of the quality of teaching and self-directed learning by means of media support. Under this programme special support is given to the development of high quality teaching and learning software for use in schools, in initial and continuing training and in higher education (Comment on the Memorandum of the European Commission on Lifelong Learning of the Ministry of Education and Research, page 10, 30.09.2002)

The **Lifelong Learning Programme** adopted by the Bund-Laender Commission for Educational Planning and Research Promotion (BLK) will intensify cooperation between the Federal Government and the Laender across all educational sectors. The programme aims to initiate new forms of cross-sectoral cooperation in and between all Laender to promote lifelong learning. The focus is on strengthening individual responsibility on the part of learners, to improve cooperation between the supply and demand sides of education; to improve the offer as well as the demand (Comment on the Memorandum of the European Commission on Lifelong Learning of the Ministry of Education and Research, page 11, 30.09.2002).

8. What promotional activities and campaigns have been established to promoting LLL strategy?

There is no countrywide campaign promoting LLL strategy.

The above mentioned sub-programmes promote only some parts of the strategy (e.g. new media in education, quality assurance). The ongoing sub-programme entitled **Learning Regions – Providing Support for Networks** (see point 7) is the broader one.

Although first focussed on adult education, the **Festival of Learning** contributed to the dissemination of the principles of Lifelong Learning. Through its central national coordination, countrywide exchange among local Festival organisers / stakeholders was possible. The Ministry of Education and Research and the Laender financed the national coordination of this successful promotional campaign for only three years (1998-2000).

Learning Regions – Providing Support for Networks was supposed, among several goals, to foster the spread and stabilisation of Festivals of Learning throughout Germany, but most of the projects have other priorities.

9. What are the main examples of good practice in your field of activity that you would like to share and implement with the partners in the project and make more visible in your country through LLLW events?

The **74 Learning Regions** are networks among different regional/local stakeholders (see point 7), which support innovative projects on the field of lifelong learning. The projects are various and each very interesting: www.lernende-regionen.info (only in German).

Some of the networks include providers and enterprises from neighbour countries like the Netherlands, Belgium, Poland, Denmark and the Czech Republic.

Another example of best practice is the effort of the Federal Ministry of Education and Research to foster the development of internationally recognized curricula and certification instruments. In the field of **IT internationally recognized curricula** and certification have already been developed. These curricula recognize and integrate also informal learning at work (www.apo-it.de, www.bmbf.de).

The **Festival of Learning in Benediktbreuer** (Bad Tölz, Bavaria) offers a very good example of successful marketing. The last Festival in 2002 has been visited by 25.000 people! (www.lrtl.de) It shows the importance and impact of professional marketing strategies also in the field of lifelong learning!

The financial involvement of the State, Laender and the Local Administration in supporting Lifelong Learning in Germany should be a national priority, as an important responsibility for and investment in the future development of the society. In the local reality financial support is often a problem.

An enormous resource is to be found in the **professional and personal engagement of most local stakeholders of the LLL strategy** as well as in the learners themselves. This aspect emerged clearly during the period of national coordination of the Festivals of Learning and could be disseminated to empower possible new local supporters of the LLL strategy.

A concrete example of this among several others can be found in the Festival of Learning of Bonn:

- the engagement of single professionals led to the cooperation of different institutions (local authorities together with community based groups, universities, private and public education providers, NGO and GO etc.)
- the consciousness of working for common goals, led to mutual support on a local and also a national basis (for example advising professionals organising a Festival of Learning for the first time), to an open information flow and to an increased level of trust among the participating organisations
- all participating organisations agreed to pay the same contribution and to allow the participation of small groups and organisations that could just pay the half or nothing at all
- the lack of funds was overcome through the use of local / internal resources:
 - an association of private adult education providers agreed to offer its counselling office (DENKBAR) as a central local coordination
 - education providers in special different fields helped with their own know how sometimes involving their classes (students of ICT-classes developed the local Festival of Learning homepage and documentation)
 - the Festival poster and flyer were produced by a school providing printing courses for the unemployed
 - several providers of adult education involved their classes in the planning and realisation of their own presentation at the Festival; this led to interactive presentations like: nursing classes offering measurement of blood pressure, restaurant service classes offering the results of cooking lessons, cosmetics classes offering tattoos, physiotherapy classes presenting healthy spinal column postures and offering massages, multimedia-trainer classes organising a symposium on sustainable development and the new media etc.

- a famous TV-moderator living in Bonn sponsored the Festival moderating the stage programme
- the local administration helped through the patronage of the town mayor, by providing financial funds and with the support of its professionals: graphics (flyer and poster), dissemination of the flyers and posters, official press conference, post etc.
- the various meetings of the local Festival of Learning actors have been held at different participating associations
- a department store offered its dressing-rooms for the stage participants
- schools developed special performances for the stage

The cohesion and empowerment of local providers as well as of the learners themselves can be enhanced through the involvement of their own resources.

However, the material (finances, equipment etc.) and immaterial (know how, promotion etc.) support given by the national / regional / local authorities is crucial and guarantees a great impact of the Festival of Learning.

Date: 20th May 2003

Signature: Sabrina Boscolo Lips

SPAIN

1. What definition is given in your state to the concept of LLL?

The definition that is used within the official organisms is the same that is used in the European commission memorandum. Concretely in the “national report about the debate of lifelong learning in Spain”, published by the education culture and sports department and by the labour and social issues department, lifelong learning is defined as follows:

“The European commission and the states members defined the lifelong learning, in the picture of the European strategy for employment, like all activities of useful learning realised continuously with the aim to make better the qualification, the knowledge and flair”.

The LOCE (Ley Orgánica de Calidad de la Educación) [Organic Law of Quality in Education] has recently replaced the LOGSE (Ley Orgánica de Ordenación General del Sistema Educativo)[Organic Law of General Ordination of Education System]. Both laws treat life long learning in similar terms. The LOCE in article III (“From the permanent training: studies for adults”) establishes a series of objectives in relation to life long learning “to offer to all the citizens the possibility of lifelong learning, aiming to get, update, complete and make their knowledge bigger for their personal and professional development”. These objectives come together in an adult education that aims to broaden knowledge and improve professional qualifications, while a specific mention of the need to “respond to determinate educative needs of underprivileged social groups “ is being introduced as a new feature.

2. What are the main aims that the LLL strategy, whether planned or already implemented, is meant to pursue?

The principals aims that we defined in the “national report about the debate of lifelong learning in Spain” are around six points that established in the European commission Memorandum on the theme of education/ lifelong learning. The points are the following:

- New basic competencies for all.
- More investment in human resources.
- Innovation in the teaching and learning.
- To value learning.
- A new definition for orientation and advice.
- Make learning close to the home.

The main aim is to inniciate a national plan of implementation LLL strategies and develop, in Spain for the first time, the Adult Learning Week / Long Life Learning´ Festival.

The general aim of this project is located in the Resolution of the Council of the European Union, of June of 2002, 27 on permanent education (9.7.2002), that urges to the states members, and their citizens that, in the mark of its responsibilities, develop and apply global strategies and action plans, to short and half term, to reinforce and to enlarge the dimension of Lifelong Learning.

3. What is the contribution and involvement of national and local authorities as regards this LLL strategy?.

At national level, the government is in charge of establishing the general guidelines about the educational system. These guidelines are later concreted by the autonomous governments, because in Spain the self-government is in charge of the educative competencies.

The LOCE, is the general law that regulated the Spanish educational system, regulated the contribution and the responsibility of the authorities in the frame of education for all life, as the third article of this law is established that the public administration will have responsibility to assure that all people will get an opportunity for permanent formation. As well is established a possibility of a test to be graduated in secondary education, and to access vocational training or the university. Adults without graduate school certificates who need to obtain them, will do a test of access. Spain does not have a legalised system of APEL (accreditation of prior experiential learning). For example, to access a educational level you have to do an academic test, and need the sufficient knowledge to do it.

About vocational training for the unemployment person the guidelines arise from the EU, and are concretised by the national government and the self-government at different levels. The planning of most of the continuous formation in the factory is defined by a tripartite commission between government, management, and trade union.

A personal development and a cultural formation are main competencies of the different entities. There are a lot of institutions doing formation like:

- Specific centres for adults
- Popular universities
- Social initiative centres
- Local corporation
- Schools of languages
- Popular Ateneos, NGOs, etc

4. What is the contribution and involvement of your organisation as regards LLL strategy?

CREA

CREA is the Centre for Social and Educational Research of the University of Barcelona that works in the field of social and educative research. About permanent education, CREA has developed and is developing several projects of investigation and developing, besides other kind of projects. In them and from theoretical and practice resources, CREA is promoting the equality of opportunities for all people and is also transforming situations of exclusion. In this sense, in several projects, we have organised courses and training workshops addressed to minorities for example Romani, that are discriminated against within the formal education system.

Among some of the contributions that CREA have carried out is found the definition of the theoretic basis of dialogic learning, as well as the principles that support this type of learning. In this part, is

also highlighted the work carried out and the defence given for the social model of education for Adult education.

CREA collaborates actively with the social movements involved in adult education, and has organised the *Trijornadas*, that are debate forums where initiatives are taken to improve the education offered to the people in our countries. By its participation in these activities, CREA promotes the critical reflection as well as the application and diffusion of the dialogic perspective.

FEUP

The Spanish Federation of Popular Universities is a wide net in which are involved 231 Popular Universities and localities. The Popular Universities (UU.PP.) are supported by their Local Governments and they are municipal services that work in innovative projects of education and formation along the life, in 23 provinces and 11 Autonomous Communities. So much the UU.PP. as the FEUP, they have a grateful organizational capacity of coordination and combined actions at local, regional and national levels. They have experiences in the development of planning, execution and pursuit of projects of national environment, as for example programs of Social Cooperation, called "0.5% IRPF" of the Ministry of Work and Social Affairs, NETA Grundtvig Programs with the Ministry of Education and Culture, "Day of the Popular Universities", realization of seminars of einterchange of experiences, systematizing of good practices, theoretical elaboration and training trainers of UU.PP, etc

It is task of the UU.PP, to sensitize about the importance of being formed until the end of the life (Learning in Later Life), to favour the synergy between the Spanish Popular Universities and other entities and services in the towns, the Autonomous Community and among the different Spanish Regions, and to coordinate these efforts with other European and International Organizations.

5. What is the contribution and involvement of professional associations as regards LLL strategy?

In the field of the professional organisations, we should emphasise the firm of the National Agreement of Continuing Training, signed on 1992 and renovated on 1996 and 2000. This Agreement regulates and establishes the structure and functioning of the subsystem of continuing training. The social dialogue among worker organisations, management organisations and the State supports this Agreement. On 1993, these social partners¹ constitute the Foundation for the Continuing Training, which is the entity that takes charge of the promotion and dissemination of continuing training among enterprises and workers. FORCEM also manages the economic aids to continuing training and makes the control and technical support. Sometimes it's possible to find other kind of institutions as adult schools that have receive subvention to realise a FORCEM program.

On the other hand, the professional associations in Spain that are dedicated to work permanent education are the trade unions. These organisations work in the field of no-formal education. There are two big trade Unions in Spain: Comisiones Obreras (CC.OO.) and UGT.

¹ This Agreement was signed by CEPYME, CC.OO., UGT and CIF, and it was a tripartite agreement among enterprise, trade unions and government.

We also find a series of associations and bodies that are developing work in the field of Adult education, among these are: FEUP (Federación Española de Universidades Populares), FAEA (Federación de Asociaciones de Educación de Adultos), FACEPA (Federació d'Associacions Culturals i Educatives de Persones Adultes) y CONFAPEA (Confederación de Federaciones y Asociaciones de Participantes en Educación y Cultura Democrática de Personas Adultas).

6. What institutional arrangements have been established to co-ordinate this strategy?

On one hand, it's important to mention again the III title of the LOCE, which regulates the formal education because is the legislative framework from Spain.

On the other hand, at a level of institutional agreements, it's important to throw the National Agreement of Continuing Training into relief again because it's a tripartite agreement among enterprises, trade unions and government. This agreement represents the renovation of the agreement among social partners and the State for a training of quality near to real necessities of the productive field and also keep the model of social concretion and direct responsibility in the economic activity of these social agents.

In the most part of the six laws of adult education in both autonomic and regional is established Interministerial Commissions that have the objective of co-ordinating the proceedings of the different Departments that plays in adult education training (Employment, Agriculture, Fishing, Education, Social Care, Justice, Interior, Health, Defence, etc.).

Currently, there is not a National Plan on Adult Education, neither on Lifelong Learning, to integrate the large number of actions in this field at local, regional and national levels. In this sense the develop of this project of LLL Week in Spain will be a very innovative and necessary action. Even if we take into account that Spain is now a decentralized State in 17 different Autonomies (CC.AA.), a common point of action could be a very good way to improve the synergy between the different Autonomies and get more impact with our actions jointly.

In this sense, both FEUP and CREA are working to establish at a national level, the celebration of lifelong learning week.

7. What are the main features of the pilot projects of programmes established by the public authorities?

In the "National Report about the debate of Continuing Training in Spain" is stick up some different pilot project of good practices. Some of these projects are the followings:

- Info XXI initiative
- ALBA Project
- PRELUDE Project
- EDU-356 Project
- Red 2001 Project
- MENTOR Class

- ADAPT Euro Ruta: Net of information training and guidance for workers
- etc

All these projects have in common that work in the field of permanent education, but from different perspectives: use of ICT, labour relations, women and labour market, youth, adult people, etc. We will explain in detail each one later.

There are a lot of interesting project in Spain. We can mention as examples:

- Spanish Ministry of Education, Culture and Sports –MECD:-
 - . Formal Basic education.
 - . Vocational training for young people.
 - . MENTOR (distance learning).
- Spanish Ministry of Labour and Social Affaires –MTAS:-
 - . Training for unemployes – INEM, Plan FIP–.
 - . Social Integration of special target people (-05% IRPF-Youngs, Women, Eldery, Inmigrants...).
- Spanish Ministry of Science and Tecnology:
 - . “INTERNET para todos”.
- FORCEM:
 - . Curses of Training for the labour life for employees.

8. What promotional activities and campaigns have been established to promoting LLL strategy?

In Spain there are a lot of activities and initiatives in the framework of LLL and in the aims of the E.C. Communication on LLL (Personnel Development; Active Citizenship; Employability; and Social Inclusion), but, until now, there isn’t a national and common strategy to get that this initiatives will be more visible and get more synergy joining our efforts. For instance:

National level:

- Iniciativa INFO XXI: la Sociedad de la [Inform@ción](#) para todos (Info XXI Initiative: the Information Society for all).
- Competencias Claves Para La Orientación Ocupacional (Key Competencies for Occupational Orientation)
- PRELUDE.

Regional level:

- ARGO-EDUCÀLIA (Catalonia)
- INFOCOLE (Valencia)
- Red 2001 (Spanish Federation of Education Centres)

There are also competency-accreditation projects, such as the Basque Programme for Vocational Training and the establishment of a new Agency for the Quality and the Assessment of Professional Training.

Job orientation projects: *Worker’s Lifelong Job Orientation* (Labour Department of the Catalan regional government), projects by the University-Enterprise Foundation in the Balearic Islands, ADAPT (a project by FOREM-CC.OO), the Chambers’ Professional Orientation Service (by the Upper Council of Spain’s Chambers of Commerce, Industry and Sailing), Permanent Job Orientation Centre (by CEPYME-Aragon).

9. What are the main examples of good practice in your field of activity that you would like to share and implement with the partners in the project and make more visible in your country through LLL week events.

- **CREA**

In this point we present examples of good practice. Specifically, two adult education institutions which CREA is supporting and collaborating. These institutions work following democratic adult education, the social model and dialogical learning. They develop also different kind of projects with the aim of overcome the social inequalities that exists in current society.

The case of FACEPA

FACEPA (Federación de Asociaciones Culturales y Educativas de Personas Adultas) is a non-for profit entity that works with education and culture for adults, promoting ways for overcoming social inequalities. It is made up of adult education associations, women’s associations and cultural associations in which people from very diverse backgrounds participate. All of these associations are characterised by a common factor, which is that they do not receive any pay for their involvement in adult education and that participants do not have university degrees; they are from sectors that are traditionally excluded from any form of participation in society.

FACEPA is committed to promoting a socially participatory model of adult education, in which participants intervene directly in the running and organisation of projects. It is a model which is considered to be applicable to all fields of social and political life. It joins together associations whose activities, management and organisation correspond to citizens’ demands for the defence of a democratic education. It makes it possible to conceive of a more just society, characterised by solidarity, making heard the voices of people who have traditionally been at the margins with regards to access to educational and cultural resources, active participation in society, through deciding and organising, expressing their demands and needs. These associations prioritise these underprivileged groups.

Some of the projects that are being carried out are as follows: The Declaration of Rights of participants in adult education, which was elaborated on a state level and supported by entities of other European countries and the world; the annual Literacy Congress; The Dialogic Literacy Gatherings are gatherings that have two criteria: to promote and prioritise the participation of people without a university degree, and the reading of universal classic literature. The results are clear: people who came from literacy classes are reading Joyce, Kafka, Neruda and there are many cultural

and educational entities that have begun to do literary gatherings: in Spain (Catalonia and Andalusia), Brazil, Denmark. There is a project to create 1001 gatherings around the world.

The Adult Education Center at La-Verneda-San Martí

For the last 25 years, the Adult Education Center at La Verneda San Martí has been a center that is open to all of cultural and educational needs and concerns, working for participation, equality, pedagogical renewal, sharing the new times while maintaining relations in the neighborhood and free resources. In 1978 a project was officially founded and throughout the years has been consolidated and shaped into a model based on dialogue in which people participate on terms of equality. This was a project which began with 20 participants and has grown to 2000 participants, 100 volunteers and 15 full time workers.

The methodology is based on dialogic learning principles and the educational offer includes basic education, occupational training and leisure training. The following are among the activities that are available: initial levels of basic training, courses for access to the university and all kinds of workshops: computers, crafts, sevillana dance, etc.

One of the principles of the center, which is also its legacy, is the relationship that La Verneda Educational center has with the neighborhood; education is understood in a more as being in the broader context of community development. This aspect is clearly reflected in the way the Omnia points are run; this is an initiative that is not limited to the usual participants of La Verneda Educational Centre, but run as a community public service. It is open and completely democratic. The Omnia point is a project that is promoted by the Catalan Generalitat (Catalan autonomous government) that aims to provide people, who normally might be excluded from participating in the information society, access to the information and communication technologies. The project relies on technological infrastructure and the support of a facilitator for purposes of training, labor insertion and community development.

- **FEUP**

The Popular Universities could share their educational, formative and cultural action and to make more visible and understable the need of a global, integrative and flexible process and system to facilitate the personal development, the creativity, the social participation and the relationship with the environment.

Together with the learning of the most specific contents in any activity that develops the Popular Universities, they think about significant objectives to facilitate the social interrelation, to foment the dialogue and the reflection, to develop attitudes and democratic values and to contribute to improve the quality of people's life and of the community.

This formative offer is adapted, the most as possible, to the reality of each town, keeping in mind the socio-cultural environment, the necessities of participants, the internal reality of each Popular University, its technical, human resources, infrastructures, institutional supports and of possibilities to work with other organizations. From a global project, in the one the reality is always analyzed, and evaluated to new planification, for developing a new offer and implement new actions in the working areas.

The Popular Universities have autonomy for the planning and organization of their offer and they respond to the variables and conditions they have (location, the population's size, analysis of necessities, financing possibilities, etc.) and for that it exists a great heterogeneity in the offer of the different UU.PP.

The Popular Universities organize its offer in courses and workshops of long duration (along the school course) or short duration (monthly, quarterly...), in cycles of activities or activities of punctual character open to the whole population.

The UU.PP. promote, an offer open to the whole population to facilitate learning opportunities. But taking account the difficulty that supposes to motivate and to facilitate the access of less privileged people, they have also made an effort, in adapting their offer toward the necessities of some collectives in situation of social disadvantage, as women, young, elder people, immigrants, people that have to incorporate to the labor world or to adapt to the new necessities of the market labor, people with drogodependencias problems, prisoners...

The work with collective of population is carried out in the UU.PP. in order to know their educational necessities and potentialities as social group and to focus the work methodology according to those. It is not to stigmatise in new categories to the population and of contributing to the maintenances of those categories neither of discriminations, it is to favour the interrelation among the different population groups through an integrative perspective, respecting the unit that the individual presents and outlining the full integration of all the collectives in the society in equality of conditions.

The Spanish Federation of Popular Universities will favour the development of projects adapted to these collective, exchange of the experiences in these fields, giving permanent information and facilitating the continuous formation of those and the professionals of the UU.PP. in each field. The FEUP elaborated Framework Programmes directed to Woman, Young, Elderly, Immigrants... that serve from reference to the work with people and collectives. FEUP will be open to share these experiences and their materials with our partners in this project.

The Popular Universities in Spain (UU.PP) have experiences on good practices in a wide framework:

- Education
- Formation
- Cultural activities
- Transversal issues

ROMANIA

Name of the organisation: THE NATIONAL ASSOCIATION OF REGIONAL CENTRES FOR ADULT EDUCATION, ROMANIA

The principle of lifelong learning (translated in Romanian as the french words “education permanente”) was for first time mentioned in an official document in 1995 within the Law of Education, nr.84/1995 and within the republished Law of Education no.606/1999. According to this law “life long learning is organized by the Ministry of Education and Research in coloboration with the Ministry of Culture and together with mass-media, religious institutions, folk universities, cultural foundation, another associations and institutions, in order to facilitate the acces to the science and culture of all the citizens whatever their age is, in order to abilitate them to properly respond to all the major changes appeared in society ”.

This approach reveles the longlife and life- wide dimenssion of lifelong learning and its role in a changing society. The principle of lifelong learning stress the need of articulation between basic education and adult education within a coherent and coordinated system.

According to the law no. 133 from 07/21/200 regarding the Continuing Vocational Trainig Within the Educational System, “the lifelong learning organized within the educational system is developed with the help of the specific programmes initiated and organized by the public and private institutions with a specific activity in this field, by promoting social partnership, by using interactives methodes, enhancing the role of multimedia approaches such as: distance education, computer assisted education, video conferences and others ”. The strong point of this approach consist in the fact that is stimulated the use of new techonologies and alternative educations. Unfortunately, this approach treats lifelonglearning as, in fact, adult education, continuing education and not as an integrative principle refering to all the educative influences and actions who action on the men all the life, since born to death.

After serious debates at national level the 6 key messages of the Memorandum of the European Comission on Lifelong Learning have become objectives for Romanian lifelong learning, Within the First National Conference for Adult Education, taken part in 2001, Timisoara, Romania, was stressed the importance for Romania of the key -messages number one: *new basic competencies for all* and number four: *valuing and recogninsing of the learning and life experience*.

In the context of the capitalistic economy which Romania is trying to promote after 1989, a lot of changes have appeared on the labour market: the companies require more and more people which can use ICT, which can speak foreign languages and which have strong abilities and competencies in precise fields. Unfortunately a lot of people do not have this basic skills. Especially people after 40 years are more exposed to become unemployed because of the lack of these skills. It is the task of lifelong learning through adult education, to offer the opportunities for all the people to aquire these basic competencies and to be sucessful integrated in the work place.

Although the Memorandum enhance two aims of the lifelong learning: *promoting an active citizenship* and *developing measures for employment*, in Romania it can be said that the second one knows priority. The rate of unemployment in Romania (10,3% in 2001) justifies actions for reducing it, but the civil society needs to be sustained throughout programmes whose aims must be the promotion of the social tolerance, the involving of the citizens in the society’s life.

In Romania there is no a coherent strategy specific for lifelong learning. Coherent strategies are developed regarding, the formal initial education (preschool education, primary, secondary and tertiary education) and adult education (especially continuing vocational training of the adults).

The aims of the preschool education system are:

- To assure normal and complete development of the preschoolers, by valuing their physical and intellectual potential, by taking into account their affection needs, their rhythm and their main activity: the game
- To enrich the capacity of the preschoolers to get into relation with the other children and adults, to interact with the environment.
- To support the preschoolers to acquire information, knowledge, capacities and attitudes requested in primary school
- to help the child to discover his own identity and to build up a positive self image

The goals and aims of the general, compulsory education are related to the equality of chances of all the young people to the acquisition of the basic information, skills, attitudes in order for them: to act as creative peoples in society, to communicate well in real life situations, to participate in the social life, to adapt to the different situations, to build for them self a quality life, to use the new information technologies, to acquire a set of values which will guide their behaviour.

The strategies regarding secondary, non- compulsory education are orientated on three directions: theoretical, vocational and technological education and it is organized especially in the cities. The aim of superior secondary education is to offer a specialization of the pupils, specializations in concordance with the three directions mentioned above. Poorly developed during the communist regime, theoretical education in high schools has known, after 1989, a great development. The side effect is that a lot of pupils leave secondary education without a qualification. Thus, in 1997, 15% of the people between 20-29, 17% of the people between 30-39, 55% of the people between 40-49, 60% of the people between 50-59 do not have a qualification of upper secondary education (according to Key data on Education Data in Europe, 2000, p.194). These statistics reveal great demands for lifelong learning, in order to offer to these people possibilities to acquire a qualification and to integrate themselves on the labour market. The rate of participation in upper secondary education is about 60% (population aged 14-18 years old.) (Statistical Year Book of Romania, 1998).

Education in universities has known major changes in the last years in the field of their structure, in the teaching and evaluation approaches, in the curricula, in order for the universities to a better adaptation to the international tendencies in the education, to the changes appeared on the labour market. (according to the White Paper on the Reform process in Education, 1998). Although the number of the peoples enrolled in tertiary education is in continuing increasing, 20,5% of people between 18-24 years old leave education. (according to the European Report on Quality Indicators of Lifelong Learning, EC, June 2002, p.45).

Seen for long time as the Cinderella of the educational system, adult education has become in the last years more and more important and nowadays it is seen as a modality for the adults to adapt to the changes on the labour market, to the changes from the society. According to the Governmental Ordinance no.129/2000 vocational training of the adults is "a national priority".

According to the Governmental order no.3062 from 18.01.2000, adult education is a "special dimension of the lifelong learning" and its aims are: to develop the knowledges, the information, the competencies and attitudes that adult needs in a particular moment in his life, in order for him to obtain an appropriate role and status in the society in that he lives".

Adult education must be a priority in Romania because only 1,1% of the people between 25-64 years old participate in education and training. (European Report on Quality Indicators of Lifelong Learning, EC, June 2002, p.45). This low percentage reveals the fact that learning in Romania it is not seen as an opportunity to obtain a better life and this is really a problem. Organized action (as LLWS) in order to promote lifelong learning are a must.

A specific research developed by the Institute for Research on Life Quality revealed that “considering that for the youngsters the average periode for participatyng in educational system is about 10 years and that school dropp out is equal distributed in time, it results that about 20%-30% for the young people of a generation leave the school in diffreent stages”. In Romania statistics about the litteracy are not very precise. Figures refer to percents from 3 to 40 regarding the litteracy. For sure, in educational year 1993/1994 the number of those who left the school was about 68.080 childern representing 1, 49% from the scholar population, and in educational year 1994/1995 there were 72.575 children leaving the school representing 1,57% from the scholar population. Combating litteracy shoul be a priority for romanian education.

Romania has not yet elaborated a Law of Lifelong Learning. It exist only a project to be submitted to the National Parliament, but this project refers, in fact, on adult, continuing education.

In Romania, vocational training of the adults it is seen as a priority (in comparing it with general adult education). The romanian government has elaborated an Governamental Ordinance, no.129/2000 regarding the vocational training of the adults. This ordinance was aproved and modified with the Law nr. 375/2002. Accoring to this Law, the Ministry of Labor and Social Solidarity and the Ministry of Education and Research elaborate the national strategies regarding the development of the human resources, including the vocational training of the adults. These strategies are elaborated taking into account the proposals of the National Council for the Vocational Traing of the Adults, in accordance with the National Plans for Development and the governamental strategies. Expenditure on education is only 3,4% in 1999 share of GDP (European Report on Quality Indicators of Lifelong Learning, EC, June 2002, p.45). Co-financing sources for education must be identified and functionale.

The National Council for the Vocational Traing of the Adults is also responsible for the coordination in all the country of the accreditation procces of the vocational traing providers. At the level of each county a comission having as membres: the Manager of the General Direction of Labour and Social Solidarity at the county level (as president of the comission), an expert from the county representative of the Ministry of Education and Research, an expert from the County Agency for the Employment; an expert representative of the main professional bodies at the county level, an expert, representative of the main syndicates of the county. This law is just approved, it isn't functional yet, but it is expected with interest by the vocational traing providers.

The national and local authorities and, in fact, all the society provide founding to the vocational traing process through the budget of the unemployment assurance.

The National Association Of The Regional Centres For Adult Education includes 8 Regional Centres for Adult Education from all the Romania. These centres have specific aims in the field of adult education as a special dimenssion of lifelong learning. Each regional centre develops activities such as: methodological support for other adult education instituions (eg. Courses for the managers of the cultural houses, training of the trainers from adult education), counselling services for adults, courses for the adults (in the general education field or vocational trainig), creating scientific brochures, documents, materials related to the adult education, organizing conferences, seminaress on different them such as: ecological education, education for health, intercultural education, other acitivites in partnership with the local authoritires and local economical agents, involvement in the international cooperation projects etc.

Lifelonf learning Week, called in Romania “The festival of your opportunities” is also organized by these centres in the town and region in wich they action.

The National Association Of The Regional Centres For Adult Education is an interface between the Regional Centres and the national authorities and the community. It is a network between the regional centres, facilitating the comunication process, the exchange of know- how and information between these centres.

Through their activities, the regional centres implement a piece of lifelong learning strategy in their local, regional community. They offer programmes required in the region and that is way, each regional centre has its one characteristic.

The National Association Of The Regional Centres For Adult Education aims to be actively involved in the implementation of the national and local strategies regarding adult education. A big step will be that the representatives of the Association to become members of the commissions responsible for the accreditation process of the vocational training providers, at national at local level.

In Romania, some of the professional bodies are directly involved in the implementation of the lifelong learning strategy, especially in the vocational training and rarely in general adult or youth education. Such examples are: The National Union of the Craftsmen from Romania, Chambers of Commerce and Occupation, Chambers of Industry and Commerce who develop courses, especially vocation training for the adults.

Other professional associations provide training courses and continuing education for their members (eg. The National Association of the Trainers from Romania), but there are no centralised data regarding this aspect.

An increasing role in promoting lifelong learning have the companies from different fields of economy who offer training for their employees. Multinational companies such as Mc Donald, Alcatel, Coca-Cola, Siemens, Procter&Gamble etc. develop coherent strategies for developing their staff competencies and skills by organizing training sessions in Romania and in other countries.

The main institution invested with the implementation of the strategy in adult education is **The National Council for the Vocational Training of the Adults (NCVTA)**. This Council was set up on the basis of the Law 132 din 07/20/1999.

The council is an autonomous administrative authority with a consultative role in promoting the policies and strategies regarding adult education. Is a three-part authority including members of *the public authorities* (The Ministry of Labour and Social Solidarity, the Ministry of Education and Research, the Ministry of Development and Prognosis), the representatives of the main *associations of the employers* and the main *associations of the syndicate*. NCVTA has the task to evaluate the training needs in the field of the vocational training of the adults, to supervise the projects and laws referring to the vocational training of the adults, to collaborate with other governmental and non-governmental, national and international institutions who action in the field of vocational training.

The National Agency for Employment and Vocational Training was set up on the basis on the Law no.145 from 07/09/1998. Some activities of the Agency are: to provide and finance vocational training services according with the national policies for employment and with the tendencies on the labour market and to offer counselling services for the unemployed people. The National Agency has in each county a representative institution called The County Agency for the Employment and Vocational Training responsible for the application and finding the solution for unemployed people in the county. The Agency finance courses for the unemployed people provided by any institution who acts according to the Agency rules. According to the National Plan of Action for the Fighting of Unemployment, in 2001 in Romania were 10,4% unemployed people (representing cca. 1 million persons). The National Plan of Action for the Fighting of Unemployment wanted to facilitate the access of the unemployed to 393.000 job places through specific services such as:

- 26.000 through mediation (I am not sure about the word "mediation")
- 40.000 through job market
- 20 .000 through grants for developing new job places within the small and medium enterprises
- 20.000 through stimulation of the employment of the graduates
- **28.5000 through vocational (re)-training**
- 3.900 through work for the community

- 11.700 through stimulation of the beginning of a small business
- 2.800 through employment of the unemployed by the Association of the Flats Owners
- 4000 through local interest programmes
- 3000 through other programmes.

As it can be seen, measures are taken only for one third of the unemployed people, and only 3% of the jobs will be occupied due to the vocational re-training financed by the public authorities. Unfortunately, education is not seen as the main way to acquire new competencies necessary for a job.

As regarding the initial education, there are a lot of institutions, departments at the ministry level and at the county level. Some of these departments are responsible for the continuing training of the teachers from the initial education. Eg. The Houses of the Didactical Bodies organise in each county training courses for the teachers on various themes.

In the area of initial education, the Ministry of Education and Research develops very effective pilot projects in partnership with the Open Society Foundation.

Project **EDUCATION 2000+** developed by The Open Society Foundation has a great impact on the Romanian educational system. Through its aims and actions, the project sustains the reform initiatives and actions of the Ministry of Education and Research through an open and flexible partnership. **EDUCATION 2000+** aims: to promote the communication and coordination between the key institutions responsible for the implementation of the reform at local level; to respond to the educational needs of the Roma by creating efficient methods for a better integration of the Roma in the education and in the reform process.

The Education 2000+ Centre develops a lot of projects such as:

Equal Opportunities is a project who aims to improve the very difficult situation of the Roma children in Romania. The project has to cope with the implementing a school development module, facilitating institutional exchange, and stimulating both Roma pupils and parents to involve in the school life. The project will be implemented in 50 schools from 8 counties.

The aim of **The Career Dream project** is to prepare the teenagers for choosing a career, using information, abilities and attitudes for making their own decision, for creating own future.

The target group is approx. 575 teenagers from 20 Center Education 2000+ Romanian pilot schools, located in 7 counties.

The second chance project is an experimental program that aims at preventing and debating the social and professional exclusion of the youngsters that have abandoned school for social causes. These should be able to complete their education so that they could enter the capacity exam and continue their studies in a vocational school.

The target group are the youngsters from 14 to 25 years old that have dropped out school for social reasons.

The Centre develops other projects regarding education in rural areas, disadvantaged groups, etc.

In the field of adult education there are now pilot projects developed at governmental level, because nowadays the authorities work on the legal bases of adult education.

The National Council for the Vocational Training of the adults have developed studies and researches regarding the adults' educational needs.

Adult Learning Week called in Romania *The Festival of your Opportunities* is the main campaign in promoting educational opportunities. Within this week, in all Romania was organized presentation of the job offers, conferences, presentations of the non-formal education offers, exhibitions of the artistic creation, books presentations, open doors, free access to the courses, counselling services for the participants, concerts, plays, dances.

In 2001 a big exhibition with educational offers was established within the biggest exhibition centre in Romania, ROMEXPO, Bucharest. The exhibition was organized by the Ministry of Culture and Cults, by the National Council for the Vocational Training of the Adults, by The Institute for International Cooperation of the Association of the Folk Universities from Germany- Bureau Romania, by the Folk

Universities from Romania and by the National Association of the Regional Centres for Adult Education from Romania. The participants of the exhibitons were all kind of schools, teritorial representatives institutions of the the Ministry of Education and Research, Houses of the Didactical Bodies, Folk Universities, vocational training centres, museeum, cultural centres, NGOs active in educational field, clubs, prisons, etc.

This exhibitons was, in deed, a coherent campaign for promoting lifelong learning.

Like in Slovenia, lifelong learning week is the only coherent campaign which promotes directly lifelong learning and life wide learning.

Other campains promotes parts of the lifelong learing: adult education, especially vocational training, foreing languges, ICT etc.

ANCZEA has elaborated a national strategy in the field of adult education, has sucessfully organized together with other partners the Adult Learner Week last year. ANCZEA has contribute to the training of the referents of the adult education centres in the field of elaboration of the programmes for adult education and of the development of the studies and research. ANCZEA has sucesfully facilitate the transfer of the know-how between the Regional Centres because each centre has something to show to the others. For example one centre can teach the others how to provide counselling services for adults, or how to study the educational needs, etc. etc.

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

Selected statistics of participating countries:

Selected statistics of participating countries	Bulgaria	Germany	Romania	Slovenia	Spain
Population est. 2001 ¹	7.707.495	83.029.536	22.364.022	1.930.132	40.037.995
Area	110.910	357.021	237.500	20.273	504.782
Density of population per km sq ²	74	230	95	98	78
GDP per capita (PPP) (1999) ³	5.070	23.510	5.970	16.050	17.850
Unemployment rate ⁴	12.2 (2001)	9.4 (2002)	10.3 (2001)	7.2 (2001)	11,2 (2002)
Percentage of people who do not have a qualification of upper secondary education by age group (1997) ⁵	20-29	-	19	15	16
	30-39	24	15	17	21
	40-49	30	17	33	31
	50-59	48	25	60	39
Participation in education and training (25-64) year olds ⁶	1,5	5,2	1,1	3,7	4,9
Early school leavers (18-24) not in education and training ⁷	20,3	14,9	20,5	8,3	28,1
Share of tertiary graduates in science and technology per 1000 inhabitants aged 20-29 (1999) ⁸	6,5	8,6	4,1	8,4	9,6
Expenditure on education, share of GDP SY 1996 ⁹	3,2	4,8	3,6	5,7	5,0
	..	4,66 (1998)	3,4	6 (estimate)	4,5
Expenditure on R&D, share of GDP in % ¹¹	-	2,327 (1997)	--	1,51 (1999)	0,88 (1998)

1 http://www.geohive.com/global/pop_data2.php

2 Statistical Year Book , fortieth issue Ljubljana, 2001: page 609

3 World Bank Atlas* http://www.worldbank.org/data/wdi2001/pdfs/tab1_1.pdf

4 For Germany and Spain: Pressemitteilungen 130/2, September 2002, Slovenia National Employment Agency (EUROSTAT methodology), Bulgaria and Romania Factbook

5 Key data on education in Europe, Office for Official Publications of European Communities, Luxembourg, 2000: page 194

6 European Report on Quality Indicators of Lifelong Learning, EC June 2002: page 45

7 European Report on Quality Indicators of Lifelong Learning, EC June 2002: page 45

8 European Report on Quality Indicators of Lifelong Learning, EC June 2002: page 28

9 Statistical yearbook, fortieth issue, Ljubljana 2001: page 616

10 European Report on Quality Indicators of Lifelong Learning, EC June 2002: page 51

11 Statistical Yearbook, Ljubljana, 1997: page 617

QUESTIONNAIRE FOR THE IDENTIFICATION OF THE CURRENT STATUS AND NEEDS ANALYSIS

Partner organisation (fill in the name):

1. What definition is given in your state to the concept of LLL?
2. What are the mains that the LLL strategy, whether planned or already implemented, is meant to pursue?
3. What is the contribution and involvement of national and local authorities as regards this LLL strategy?.
4. What is the contribution and involvement of your organisation as regards LLL strategy?
 - 4.1 Participation in research networks
 - 4.2 Models of adult education
 - 4.3 Principles of dialogic learning as a bases for good educational practices
5. What is the contribution and involvement of professional associations as regards LLL strategy?
6. What institutional arrangements have been established to co-ordinate this strategy?
7. What are the main features of the pilot projects of programmes established by the public authorities?
8. What promotional activities and campaigns have been established to promoting LLL strategy?
9. What are the main examples of good practice in your field of activity that you would like to share and implement with the partners in the project and make more visible in your country trough LLLW events

5 October, 2002

Olga Drofenik