<table>
<thead>
<tr>
<th>Sub-programme</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMENIUS</strong></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>European co-operation projects for the training of school education staff</td>
</tr>
<tr>
<td>3</td>
<td>Comenius Networks</td>
</tr>
<tr>
<td><strong>GRUNDTVIG</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>European co-operation projects for Adult Education and Lifelong Learning</td>
</tr>
<tr>
<td>4</td>
<td>Grundtvig Networks</td>
</tr>
<tr>
<td><strong>MINERVA</strong></td>
<td>Promotion of ODL-ICT in the Field of Education</td>
</tr>
<tr>
<td><strong>LINGUA</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Promotion of Language Learning</td>
</tr>
<tr>
<td>2</td>
<td>Development of Tools and Materials</td>
</tr>
<tr>
<td><strong>ERASMUS</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Thematic Network Projects</td>
</tr>
<tr>
<td></td>
<td>Thematic Network Projects - Dissemination</td>
</tr>
</tbody>
</table>
General instructions

1. Overview

The Interim Report for the project comprises the following parts:

**Part 1**
Confirmation of the basic data on the project and the partnership held in the database of the Office.

**Part 2**
A description of the project activities, products and results during the reporting period and schedule for the remaining period.

**Part 3**
The budget situation and financial plan for the remaining period.

**Annexes**
Codes to be used

A single interim report is required for agreements having an eligibility period of two or three years. **No interim reports** are required for projects of a 1 year period.

2. General guidance

- You should carefully read the *Administrative and Financial Handbook* (annexed to the Financial Agreement; later referred as the Handbook) before filling in the reporting forms.

- The Interim Report is submitted by the Beneficiary on behalf of all the organisations participating in the project. The declaration on the following page confirms that a process of consultation and approval has been carried out throughout the partnership. It is therefore important that the required information should be collected in good time before the deadline for submission of the Interim Report.

- The Report must be submitted in one of the **eleven official languages** of the European Union (see annex 1).

- **Three copies of the Report** must be sent no later (as per postmark) than by the deadline specified in the agreement to:

  **SOCRATES, LEONARDO and YOUTH Technical Assistance Office (TAO) Transnational Co-operation Project (TCP) Department Rue de Trèves 59-61 B-1040 Bruxelles**

- You have to attach to your Report, **one copy of products and results** finalised during the reporting period. If you refer to web sites, passwords should be given for all private areas.

- Each page of the Report and copies of products and results have to bear the Financial Agreement number.

- You are strongly advised to send your Reports by registered post to ensure a record of postage. Additionally, you are advised to keep a copy of the full report, including any annexes.

- Please note that a late submission of the Report may result in penalties or even cancellation of the Financial Agreement, in accordance with the general conditions of the Agreement. As stipulated in the Handbook the deadline for the interim report(s) cannot be altered.

3. Notice

- The approval of the Interim Report by the Commission is without prejudice to the Commission's right to suspend the activities of a project, terminate an agreement or take any other appropriate step should subsequent verifications reveal problems or significant divergences from the work plan, the financial plan or the conditions of the agreement as approved.

- The financial part of this report is intended for information purposes only, to assist the overall monitoring of the project. Therefore, the approval of the Interim Report and payment of the relevant instalment of the grant, in accordance with the terms of the agreement, should under no circumstances be considered as indicating that the Commission has accepted the declared expenditure. Detailed examination of the budget to identify the eligible expenditure and amount of the final grant will be carried out only at the final report stage.

- Please note that in case of any major changes to the partnership, work plan or products and results, a formal request of amendment must be submitted (see Handbook, section II).

- The Commission reserves the right to modify this annex if necessary. Any such change will be notified to Beneficiaries in writing.
## Checklist and declaration

**Checklist**

Please check the following points before submitting your Interim Report

<table>
<thead>
<tr>
<th>Point</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are three complete and securely bound copies of the Interim Report.</td>
<td>X</td>
</tr>
<tr>
<td>One copy of the prototypes / interim versions of the products and results is included.</td>
<td>X</td>
</tr>
<tr>
<td>The Financial Agreement number is specified on each page of your Report and on each attached document, product or result.</td>
<td>X</td>
</tr>
<tr>
<td>The <em>Declaration by the Beneficiary</em> below has been signed and stamped by the legal representative of the Beneficiary. One copy of the Interim Report bears an original signature</td>
<td>X</td>
</tr>
<tr>
<td>Part 1 (Project Data) of the Report has been duly amended or approved.</td>
<td>X</td>
</tr>
<tr>
<td>You have answered all the questions in Part 2 of the Report.</td>
<td>X</td>
</tr>
<tr>
<td>You have completed the summary table in Part 2C of the Report.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Declaration of Expenditure**

<table>
<thead>
<tr>
<th>Point</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>All expenditure presented in Part 3 of the report is eligible (See section III of the Administrative and Financial Handbook).</td>
<td>X</td>
</tr>
<tr>
<td>The expenditure is consistent with the activities undertaken during the reporting period.</td>
<td>X</td>
</tr>
<tr>
<td>All tables have been completed in €. Exchange rates have been calculated following the instructions of the Handbook (Section IV.iv)</td>
<td>X</td>
</tr>
<tr>
<td>The Declaration of Expenditure has been checked by the accounts or finance department of your institution. In particular, the totals of the table 3.2 are equal to the totals shown in the general table (Table 3.1).</td>
<td>X</td>
</tr>
</tbody>
</table>

## Declaration by the Beneficiary

**Financial Agreement number:**

10924 - CP - 1 - 2002- 1 - GRUNDTVIG – G1

I, the undersigned, hereby declare that the information contained in this Report is accurate and in accordance with the facts. In particular the financial data provided in this Report corresponds to the expenditure actually incurred by the project partners for the execution of the project activities. This information has been checked and approved by the partners involved in the activities set out in this Report.

Signed in: Ljubljana on 20 /06 / 2003

*Signature of the Beneficiary’s legal representative*

Seal/stamp of the organisation

*Name and function in capital letters*

DR. VIDA A. MOHORČIČ ŠPOLAR, DIRECTRESS
Annexed to this form you will find a print-out showing project and partnership data drawn from the database of the Office (Contract Report). Please check this information and confirm that it is correct.

Please take particular care to ensure that:
- all partners actively involved in the project during the reporting period are accurately described in the print-out
- the names of all institutions and their locations are correctly spelt and appear in the language of the institution’s country (rather than translated into another language)

You should indicate any corrections clearly on the Contract Report and, if necessary, provide the correct data on a separate sheet. Please note that in cases there are changes in the partnership a formal request of amendment has to be done at least 60 days before the end of the eligibility period (see Handbook, section II).

If applicable, please give web site address(es) below, along with any login names and passwords required to access its internal sections.

<table>
<thead>
<tr>
<th>Web site address</th>
<th><a href="http://www.llw5.org">www.llw5.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Login name (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Login password (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>
Part 2: Description of project activities, products and results

This section describes the activities of the project. It is divided in three sections.

**Section 2A** – Summary of the activities undertaken during the reporting period. Summary of the activities to be undertaken during the rest of the project duration.

**Section 2B** – An overall description of the project activities, products and results.

**Section 2C** – A list of products and results.

Please ensure that your replies refer to the specific criteria, priorities and educational frameworks relating to the Action and project involved.
Section 2A - Summary of the Activities

Please describe clearly and briefly by using the two tables below the activities undertaken / to be undertaken during the project. Whenever possible, you are advised to divide the work in stages as in the work plan of your original application (or as amended).

<table>
<thead>
<tr>
<th>Stage of the project (start-end dates)</th>
<th>Activities undertaken. Indicate also any major divergence from the original work plan</th>
<th>Lead partner, other partners involved in the activities undertaken</th>
<th>Products and results</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP 1: Identification of the current status and needs 1 Oct 2002 - 15 Feb, 1 Feb 10 - May 2003</td>
<td>Setting up questionnaire for designing the reports Preparing and debating drafts of National reports Producing introduction to national reports Finalising national reports</td>
<td>SI, All partners</td>
<td>National reports on the state-of-art and needs analyses for SI, BG, DE, ES, RO;</td>
</tr>
<tr>
<td>WP 2: Training of national and regional / thematic co-ordinators 10 Oct 2002 - Sept 31, 2003</td>
<td>Training of national co-ordinators (first workshop) Designing structure of the Manual Debating the Manual and providing contents for key areas and examples of good practice Producing the final version of the Manual Training of regional and thematic co-ordinators by implementing the Manual</td>
<td>SI, All partners</td>
<td>7 national co-ordinators and contact persons from BG (2), ES (3) and RO (2) trained as LLW/LF trainers of co-ordinators in their countries; Networks of regional / thematic co-ordinators established (SI 20, BG 40 co-ordinators); Manual in English and its translations to national languages (BG, RO, ES);</td>
</tr>
<tr>
<td>WP 3: Creation of corporate image and visual promotion 1 Oct 2002 - 15 Jun 2003</td>
<td>Tender for proposals Producing proposals for the corporate image, selection of corporate image (internet based voting) Providing and debating contents for derived elements Producing and debating graphic solutions for derived elements Using elements of the corporate image</td>
<td>SI, All partners</td>
<td>Logos, Power Point presentation and web site - typical page established Poster and leaflet – agreements on contents and form, will be improved by debating via forum</td>
</tr>
<tr>
<td>WP 4: Creation of IC tools and materials 10 October – 10 June</td>
<td>Establishing the joint communication / discussion tool Establishing and debating the structure of the web site producing the initial web site Designing, debating the 1st draft of the e-bulletin Providing articles Presentation of internet based calendar</td>
<td>SI, All partners</td>
<td>Joint communication / discussion tool (forum) Web site established and being constantly updated and maintained (see description in Summary table of outputs)</td>
</tr>
<tr>
<td>WP 5 Initiating/enriching national LLW/LF 1 Jan 2003 – 15 Jan 2004</td>
<td>Establishing, debating LLW/LF plans and areas of cooperation</td>
<td>All partners</td>
<td>LLW/LF plans (SI, BG, ES)</td>
</tr>
<tr>
<td>WP 6 Organisation of the collective event 30 Apr 2003 - 30 Jun 2003</td>
<td>Setting up the preliminary plan, exchanging ideas and debating the plan</td>
<td>ES, All partners</td>
<td>1st draft outline of the collective event and accompanying measures</td>
</tr>
<tr>
<td>WP 7 Reporting, monitoring and evaluation</td>
<td>Two partnership meetings: 2 workshops and 2 task force meetings (Ljubljana, SI, and Bonn, GE)</td>
<td>SI, GE, All partners</td>
<td>Evaluation reports prepared</td>
</tr>
<tr>
<td>Period</td>
<td>Activities</td>
<td>Participants</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10 Oct 2002 - 30 June 2004</td>
<td>Conceptualisation of the project</td>
<td>SI, All partners</td>
<td>Consolidated project framework</td>
</tr>
<tr>
<td></td>
<td>Review of the financial plan and project</td>
<td>SI</td>
<td>Instruments for three-month reporting</td>
</tr>
<tr>
<td></td>
<td>Basis for project monitoring and evaluation laid down at the 1st meeting</td>
<td>SI</td>
<td>Project related evaluation model and instruments developed</td>
</tr>
<tr>
<td></td>
<td>Designing, debating the evaluation model for the project via forum, data</td>
<td>SI, All partners</td>
<td>Analysis of the collected data - project related, instruments being discussed</td>
</tr>
<tr>
<td></td>
<td>gathering</td>
<td>ES CREA, All partners</td>
<td>1st draft of the LLW/LF related evaluation model</td>
</tr>
<tr>
<td></td>
<td>Designing and debating the LLW/LF and collective event evaluation model</td>
<td>SI, All partners</td>
<td>Interim report</td>
</tr>
<tr>
<td></td>
<td>Designing the draft of the interim report</td>
<td>SI, All partners</td>
<td>Action plan for project activities May-September 2003 being</td>
</tr>
<tr>
<td></td>
<td>Setting up the action plan for the period May-September 2003</td>
<td></td>
<td>improved and updated via forum</td>
</tr>
<tr>
<td>WP 8 Dissemination and media</td>
<td>Setting up the plan for the dissemination of project results</td>
<td>GE, All partners</td>
<td>The structure of the plan designed and being discussed via forum</td>
</tr>
<tr>
<td>promotion</td>
<td>Promotion and advocacy at national and international level</td>
<td>All partners</td>
<td>Presentation of the project and its outcomes at national and international meetings,</td>
</tr>
<tr>
<td>May 2003 onwards</td>
<td></td>
<td></td>
<td>through articles and interviews</td>
</tr>
</tbody>
</table>
### Project Activities to be undertaken during the rest of the project duration.

<table>
<thead>
<tr>
<th>Stage of the project (start-end dates)</th>
<th>Activities to be undertaken. Indicate also any foreseen major divergence from the original work plan</th>
<th>Lead partner, other partners to be involved in the activities undertaken</th>
<th>Foreseen products and results</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP 2: Training of regional and thematic co-ordinators 20 Jun - 20 Sep 2003</td>
<td>Training of regional /thematic co-ordinators in ES and RO</td>
<td>ES, RO; SI supporting the training in ES</td>
<td>Regional networks in both countries (ES, RO)</td>
</tr>
<tr>
<td>WP 3: Corporate image and visual promotion 1 Jul - 30 Nov 2003</td>
<td>Printing of bilingual LLW/LF posters and leaflets</td>
<td>All partners, except GE</td>
<td>Printed and disseminated posters and leaflets</td>
</tr>
<tr>
<td>WP 4: IC tools and materials 1 Jul 2003 - Dec 2004</td>
<td>Maintaining web site Producing further issues of the e-bulletin Debating and creating data bases and computer application for registration of events Providing current information about events Producing web based calendar of events</td>
<td>SI, All partners BG, All partners SI, All partners All partners SI</td>
<td>Web site operating 6 issues of bulletin</td>
</tr>
<tr>
<td>WP 5: National LLWs/LFs 1 Sep 2003 - 30 Jan 2004</td>
<td>LLWs/LFs organised in SI, BG, RO, ES LLW/LF models outlined, discussed via forum and finalised at the November meeting</td>
<td>All countries, except GE All partners</td>
<td>LLW/LF implemented in SI, BG, RO, ES, and in Switzerland - silent partner from April 3 2003 LLW/LF models defined</td>
</tr>
<tr>
<td>WP 6: Collective event 15 Nov - 30 Nov 2003</td>
<td>Collective event organised in ES</td>
<td>ES – FEUP and CREA, All partners</td>
<td>Collective event implemented</td>
</tr>
<tr>
<td>WP 7: Reporting, monitoring and evaluation 1 Oct 2003 - 31 Jul 2004</td>
<td>3rd task force meeting, 3rd and 4th workshop Preparing reports of national LLWs/LFs and the collective event Preparing summary report (description, results, analysis, critical opinions) Critical review of the projects outcomes and impact Editorial work and printing</td>
<td>ES, RO, All partners All partners RO, All partners SI, All partners RO</td>
<td>Improved instruments for project and LLW/LF evaluation National evaluations of learning festivals and collective event Overall report on LLWs/LFs and synthesis Overall evaluation of the project Printed synthesis report</td>
</tr>
<tr>
<td>WP 8: Dissemination process Throughout 2003 and 2004</td>
<td>Debating and finalising plan for the dissemination of project results at three levels (local, national, international) Joint promotional activities via web site and e-bulletin National promotion and dissemination</td>
<td>GE, All partners All partners</td>
<td>Dissemination and presentation of project results to decision makers, providers of LLWs/LFs, national media representatives Articles in professional bulletins and in mass media, conferences</td>
</tr>
</tbody>
</table>
### Partnership Meetings held during the reporting period

<table>
<thead>
<tr>
<th>Place</th>
<th>Date</th>
<th>Partners attending</th>
<th>Purpose of the meeting</th>
<th>Key results (summary of the minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI</td>
<td>12 Oct</td>
<td>Elena Duque Sanchez, Isabel Garcia-Longoria Serrano, Montserrat Morales Corraliza, Camelia Bran, Milka Aleksandrova, Maria Todorova, Sabrina Boscolo Lips, Zvonka Pangerc Pahernik, Olga Drofenik, Erika Brenk, Darijan Novak</td>
<td>Review of the project’s work plan and partnership contribution</td>
<td>The work plan was presented defining tasks and responsibilities of all partners. In addition to the general explanation of the whole project, we thoroughly discussed the stages of the project, clarified them and agreed on the consolidated project framework; a time table until May 2003 was specified in detail, deadlines for WPs were defined. The communication tool and the initial web site were presented including also some practical work. Preparation of draft national reports on the state-of-art of the LL in respective countries followed the questionnaire. The reports are meant as analyses needed as a starting point of the project. The exchange of our experiences is important for reaching our goals. The financial plan and project administration was presented putting stress to contractual objectives, reporting. There were some concrete questions from partners answered in the debate. SI prepares and sends reporting forms for the three-month reporting.</td>
</tr>
<tr>
<td>SI</td>
<td>13 Oct</td>
<td>Elena Duque Sanchez, Isabel Garcia-Longoria Serrano, Montserrat Morales Corraliza, Camelia Bran, Milka Aleksandrova, Maria Todorova, Sabrina Boscolo Lips, Zvonka Pangerc Pahernik, Olga Drofenik, Erika Brenk, Darijan Novak</td>
<td>International framework of the ALW/LLW movement Exchange of experiences (national ALWs/LLWs) Aspects of national co-ordination in LLW/LF planning – training of national co-ordinators, defining their role in planning, modelling and evaluating ALWs/LLWs Identification of evaluation indicators – LLW/LF related</td>
<td>Following the presentation of the international ALW/LLW movement, partners have presented the situation concerning ALWs/LLWs with experiences and know-how in their countries. Further on, the role, importance and tasks of national co-ordinators were debated. The structure of the Manual was agreed; SI prepares the first draft of the Manual, partners provide their input via forum. We have discussed some examples of evaluation instruments and after the debate, the following issues will be put in focus regarding our project related evaluation: target groups, project structure, project management and transnational partnership.</td>
</tr>
</tbody>
</table>
| SI    | 15 Oct | Elena Duque Sanchez, Camelia Bran, Milka Aleksandrova | Visiting LLW venues | The following venues of the Slovenian LLW were visited:  
- Biotechnical secondary school in Kranj,  
- The Lace museum in Idrija, |
<table>
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<tr>
<th>Financial Agreement number: 10924 - CP - 1 - 2002 - 1 - GRUNDTVIG – G1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SI</th>
<th>Ljubljana</th>
<th>16 Oct</th>
<th>Elena Duque Sanchez Camelia Bran Milka Aleksandrova Sabrina Boscolo Lips Zvonka Pangerc Pahernik Olga Drofenik Erika Brenk Darijan Novak</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Continuation: Identification of LLW related evaluation indicators Identification of project related evaluation indicators Guidelines for upcoming activities Visiting LLW venues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GE</th>
<th>Bonn</th>
<th>10 May</th>
<th>Elena Duque Sanchez Isabel Garcia-Longoria SerranoMontserrat Morales Corraliza Olga Drofenik Zvonka Pangerc Pahernik Darijan Novak Lucian Cernusca Cristiana Vlad Milka Atanasova Maria Todorova Sabrina Boscolo Lips Sebastian Welter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Information on the agenda of the meeting Debate on the notion 'European dimension' related to the LLW/LF movement and its implementation in the realisation of the project goals Evaluation of the meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Partners agreed on a flexible use of the programme framework, according to new ideas and priorities as well as participants’ needs/ wishes</td>
</tr>
</tbody>
</table>

Spanish partner is in charge of LLW related evaluation. They will prepare a proposal and all the partners will comment the proposal. The debate about project related evaluation resulted into the following conclusions:
- SI prepares the selection of indicators and instruments for project evaluation and all partners contribute their comments via forum;
- We have to concentrate on participants and get the feedback directly from them.
We have set concrete contributions and tasks of all partners and deadlines of activities pertaining to each work package in the consolidated project framework.
We have visited two venues:
- Residential institution for adults with deficiencies in mental development Dolfka Boštjančič;
- Private educational institution Glotta Nova.
Some of the team members participated at the lecture and presentation of the book Doctors on the Edge by its author Linden West.
Overall evaluation of the meeting:

Two aspects of the ‘European dimension’ (ED) were identified: co-operation among 5 countries working together, exchanging their experiences, learning from each other and developing new partnerships is one, and the other is the agreement that in their LLW festivals and in the collective event the common European values/objectives of the LL strategy will be promoted.

Daily evaluation report
<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
</table>
| GE Bonn   | 11 May   | Debate on the 'European dimension' (ED), continuation | The whole discussion confirmed the understanding of the ED as it was set out in the project proposal (page 17, paragraphs 2.1, 2.3) and can be traced very clearly in national policy documents. When implementing LLW/LF models and disseminating project results, all partners will take special measures to ensure that various learning activities for personal development, social inclusion, active citizenship and improving of employability will be presented. This will contribute to the breaking of stereotypes that learning takes place mostly in traditional learning environments and that learning outside (informal learning) has no value. First draft of the LLW in Spain and the collective event was discussed. The latter will cover different events:  
- Presentation of the Miguel Hernandez Awards, awarded by the Ministry of Education, Culture and Sports to institutions that have contributed to improving literacy and equal opportunities between men and women.  
- Annual celebration of Popular Universities' Day  
- Round table (topic to be determined until September),  
- Annual Celebration of the Congress of Dialogic Literary Circles  
Some accompanying activities were proposed and discussion on their implementation will be initiated and elaborated via forum: production of common video (SI), camcorder during collective event - simultaneously from 5 countries (RO), photo catalogue (BG), workshop (ES CREA)  
First LLW in ES: the events and activities at national and regional level proposed by schools, associations and their entities; thematic lines for the first Spanish LLW will be determined at their June meeting (members of FEUP, CREA, FACEPA, FAEA, CONFAPEA, UNESCO, and various adult education centres, educational and cultural associations. The outlined collective event and proposals for LLW activities will be discussed at the meeting with partners of FEUP in preparing the first Spanish LLW in June, and will be finalised at their second meeting in September. At the June meeting, the training of Spanish LLW co-ordinators will start and Zvonka Pangerc Pahernik (SI) will assist in the training and designing of the plan for the first LLW in Spain. Daily evaluation report |
| GE Bonn   | 12 May   | Evaluation of the meeting | The Spanish proposal on dialogic evaluation was agreed upon by all partners; CREA is going to develop evaluation instruments.  
Debate on the Manual concerning property rights: the property right of all authors must be protected therefore the English version will be available at the web site as PDF file; all partners translate the Manual; versions in national languages will be posted in the project web site as DOC files. Project partners adapt the Manual contents according to their needs.  
Exchange of LLW/LF plans, valuable input for the Spanish as well as Romanian LLW 2003  
Network of co-ordinators developed: SI 20 co-ordinators, BG 40 co-ordinators  
Plans for training in ES first session in June, second in September 2003  
Plan for training of regional / thematic co-ordinators in RO - June  
Daily evaluation report |
| GE  | Bonn | 13 May | Elena Duque Sanchez Isabel García-Longoria Serrano Montserrat Morales Corraliza Olga Drofenik Zvonka Pangelc Pahernik Darijan Novak Lucian Cernusca Cristiana Vlad Milka Atanasova Maria Todorova Sabrina Boscolo Lips Sebastian Welter | Presenting key words/structure for dissemination, GE, Collecting input from partners. Action plan for the rest of the project, SI Presentation of the web site, SI Presentation of the first two issues of the e-bulletin, BG Evaluation of the meeting | Collected partners' input for draft dissemination plan structure. GE will develop it further into a more concrete proposal for the dissemination of project results; the proposal will be debated via forum. Action plan agreed. SI finalises the document and sends it via forum Partners send proposal for improvements via forum Agreement on contents of and responsibilities for the first two issues Draft and timetable for next issues Daily evaluation report |
| GE  | Bonn | 14 May | Elena Duque Sanchez Olga Drofenik Zvonka Pangelc Pahernik Darijan Novak Lucian Cernusca Cristiana Vlad Milka Atanasova Maria Todorova Sabrina Boscolo Lips Sebastian Welter | Presentation (SI) and debate on corporate image: poster, leaflet, graphics Project evaluation model, evaluation instruments, SI Evaluation of the meeting Overall evaluation of the meeting | Agreement on the need for improving the poster; graphics to be used for promotion (typical pages for internet and Power Point presentation); first agreements on possible layout and contents of the leaflet. Partners’ proposals for improvements will be sent via forum. Evaluation instruments were not discussed at the meeting due to the lack of time. As the material has been sent to partners before the meeting and two of them have already sent their comments and filled in questionnaires via forum before the meeting in Bonn, it was agreed that other partners comment the evaluation instruments and fill in the questionnaire via forum as well. Daily evaluation report Report on the overall evaluation |
Partnership Meetings planned to be held during the rest of the project period.

<table>
<thead>
<tr>
<th>Place</th>
<th>Date</th>
<th>Partners attending</th>
<th>Purpose of the meeting</th>
<th>Key results (summary of the minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES</td>
<td>Barcelona</td>
<td>Oct – Nov 2003</td>
<td>All partners</td>
<td>Workshop and task force meeting</td>
</tr>
<tr>
<td></td>
<td>Madrid</td>
<td>Silent partner Ruth Jerman, Swiss</td>
<td>Organizing and attending the collective event</td>
<td>Visiting venues of the first LLW in Spain</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Contributing to the next issues of the e-bulletin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Debating the project evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Disseminating of project results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Joint promotional activities and measures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reporting on national LLW/LF</td>
</tr>
<tr>
<td>RO</td>
<td>Not established yet</td>
<td>May – June 2004</td>
<td>All partners, silent partner</td>
<td>Presenting and discussing results of studies on the needs for learning, conducted by RO National Council (see the RO national report)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Debating and finalising national reports on LLW/LF</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agreements on future co-operation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Designing the summary of national LLW/LF reports and collective event, preparing the printed summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluation of the quality of national LLW/LF models, networks of co-ordinators and the Manual,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Implementing the plan for dissemination of project results</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluating overall outcomes of the project and carrying out a critical overview of the partnership, debating the final report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Agreement on maintaining the project web site</td>
</tr>
</tbody>
</table>
Section 2B – Overall Description of the Project

Description of Activities (maximum 3 pages)

Organisational aspects
All partners have confirmed their commitment and strong belief that on one hand, LLW/LF events reach ordinary people, and on the other hand, they influence people who are in authority. All partners attending the first meeting were trained for the role of national co-ordinator of the learning festival in their country, and they have been passing over their knowledge to regional and thematic co-ordinators using the Manual for LLW/LF co-ordination as a teaching and learning tool. As a rule, the outputs at this stage of the project underwent the following procedure: the partner leading the preparation of the output designed the first draft, all other partners contributed to its finalisation either at meetings or via forum. All partners have been using their national and regional networks for promotion and dissemination of projects outcomes and in the process of designing and preparing their LLWs/LFs. Some partners established special National boards for implementing the LLW/LF. Activities during the rest of the project period will be concentrated on finalising the outputs designed and implemented until 15 June with regard to the following work packages:

• WP 2: developing the networks of regional co-ordinators (ES, RO)
• WP 4: producing 6 issues of the e-bulletin; creating a web-based calendar of events
• WP 5: implementing the innovation acquired in the project in organising and evaluating national LFs (July-November 2003) and planning/creating links and partnerships which will assure the prosperity of LFs in the future. The main responsibility lies with national co-ordinators and their networks.
• WP 6: collective event in Spain
• WP 7: monitoring, evaluating and reporting: two workshops and one task force meeting, preparing reports
• WP 8: dissemination of project outcomes at international, national, local level

Methodology, tools and technology used / to be used. The educational and teaching approaches promoted within the project: give details about their nature and impact on the end-users / participants / target group.

The training of national co-ordinators was carried out as a “learning by doing” process; partners learned by discussing the initial elements of the Manual at the 1st meeting and by providing further contents and examples of good practice via forum. The BG national co-ordinators have already used the Manual in the training of BG regional co-ordinators with great success. During the training sessions the “Socrates seminar” was used: discussions by providing contents and conceptualisation of good practice concerning the experience that they already have. BG partners are planning to develop the Manual into a learning material for autonomous learning.

Tools and technology: where applicable, describe and comment on the appropriateness and effectiveness of the tools and technology used to fulfil the tasks originally envisaged.

The communication tool (forum) is a part of our web site and it is intended to enhance the communication within the project. Besides using it for the exchanging of materials needed for successful continuation of the project, the tool is also used as an archive, where all e-mails and documents are stored. Whenever a new document is posted on the web site, all team members are notified and given the link to the document. Although the forum was prepared as a user-friendly tool, some partners had problems using it. This problem is diminishing with the time spent on the project. The web site consists of important information about the project itself; it also presents project partners and countries. Project outputs and news concerning LL and the wider concepts of the project are posted as well.

A description of the project products. Please list all products in section 2C of the Report.

1. Identification of the current status of LL and needs analyses in partner countries

National reports were prepared with the intention to help partners to get insight into the educational scene in their countries, and in Europe as a whole, with the intention: (a) to identify priority groups, (b) to identify national, regional, local and institutional networks we are addressing with the LLW/LF movement and which will be crucial in implementing and disseminating the projects results and (c) to show examples of good practice.
2. Manual for Lifelong Learning Week / Learning Festival Co-ordination
The Manual consists of two parts: (1) six key areas of LLW/LF co-ordination and (2) Examples of good practice for each of the area. The aim of the Manual is to support co-ordinators by providing an overview of their tasks therefore it will be used as a reference tool in the training of regional and thematic co-ordinators in partner countries.

3. Networks of LLW/LF co-ordinators – national, regional and thematic
The network in Slovenia consists of 20 co-ordinators covering all regions in SI and a variety of thematic areas encompassing personal and social development, employment, education, culture, health, social partnership, employment, tourism, etc. The status of co-ordinators reflects the philosophy of LL – bringing together different providers and promoters of learning and establishing partnerships on principles of equality and mutual acceptance. The network in Bulgaria consists of 40 co-ordinators, covering almost all regions in Bulgaria. They are representatives of different types of organizations and municipalities (NGOs, Universities and Schools, Social Partners, etc. A variety of themes will be covered during the LLW 2003 in Bulgaria). Representatives of these fields have been trained as thematic co-ordinators: education, intercultural learning, youth employment, access to educational services for minorities, work with persons with special needs. The network in Spain will be developed by September 2003 by both partners FEUP and CREA. The training will be carried out in different localities at two meetings (June, September 2003) with the participation of FEUP and CREA networks and other movements and associations linked to adult education. The basic thematic lines for LLW activities will be agreed upon, as well as other tasks as defined in the Manual for co-ordinators. The network in Romania will be developed by July 2003.

4. Corporate image and visual promotion
The corporate image consists of the following distinct outputs: project logos and typical pages (for the project website and PP presentation). In the near future, it will also serve for the final elaboration of the poster and leaflet.

5. ICT tools and materials
The following ICT tools have been developed: the project website, the forum as a communication tool, the e-bulletin and data bases and computer applications for the registration of LLW/LF events. This group of products has been produced mainly for information and promotion purposes but also for enhancing communication within the project group as well as with the larger public.

6. LLW/LF plans
An important part of national frameworks for the implementation of our project are so-called LLW/LF plans which define main actors, activities and timetables for the implementation of LFs in partner countries. Preparatory activities, events during the time-frameworks of the learning festivals as well as concluding activities are defined.

7. Monitoring, evaluation and reporting
This group of outcomes consists of two evaluation models – one related to project processes, outputs and partnership meetings and the other to LLWs/LFs and the collective event. In addition, the consolidated project framework and three-month reporting forms are outcomes of this field of activities. Evaluation of the project process, outputs and partnership meetings: the evaluation model covers 4 aspects (target groups, project structure, project management, and transnational partnership), evaluation of partnership meetings and evaluation of selected products. Six questionnaires have been designed, implemented, data gathered and analysed. SI will improve the questionnaire taking into account partners’ suggestions. Evaluation model for LLW/LF and collective event, 1st draft: all partners have adopted the LLW/LF evaluation model presented by the ES partner. The model defines evaluation principles, subjects and aims of evaluation, indicators, aspects and contents of evaluation.

8. Dissemination plan, the 1st draft of the structure of the plan
It defines aims, tools, and partner institutions responsible for dissemination, levels and target groups of dissemination. It will be further debated via forum.

Intellectual property rights, copyrights. Where applicable, please describe the approach taken / foreseen.
The partners voted for the Manual to be the intellectual property right of all authors and copyright. The corporate image is the property right of the author and copyright.
Dissemination: provide an overall description of the dissemination strategy, target groups and provide an estimate of the number of people and institutions to be reached.

There are two dissemination strategies implemented in the project: The first one is the dissemination of the project itself (WP7). In SI, it has been disseminated via the bulletin LLW-Novické (1,800 recipients), it has been posted on the national LLW web site, and presented at meetings of the National LLW Committee and the network of regional and thematic LLW co-ordinators. In BG, it has been disseminated during the trainings of regional and thematic co-ordinators, on the internet sites of the Bulgarian partner organizations (FSSK and IIZDVV-Office Sofia), as well as via several radio interviews. In ES, it has been disseminated via the FEUP network of 230 Popular Universities, by debating it with the Ministry of Education, Culture and Sport, with the UNESCO Commission, and other associations (FAEA and CONFAPEA). In RO the project has been disseminated among the 15 zonal centres of adult education and by debating it with the Ministry of Education and Culture. The first result of the dissemination processes: we have gained a new silent partner - Switzerland joined the project: SWEB Schweiz. Verband Fuer Weiterbildung, contact person Mrs Ruth Jerman. The second dissemination strategy refers to the major mission of LLW/LF via two dissemination tools: LLW/LF and collective event. The target groups that all partners will address are learners and potential learners (further-on learners) belonging to all generations: it is estimated by partners in SI, BG and RO that in all countries at least 90,000 (SI 50,000; BG 10,000; RO 30,000 people) people will join the events. Special attention will be paid to learners in rural areas, persons at risk of social marginalisation (young persons, minorities, Romanies, women, people with disabilities, literacy students) and teaching personnel: about 7,000 young persons at risk, 20,000 learners from rural areas (SI) and 500 persons with special needs or belonging to minority groups (BG).

Commercialisation The topic was not opened yet.

Transversal issues
The project will contribute to the promotion of equal opportunities and better understanding among different groups of people through several aspects: by organising learning events that will present learning possibilities, counselling support and advantages of becoming a learner for marginalised groups; by promoting exceptional life stories of successful individual learners, groups of learners, learning communities, organisations; by promoting groups, associations and organisations successful in enhancing access to learning for non-learners and would-be learners; by involving distinguished individuals as participants in LLW/LF events and thus raising the profile of the learning event. In National reports partners have already identified broader priority groups they will address by the learning festival; in their plans for the LLW/LF, the priority groups will be specified. The collective event itself will promote the learners in literacy programmes, belonging to different social groups (Romanies, single women, immigrants). The FEUP partner will address especially intercultural issues, democracy and basic skills.

Evaluation
The project has been evaluated via discussions at the task force meeting (altogether 3), via forum and through input from the questionnaires. The first model covers evaluation of the project itself (output No 5). The emphasis is given to evaluation of national LLWs/LFs (output No 6). All partners have been contributing to the evaluation process.

Please describe any divergence from the initial project plan.
There were some changes concerning the time schedule. The implementation of the first LLW in Spain and the collective event were shifted from May to November 2003 (see the TAO mail from 6th of November 2002 and the letter to the TAO, Brussels from 21st of December, 2002). Some other activities linked to both events have been adapted accordingly (preparing plans for LLW/LF and the collective event in Spain, training of co-ordinators, LLW/LF evaluation model). There are also some delays in the activities of the Romanian partner, most probably caused by the change of personnel involved in the project. It is expected that they will be able to catch up by the end of August.

Please provide an overview of any difficulties encountered during the reporting period.
Difficulties have derived from the changes of national contact persons (GE) and national LLW co-ordinators (RO). The new members have not participated in designing the project where partners developed a unique motivation and common understanding of the ultimate goals of the project. The newcomers to the project needed some time to catch up with the enthusiasm and the work already accomplished. A new situation emerged by the end of 2002 in GE when...
the Federal Ministry abolished the financing of the national co-ordination of the Lernfest. The German partner is looking for a solution (see appendix Explanation on the LLW situation in Germany).

### Section 2C – List of Products and Results

In this part you are required to present an overview of the products and results of your project. Depending on the Socrates Action concerned and the type of project involved, this may include training modules, conferences, course books, CD-ROMs, guidelines, reports and studies.

**Summary table relating to project products and results**

Please list here all foreseen products and results of the project. Please indicate the degree of finalisation of the product (100% - finalised; 0% - not yet started).

You have to attach to your Report one copy of the prototypes / interim versions of the products and results (book, CD-ROMs, conference programme, etc.).

Please use the codes in annex 2.
<table>
<thead>
<tr>
<th>N°</th>
<th>Type of product</th>
<th>A codes</th>
<th>1.1 Title of the product</th>
<th>% of realisation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Study</td>
<td>A 3</td>
<td>Identification of the current status and needs analyses in partners countries: National reports SI, BG, DE, ES, RO</td>
<td>75%</td>
<td>Language improvements and final redaction needed</td>
</tr>
<tr>
<td>2.</td>
<td>Learning and teaching material</td>
<td>A 4 and A5</td>
<td>Manual for Lifelong Learning Week/Learning Festival Co-ordination: Original English version and translations BG, ES, RO</td>
<td>100%</td>
<td>Translated and being used</td>
</tr>
<tr>
<td>3.</td>
<td>Networks</td>
<td>A 9</td>
<td>Networks of LLW co-ordinators – national, regional and thematic: Reports SI, BG, ES</td>
<td>40%</td>
<td>Network of 7 national co-ordinators; networks in SI and BG established; networks in ES and RO will be developed from June to September</td>
</tr>
<tr>
<td>4.</td>
<td>Others – graphic solutions</td>
<td>A 12</td>
<td>Corporate image and visual promotion: Project logos Typical page for the web site and PowerPoint presentation Poster</td>
<td>100% 100% 60%</td>
<td>Regularly used by all partners</td>
</tr>
<tr>
<td>6.</td>
<td>Others - plans</td>
<td>A 12</td>
<td>LLW plans: SI, BG, DE, ES draft for LLW and the Collective event</td>
<td>50%</td>
<td>LLW plans for ES in RO to be finished by August 2003 The structure of the Collective event agreed and will be debated via forum</td>
</tr>
<tr>
<td>7.</td>
<td>Others – models and reports</td>
<td>A 12</td>
<td>Monitoring, evaluation and reporting: Evaluation of the project process, inputs and partnership meetings Evaluation model for LLW and Collective event Consolidated project framework 2002-2004, Action plan</td>
<td>40% 30% 95%</td>
<td>Project related evaluation model and instruments, first analyses LLW model agreed</td>
</tr>
<tr>
<td>8.</td>
<td>Others - plan</td>
<td>A 12</td>
<td>Dissemination plan</td>
<td>25%</td>
<td>The structure agreed, it will be further developed via forum</td>
</tr>
</tbody>
</table>

* Please specify **one code only** for each category
**Part 3 - Declaration of Expenditure (in €)**

This section sets out the financial information required by the Commission. We advise you to read carefully the [Administrative and Financial Handbook](#) before filling in this section.

Table 3.1 provides a summary of the costs of the project
Table 3.2 shows the distribution of these costs between the partners
Table 3.3 gives details of bank transfers for the distribution of the Community Grant between the partners

**Table 3.1 Summary of the costs on the project**

<table>
<thead>
<tr>
<th></th>
<th>Approved budget</th>
<th>Declared expenditure</th>
<th>% use of approved budget (3)</th>
<th>Future expenditure</th>
<th>Total expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-1</td>
<td>-4</td>
<td>-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Staff costs</strong></td>
<td>108.174</td>
<td>49.556</td>
<td>46</td>
<td>58.618</td>
<td>108.174</td>
</tr>
<tr>
<td><strong>2. Direct costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Travel and subsistence</td>
<td>56.412</td>
<td>19.852</td>
<td>35</td>
<td>36.560</td>
<td>56.412</td>
</tr>
<tr>
<td>2.2 Equipment and materials</td>
<td>11.000</td>
<td>2.115</td>
<td>19</td>
<td>8.885</td>
<td>11.000</td>
</tr>
<tr>
<td>2.3 Subcontracting, consultancy and other costs</td>
<td>20.000</td>
<td>3.927</td>
<td>20</td>
<td>16.073</td>
<td>20.000</td>
</tr>
<tr>
<td>2.4 Other costs</td>
<td>34.049</td>
<td>5.797</td>
<td>17</td>
<td>28.252</td>
<td>34.049</td>
</tr>
<tr>
<td><strong>Subtotal for Direct costs</strong></td>
<td><strong>121.461</strong></td>
<td><strong>31.691</strong></td>
<td><strong>26</strong></td>
<td><strong>89.770</strong></td>
<td><strong>121.461</strong></td>
</tr>
<tr>
<td><strong>3. General costs</strong></td>
<td><strong>17.284</strong></td>
<td><strong>4.415</strong></td>
<td><strong>26</strong></td>
<td><strong>12.869</strong></td>
<td><strong>17.284</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>246.919</strong></td>
<td><strong>85.662</strong></td>
<td><strong>35</strong></td>
<td><strong>161.257</strong></td>
<td><strong>246.919</strong></td>
</tr>
</tbody>
</table>

(1) As in the Financial Agreement (taking into account any approved amendments)
(2) Expenditure from the beginning of the eligibility period to the submission date of the report. The figures have to be equal to the totals in table 3.2.
(3) = Column (2) / column (1) * 100
(4) Estimated expenditure to be committed during the remaining eligibility period
(5) = Column (2)+ column (4)

Please read carefully Handbook, Section II for rules concerning amendments to the budget.
Table 3.2. Breakdown of the costs\(^1\) within the partnership

<table>
<thead>
<tr>
<th>Partnership</th>
<th>Country</th>
<th>Name of the partner</th>
<th>Code, annex</th>
<th>1. Jan</th>
<th>2. Jan</th>
<th>2.2.</th>
<th>2.3.</th>
<th>2.4.</th>
<th>3.</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Staff costs</td>
<td>Travel and subsistence</td>
<td>Equipment and materials</td>
<td>Subcontracting, consultancy and other external services</td>
<td>Other costs</td>
<td>General costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Federation of Societies for Spread of Knowledge</td>
<td>BG</td>
<td>2.718</td>
<td>5.513</td>
<td>1.349</td>
<td>1.280</td>
<td>1.960</td>
<td>952</td>
<td></td>
<td></td>
<td>13.772</td>
</tr>
<tr>
<td>3. Institute for International cooperation of the German AE Association</td>
<td>DE</td>
<td>12.506</td>
<td>1.451</td>
<td>0</td>
<td>356</td>
<td>1.279</td>
<td>915</td>
<td></td>
<td></td>
<td>16.507</td>
</tr>
<tr>
<td>5. Federation Espanola de Universidades Populares, ES Madrid</td>
<td>ES</td>
<td>5.693</td>
<td>2.292</td>
<td>0</td>
<td>0</td>
<td>1.671</td>
<td>0</td>
<td></td>
<td></td>
<td>9.656</td>
</tr>
<tr>
<td>6. National Association of the the Regional Centres for AE from Romania, RO</td>
<td>RO</td>
<td>5.702</td>
<td>2.849</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>424</td>
<td></td>
<td></td>
<td>8.975</td>
</tr>
<tr>
<td>Totals (2)</td>
<td></td>
<td>49.556</td>
<td>19.852</td>
<td>2.115</td>
<td>3.927</td>
<td>5.797</td>
<td>4.415</td>
<td></td>
<td></td>
<td>85.662</td>
</tr>
</tbody>
</table>

(1) Expenditure from the beginning of the eligibility period to the submission date of the report.
(2) Totals have to be equal to the figures given in column “Declared expenditure” in Table 3.1
Table 3.3.  Detail of bank transfers between the Commission and the Beneficiary and the Beneficiary and the partners(1)

<table>
<thead>
<tr>
<th>№</th>
<th>Beneficiary</th>
<th>Date when the Beneficiary received payment from the Commission</th>
<th>Amount of the payment (€)</th>
<th>Currency used (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Slovenian Institute for Adult Education, SI</td>
<td>25.02 2003</td>
<td>16.616.448,00</td>
<td>SIT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>№</th>
<th>Name of the partner</th>
<th>Date the Beneficiary made the payment</th>
<th>Amount of the payment (€)</th>
<th>Currency used (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2</td>
<td>EXC rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Federation of societies for Spread of Knowledge, BG</td>
<td>06.03 2003</td>
<td>9.695</td>
<td>2.253.177</td>
</tr>
<tr>
<td>3</td>
<td>Institute for international cooperation of the German AE Association</td>
<td>06.03 2003</td>
<td>9.051</td>
<td>2.103.508</td>
</tr>
<tr>
<td>4</td>
<td>Social and Educational Research centre, University of Barcelona, ES</td>
<td>06.03 2003</td>
<td>10.501</td>
<td>2.440.496</td>
</tr>
<tr>
<td>6</td>
<td>National Association of the the Regional Centres for AE from Romania, RO</td>
<td>06.03 2003</td>
<td>12.780</td>
<td>2.970.150</td>
</tr>
</tbody>
</table>

(1) All bank transfers realised from the beginning of the eligibility period to the submission date of the report
(2) Use same numbering as in table 3.2
(3) Where other than €
Annex - Codes to be used in the Report

Annex 1. Country and language codes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>Belgium</td>
<td>IS</td>
<td>Iceland</td>
<td>DA</td>
<td>Danish</td>
<td>IS</td>
<td>Icelandic*</td>
</tr>
<tr>
<td>DK</td>
<td>Denmark</td>
<td>LI</td>
<td>Liechtenstein</td>
<td>DE</td>
<td>German</td>
<td>NO</td>
<td>Norwegian*</td>
</tr>
<tr>
<td>DE</td>
<td>Germany</td>
<td>NO</td>
<td>Norway</td>
<td>EL</td>
<td>Greek</td>
<td>BG</td>
<td>Bulgarian*</td>
</tr>
<tr>
<td>GR</td>
<td>Greece</td>
<td>BG</td>
<td>Bulgaria</td>
<td>EN</td>
<td>English</td>
<td>CZ</td>
<td>Czech*</td>
</tr>
<tr>
<td>ES</td>
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<tr>
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</tr>
<tr>
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<td>Austria</td>
<td>MT</td>
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<td>RO</td>
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</tr>
<tr>
<td>PT</td>
<td>Portugal</td>
<td>PL</td>
<td>Poland</td>
<td>GA</td>
<td>Irish*</td>
<td>SI</td>
<td>Slovene*</td>
</tr>
<tr>
<td>FI</td>
<td>Finland</td>
<td>RO</td>
<td>Romania</td>
<td>LE</td>
<td>Letzeburgesch*</td>
<td>SK</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
<td>SK</td>
<td>Slovak Republic</td>
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</table>

The Interim Report may not be submitted in languages marked with an asterisk (*):

Annex 2. Codes for products and results

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
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<td>Course / module</td>
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<tr>
<td>A2</td>
<td>Report</td>
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<tr>
<td>A3</td>
<td>Study</td>
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<tr>
<td>A4</td>
<td>Learning materials</td>
</tr>
<tr>
<td>A5</td>
<td>Teaching materials</td>
</tr>
<tr>
<td>A6</td>
<td>Curricula</td>
</tr>
<tr>
<td>A7</td>
<td>Certification system</td>
</tr>
<tr>
<td>A8</td>
<td>Database / directory</td>
</tr>
<tr>
<td>A9</td>
<td>Network</td>
</tr>
<tr>
<td>A10</td>
<td>Guidelines</td>
</tr>
<tr>
<td>A11</td>
<td>WWW page</td>
</tr>
<tr>
<td>A12</td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>
PRODUCT No 1

IDENTIFICATION OF THE CURRENT STATUS AND NEEDS ANALYSES IN PARTNER COUNTRIES

NATIONAL REPORTS SI, BG, DE, ES, RO
Content

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Identification of the current status of lifelong learning and needs analysis 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):

<table>
<thead>
<tr>
<th>Country</th>
<th>%参与</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>5.2%</td>
</tr>
<tr>
<td>Spain</td>
<td>4.9%</td>
</tr>
<tr>
<td>Slovenia</td>
<td>3.7%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>1.5%</td>
</tr>
<tr>
<td>Romania</td>
<td>1.1%</td>
</tr>
<tr>
<td>EU average</td>
<td>8.4%</td>
</tr>
<tr>
<td>平均（排名前3的成员国）</td>
<td>19.6%</td>
</tr>
</tbody>
</table>

Data 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:

<table>
<thead>
<tr>
<th>Country</th>
<th>%参与</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovenia</td>
<td>14.9%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>20.3%</td>
</tr>
<tr>
<td>Rumania</td>
<td>20.5%</td>
</tr>
<tr>
<td>Spain</td>
<td>28.1%</td>
</tr>
<tr>
<td>EU average</td>
<td>19.0%</td>
</tr>
<tr>
<td>平均（排名前3的成员国）</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

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.

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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.

<table>
<thead>
<tr>
<th>Country</th>
<th>Upper Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovenia</td>
<td>75.3%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>71.1%</td>
</tr>
<tr>
<td>Rumania</td>
<td>70.6%</td>
</tr>
<tr>
<td>Spain</td>
<td>42.0%</td>
</tr>
<tr>
<td>EU average</td>
<td>66.0%</td>
</tr>
<tr>
<td>Average for the 3 best-performing countries (Sweden, Finland and Austria)</td>
<td>83.0%</td>
</tr>
</tbody>
</table>

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 Survey\(^2\) 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 and 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

<table>
<thead>
<tr>
<th>Country</th>
<th>Maths</th>
<th>Natural science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovenia</td>
<td>531</td>
<td>541</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>527</td>
<td>545</td>
</tr>
<tr>
<td>Germany *</td>
<td>502</td>
<td>518</td>
</tr>
<tr>
<td>Spain</td>
<td>483</td>
<td>504</td>
</tr>
<tr>
<td>Romania</td>
<td>474</td>
<td>471</td>
</tr>
<tr>
<td>EU countries**</td>
<td>505</td>
<td>506</td>
</tr>
<tr>
<td>3 best performing EU countries***</td>
<td>536</td>
<td>538</td>
</tr>
</tbody>
</table>

* 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.

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\(^2\) Literacy in the Information Age, Final Report of the International Adult Literacy Survey, OECD, 2000

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 Länder 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):

<table>
<thead>
<tr>
<th>Country</th>
<th>% of GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovenia (national estimation)</td>
<td>6.00%</td>
</tr>
<tr>
<td>Germany (1998)</td>
<td>4.66%</td>
</tr>
<tr>
<td>Romania</td>
<td>3.40%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>…</td>
</tr>
<tr>
<td>Spain</td>
<td>4.50%</td>
</tr>
<tr>
<td>EU average</td>
<td>5.20%</td>
</tr>
<tr>
<td>Average for the 3 best-performing member states (Sweden, Finland, France)</td>
<td>7.40%</td>
</tr>
</tbody>
</table>

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 co-ordinate 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

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 cooperation 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

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 nonparticipants 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.

Prepared by: Olga Drofenik

Ljubljana, April 30 2003
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 documents in the 90's. It can be found in all recent governmental national development documents 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. Preschool 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

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4 White Paper on Education in Slovenia, Ministry of Education and Sport, 1996
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 education\(^6\) 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 Plan\(^7\) 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

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\(^6\) 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** 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

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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 coordinating 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.


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 Drofenik

Ljubljana, January 31 2003
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 massages
      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 take 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) – Grundvig 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, Finnland, 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 exists 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:

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

7.2.1 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 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 lectors 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)

0. Selected statistics of participating countries

<table>
<thead>
<tr>
<th>Selected statistics of participating countries</th>
<th>Germany</th>
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<tbody>
<tr>
<td>Population est. 2001(^1)</td>
<td>83,029,536</td>
</tr>
<tr>
<td>Area</td>
<td>357,021</td>
</tr>
<tr>
<td>Density of population per km sq(^2)</td>
<td>230</td>
</tr>
<tr>
<td>GDP (1999)(^3)</td>
<td>23,510</td>
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<tr>
<td>Unemployment rate (^4)</td>
<td>9.4</td>
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<tr>
<td>Percentage of people who do not have a qualification of upper secondary education by age group (1997)(^5)</td>
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<tr>
<td>20-29</td>
<td>19</td>
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<td>30-39</td>
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<td>40-49</td>
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<td>50-59</td>
<td>25</td>
</tr>
<tr>
<td>Participation in education and training (25-64) year olds(^6)</td>
<td>5.2</td>
</tr>
<tr>
<td>Early school leavers (18-24) not in education and training(^7)</td>
<td>14.9</td>
</tr>
<tr>
<td>Share of tertiary graduates in science and technology per 1000 inhabitants aged 20-29 (1999)(^8)</td>
<td>8.6</td>
</tr>
<tr>
<td>Expenditure on education, share of GDP (^9)</td>
<td>4.8</td>
</tr>
<tr>
<td>1999</td>
<td></td>
</tr>
<tr>
<td>Expenditure on R&amp;D, share of GDP in %(^11)</td>
<td>2,327 (1997)</td>
</tr>
</tbody>
</table>

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

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\(^1\) http://www.geohive.com/global/pop_data2.php
\(^2\) Statistical Year Book, fortieth issue Ljubljana, 2001: page 609
\(^3\) World Bank Atlas
\(^4\) For Germany and Spain: Pressemittelungen 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

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 CONFINTA 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-Länder Commission for Educational Planning and Research Promotion (BLK) will intensify cooperation between the Federal Government and the Länder across all educational sectors. The programme aims to initiate new forms of cross-sectoral cooperation in and between all Länder 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 organisators / 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](http://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](http://www.apo-it.de), [www.bmbf.de](http://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](http://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 initiate 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 einterhange 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 partners 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.

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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 descentralized 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 Affairs –MTAS–:
  . Training for unemployed – INEM, Plan FIP–.
  . Social Integration of special target people (-05% IRPF-Youngs, Women, Eldery, Immigrants...).

• Spanish Ministry of Science and Technology:
  . “INTERNET para todos”.

• FORCEM:
  . Courses 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 sinergy 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 understandable 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 significative 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, prisioners…

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
The principle of lifelong learning (translated in Romanian as the French words “education permanente”) was for the 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 collaboration with the Ministry of Culture and together with mass-media, religious institutions, folk universities, cultural foundations, another associations and institutions, in order to facilitate the access 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 reveals the longlife and life-wide dimension 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 Training 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 methods, 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 technologies and alternative educations. Unfortunately, this approach treats lifelong learning 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 recognising 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 acquire these basic competencies and to be successful 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 direction: theoretical, vocational and technological education and it is organized especially in the cities. The aim of superior secondary education is the offer a specialization of the pupils, spatializations in concordance with the thee three directions mentioned above. Poorly developed during the communist regime, theoretical education in highschools has know, 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 Governamental Ordinance no.129/2000 vocational training of the adults is “a national priority”.

According to the Governamental order no.3062 from 18.01.2000, adult education is a “special dimenssion 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 period for participating in educational system is about 10 years and that school dropout is equally distributed in time, it results that about 20%-30% for the young people of a generation leave the school in different stages”. In Romania statistics about the literacy are not very precise. Figures refer to percents from 3 to 40 regarding the literacy. For sure, in educational year 1993/1994 the number of those who left the school was about 68,080 children representing 1.49% from the schoolar population, and in educational year 1994/1995 there were 72,575 children leaving the school representing 1.57% from the schoolar population. Combating literacy should 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 Governmental Ordinance, no.129/2000 regarding the vocational training of the adults. This ordinance was approved and modified with the Law nr. 375/2002. According 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 Training of the Adults, in accordance with the National Plans for Development and the government 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 Training of the Adults is also responsible for the coordination in all the country of the accreditation process of the vocational training providers. At the level of each county a commission having as members: the Manager of the General Direction of Labour and Social Solidarity at the county level (as president of the commission), 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 training providers.

The national and local authorities and, in fact, all the society provide funding to the vocational training 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 dimension of lifelong learning. Each regional centre develops activities such as: methodological support for other adult education institutions (e.g. 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 training), creating scientific brochures, documents, materials related to the adult education, organizing conferences, seminars on different themes such as: ecological education, education for health, intercultural education, other activities in partnership with the local authorities and local economical agents, involvement in the international cooperation projects etc.

Lifelong learning Week, called in Romania “The festival of your opportunities” is also organized by these centres in the town and region in which they act.
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 comissions 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, Chambres 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 developind 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 Law132 din 07/20/1999.

The council is an autonomus adminstrative autority with a consultive 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 sindicate. 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 refering to the vocational training of the adults, to colaborate with other gouvernamental and non-goveramantal, 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 milion persons). The National Plan of Action for the Fighting nof Unemployment wanted to facilitate the acces 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 entreprises
- 20.000 through stimulation of the employment of the graduatees
- **28.5000 through vocational (re)-trainig**
- 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 it 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 Bodie 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 the 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 romani by creating efficient methods for a better integration of the romani in the education and in the reform process.

The Education 2000+ Centre develops a lot of project 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 implement in 50 schools from 8 county.

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+ Romanina 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 youngster from 14 to 25 years old that have dropped out school for social reasons.

The Centre develops other project regarding education in rural area, disadvantaged groups, etc.

In the field of adult education there are now pilot project developed at governamental 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 researchs 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 the 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 acces to the courses, counselling services for the participants, concertes, plays, dances.

In 2001 a big exhibition with educational offers was esthablish within the biggest exhibition centre in Romania, ROMEXPO, Bucharest. The exhibition was organized by the Ministry of Culture and Cults, by the The National Council for the Vocational Traing 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 exhibits were all kind of schools, territorial representatives institutions of the the Ministry of Education and Research, Houses of the Didactical Bodies, Folk Universities, vocational training centres, museum, cultural centres, NGOs active in educational field, clubs, prisons, etc.

This exhibits 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 campaigns promotes parts of the lifelong learning: adult education, especially vocational training, foreign languages, ICT etc.

ANCZEA has elaborated a national strategy in the field of adult education, has successfully 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 sucessfully 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.

References:

- Law of Education, nr.84/1995
- law no. 133 from 07/21/200 regarding the Continuing Vocational Trainig Within the Educational System
- Governmental Order no.3062 from 18.01.2000

All these references was download from the following sites:
http://www.edu.ro
http://www.cedu.ro
http://www.1educat.ro
http://www.aproape.ro

- European Report on Quality Indicators of Lifelong Learning, EC, June 2002
- Key data on Education in Europe, Office for Official Publication of European Comunities (2000), Luxemburg

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Arad,19.11.2002
## Selected statistics of participating countries:

<table>
<thead>
<tr>
<th>Selected statistics of participating countries</th>
<th>Bulgaria</th>
<th>Germany</th>
<th>Romania</th>
<th>Slovenia</th>
<th>Spain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Population est. 2001</strong>¹</td>
<td>7,707,495</td>
<td>83,029,536</td>
<td>22,364,022</td>
<td>1,930,132</td>
<td>40,037,995</td>
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<tr>
<td><strong>Area</strong></td>
<td>110,910</td>
<td>357,021</td>
<td>237,500</td>
<td>20,273</td>
<td>504,782</td>
</tr>
<tr>
<td><strong>Density of population per km sq</strong>²</td>
<td>74</td>
<td>230</td>
<td>95</td>
<td>98</td>
<td>78</td>
</tr>
<tr>
<td>**GDP per capita (PPP) (1999)**³</td>
<td>5,070</td>
<td>23,510</td>
<td>5,970</td>
<td>16,050</td>
<td>17,850</td>
</tr>
<tr>
<td>**Percentage of people who do not have a qualification of upper secondary education by age group (1997)**⁵</td>
<td>20-29: -</td>
<td>19</td>
<td>15</td>
<td>16</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>30-39: 24</td>
<td>15</td>
<td>17</td>
<td>21</td>
<td>56</td>
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<tr>
<td></td>
<td>40-49: 30</td>
<td>17</td>
<td>33</td>
<td>31</td>
<td>71</td>
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<tr>
<td></td>
<td>50-59: 48</td>
<td>25</td>
<td>60</td>
<td>39</td>
<td>84</td>
</tr>
<tr>
<td><strong>Participation in education and training (25-64) year olds</strong>⁶</td>
<td>1.5</td>
<td>5.2</td>
<td>1.1</td>
<td>3.7</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Early school leavers (18-24) not in education and training</strong>⁷</td>
<td>20.3</td>
<td>14.9</td>
<td>20.5</td>
<td>8.3</td>
<td>28.1</td>
</tr>
<tr>
<td>**Share of tertiary graduates in science and technology per 1000 inhabitants aged 20-29 (1999)**⁸</td>
<td>6.5</td>
<td>8.6</td>
<td>4.1</td>
<td>8.4</td>
<td>9.6</td>
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<tr>
<td><strong>Expenditure on education, share of GDP</strong> SY 1996⁹</td>
<td>3.2</td>
<td>4.8</td>
<td>3.6</td>
<td>5.7</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>1999¹⁰</strong></td>
<td>-</td>
<td>4.66 (1998)</td>
<td>3.4</td>
<td>6 (estimate)</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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⁴ For Germany and Spain: Pressemittteilungen 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 through LLLW events

5 October, 2002

Olga Drofenik
PRODUCT No 2

MANUAL FOR LIFELONG LEARNING WEEK / LEARNING FESTIVAL CO-OPERATION
TRANSLATIONS BG, ES, RO
ORIGINAL ENGLISH VERSION
Manual for Lifelong learning week / Learning festival co-ordination

Introduction

The manual is a tool for supporting national, regional and thematic co-ordination of the Lifelong Learning Week (LLW) / Learning Festival (LF) movement by providing an overview of fundamental tasks that are to be performed by LLW co-ordinators and their partners. On the other hand, the manual provides an opportunity for co-ordinators to communicate their views and share ideas, opinions and examples of good practice.

The contents of the manual were discussed for the first time at the introductory workshop of the Grundtvig 1 'Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement' Project on October 13, 2002 in Ljubljana, Slovenia. The first draft of the manual was produced by the Slovenian Institute for Adult Education and was further elaborated in two steps by representatives of partner countries. The manual consists of two parts. The contents of Part 1 - Six key areas of LLW/LF co-ordination have been structured according to the logical progression of tasks although they are closely linked to each other and often intertwined. Part 2 illustrates each of the six key areas of LLW/LF co-ordination by means of Examples of good practice from participating countries. Part 3 is a compilation of supplements illustrating the contents from the former two parts.

The final version of the manual is a joint product of all project partners and is being used as reference material for training and empowering of regional and thematic co-ordinators in participating countries. For this reason, the manual has been translated into national languages and country specific aspects have been added where needed. The English version (in PDF format) as well as the Bulgarian, Romanian and Spanish translation of the manual (in DOC format) has been posted on the project website; they can be found at the internet address: http://www.llw5.org/manual.

*see Appendix*
СЪДЪРЖАНИЕ

Част 1: Шестте ключови области на координиране на LLW/LF

Създаване на партньорства, сътрудничество, координация
Ролята и компетенциите на регионалните и тематичните координатори
Определяне на потенциалните партньори
Форми на сътрудничество и начини на координация

Планиране и координиране на събитията
Определяне на целевите групи и основните теми
Организиране на събития— на национално ниво
Организиране на местни събития— на регионално ниво
Насочване вниманието към всички възрастови групи
LLW/LF времева рамка, събития извън времевата рамка
Създаване на връзки между различни региони и организации

Представяне в медиите
Избор на медиите
Изготвяне на медиен план
Пресконференции, пресъобщения, ПР
Медиите като участници в събитията
Представяне на истории от живота
Привличане на знаменитости и ВИП лица
Медийно представяне /след събитията/.

Финансиране
Определяне на потенциалните финансови ресурси
Изготвяне на финансов план
(Съвместни) кандидатури за обществени ресурси (обществено финансиране)
Намиране на други видове подкрепа (комерсиална или свободна)

Създаване на информационни и промоционални материали
Съвместни информационни и промоционални материали
Местни промоционални материали
Собствени уеб-страници
Календар на събитията (отпечатан и уеб-базиран)
Мониторинг, оценка и докладване
Определяне на индикаторите
Въпросници за организаторите
Въпросници за брокерите на ученето (доставяне на желана информация за образователния продукт)
Въпросници за участниците
Адресни интервюта
Работни срещи
Събиране на данни и анализиране
Доклад и анализ

Част 2: Примери за добра практика
1. Примери за създаване на партньорства, сътрудничество и координация в страните партньори
2. Примери за планиране и координация на събитията и примери за успешни фестивали на ученето в страните партньори
2.1 Примери за планиране и координация на събитията
2.2 Примери за успешно проведени фестивали на ученето
3. Примери за успешна медийна промоция в страните партньори
4. Примери за финансиране на фестивалите на ученето в страните партньори
5. Примери за информационни и промоционални материали в страните партньори
6. Примери за мониторинг, оценка и докладване в страните партньори

Част 3: Приложения, препоръчителни материали, видеофилми
1. Приложения:
Приложение 1: Списък на потенциалните партньори за Седмиците на ученето през целия живот
Приложение 2: Аргументи за Фестивал на ученето: Как да мотивираме, убедим и спечелим поддръжници, хора, рекламиращи дейността ни и вземащите решения
Приложение 3: Пример за график на LLW/LF (Фестивал на ученето в Бон)
Приложение 4: График за публикации в пресата (и възможни заглавия)
Приложение 5: Проект за пресъобщение за началото на даден Фестивал
Приложение 6: Проект за пресъобщение за края на даден Фестивал
Приложение 7: Списък на количествените и качествените индикатори (словенски въпросник)
Приложение 8: Оценъчен въпросник за провинция Бавария
Приложение 9: Румънски вариант за въпросник
2. Препоръчителни материали:
Препоръки към регионалните и тематичните координатори. СИОВ (SIAE) в сътрудничество с регионалните и тематичните координатори на Седмиците на ученето през целия живот 2001г..
Любляна, 2001г..
План за успех – упътване за регионалните координатори. НИАЦЕ (NIACE), Великобритания 2001г..
Куфар на Фестивала на ученето – Ръководство за планиране и организиране на Фестивал на ученето, Институт Адолф Грим, Германия, 1999г.

3. Видеофилми:
Видеофилм 1: Пример на провинция Бавария, Германия
Видеофилм 2: Пример на местен Фестивал на ученето (Бон, Германия) без национална координация
Въведение

Целта на това ръководство е да подпомогне националното, регионалното и тематичното координиране на движението за Седмицата на ученето през целия живот /Фестивал на ученето чрез:

- представяне на фундаменталните цели;
- обмяна на опит/споделяне на идеи, мнения и практически опит от координаторите в страната.

Ръководството се състои от две части:
- Част 1 Шестте ключови области в координирането на LLW/LF са структурирани съгласно логичното развитие на целите.
- Част 2 илюстрира всяка от шестте ключови области в координирането на LLW/LF чрез Примери за добра практика от страните участнички.

Когато четете това ръководство, моля имайте предвид, че организирането на фестивала е не като една, а поне като три кампании:
1) пръвата е фокусирана върху персонала на екипа на LLW/LF (повишаване на тяхната съпричастност, мотивация, ентусиазъм и т.н.);
2) втората е ПР кампанията;
3) третата е практическата организация на самия фестивал на ученето.

Позитивният резултат на първата кампания е решаващ за изграждането на солидни основи за втората и третата кампании, затова съпричастността на персонала и ангажираността на координаторите е от огромна важност.

Преди да се ангажирате във формалната част на ръководството, позволете ни, скъпи читателю, да Ви представим лични свидетелства на опитни LLW/LF координатори, за да повишим личния Ви интерес, да Ви обясним за какво става въпрос и да Ви “зараям” с “вируса” на фестивалите на ученето.

Моля добавете Ваши лични свидетелства

Сабрина Босколо Липс, IIZ/DVV, Бон, Германия: Скъпи читателю, преди да започнете да четете за задачите, целите и работните документи, бих искала да Вас въздъхне Вашето внимание към удоволствието от организирането на Фестивали на ученето / Седмици (Дни или Месеци) на ученето през целия живот в сътрудничество с различни хора и организации. Аз мисля, че най-важното е успешно да се съчетаят тези две идеи: ‘учене’ и ‘фестивал’.

Да, това е много работа, но тя е и огромен позитивен опит за сътрудничество и създаването на мрежи. Ентусиазъмът, свързан с разпространението на идеята за ученето през целия живот/ученето, обхващащо всички сфери на живота е типично за партньорите и участниците във фестивалите на ученето. В много случаи партньорите в LLW/LF развиват лични връзки и започват други проекти заедно.

Организирано и координирано на Фестивали на учението / Седмици (Дни или Месеци) на ученето през целия живот е голяма инвестиция на енергия, но и всеки получава в замяна много неща. Важно е никога да не се забравя този аспект. Затова ние продължаваме да работим в тази област.

Пожелавам на Вас и на Вашия екип изпълнена с ентусиазъм работа.
Звонка Пангерк Пахерик, СИОВ (СИАЕ), Словения:

През 1996 г. участвах в първото реализиране на Седмицата на ученето през целия живот в Словения. Това бе една от моите важни задачи, когато се присъединих към Словенския институт за образование на възрастни. През изминалите години ние "израствахме" заедно и се развихме като екип в рамките на Института, който работеше с все повече и повече хора на национално и международно ниво. От една страна Седмицата на ученето през целия живот ми даде възможност да се развия професионално, тъй като аз се почувствавах обвързана да търся и реализирам все по-нови подходи, които щяха да осигурят развитието на проекта и разпространението на неговото влияние и въздействие. От друга страна този почти осем годишен опит ми предложи многобройни възможности за действие в съответствие с моите убеждения, което ми донесе огромно лично удовлетворение.

Аргументиране важността на ученето през целия живот, подчертаване необходимостта от осигуряването на равни възможности за всички, споделянето на идеи и отговорности с цел да се създадат възнаграждаващи се партньорства, взаимно разбиране и приемане на разликите са само някои от многото аспекти, които оформят посланието на Седмицата на учени към масовата публика. Това наистина е едно силно и почти видимо послание. И аз съм благодарна и горда за това, че мога да участвам в тази благородна мисия. Надявам се всички да можем да следем това чувство!
Част 1 – Шестте ключови области на LLW/LF координация

Създаване на партньорства, сътрудничество, координация
Планиране и координиране на събитията
Представяне в медите
Финансиране
Създаване на информационни и промоционални материали
Мониторинг, оценка и докладване

1) Създаване на партньорства, сътрудничество, координация

В основата на успешното реализиране на LLW/LF стоят винаги хора – посветени на целта, обединени в работни групи, готови за сътрудничество, споделяне и взаимно подкрепяне. Силното партньорство е важно за разширяване и засилване на европейското измерение на движението за Седмицата за учене през целия живот/Фестивал на ученето в съответната страна. Създаването на такова сътрудничество е задача, която изисква много време и енергия в самото начало, но в следващите фази на реализирането на LLW/LF то става все повече и повече възнаграждаващо се.

Задачи:
Ролята и компетенциите на националния координатор:
Стартърне на инициативи на национално ниво чрез подкрепяне/подпомагане на движението за Седмицата за учене през целия живот/Фестивал на ученето и на стратегията на ученето през целия живот на всички нива (национално, регионално и локално);
Търсене на потенциални партньори на национално ниво и въвличане на различни сектори (не е необходимо да са пряко свързани с образованието – труд, култура, икономика, здраве, околна среда, социални дейности и т.н.);
Осигуряване на контакти с различните организации, работещи в областта на ученето през целия живот;
Осигуряване на подкрепата (морална и/или финансова) и патронажа на правителството;
Създаване на Национален комитет или борд на LLW/LF;
Съдействие за ефективна комуникация между Комитета или Борда на LLW/LF и другите екипи;
Търсене на потенциални регионални и тематични координатори;
Хармонизиране на работата на регионалните и тематичните координатори чрез предоставяне на обучение и упътвания, както и постоянна информация и консултации;
Оказване на морална и професионална подкрепа на координаторите и организаторите на събитията;
Вслушване в гласа и опита на координаторите (техните идеи, предложения, опит и т.н.) в развитието на движението за LLW/LF;
Създаване на стратегия и план за действие на национално ниво;
Организиране на дейности за обучение, определяне, подготовка и информиране на работния екип (изграждането на екипа), включващ регионалните и тематичните координатори;
Организиране на дейности за определяне, подготовка и информиране на потенциални актьори, проявящи интерес към LLW/LF (семинари, конференции, обществени прояви и т.н.);
Координиране на дейностите на работните екипи (набиране на средства, реклама и ПР, логистични дейности и т.н.);
Координиране на връзките с обществеността и медиите. Включване на важни хора в представянето (промоцирането) на LLW/LF и ученето през целия живот като цяло);
Осигуряване на релевантност между дейностите и ресурсите;
Създаване и представяне на имиджа на LLW/LF в медиите чрез специфични дейности (информационнни семинари, участие в телевизионни шоу програми, действия за представяне на LLW/LF сред целевите групи и т.н.);
Провеждане на равноправен диалог с участниците в образованието за възрастни и с представители на различни организации;
Определяне и използване на ресурсите на участващите организации (ноу-хау, "мъжка/женска сила", техническа помощ и т.н.).

Ролята и компетенциите на регионалните и тематичните координатори:
Стартиране на инициативи на регионално ниво или в рамките на тематичната област;
Търсене на потенциални партньори на регионално ниво или в рамките на тематичната област (не е необходимо да са пряко свързани с образованието);
Обявяване на ползите от това да участваш (т.е. възможности за промоция, споделяне на информация, създаване на партньорства, които излизат извън сферата на LLW/LF, ефективност на разходите и т.н.);
Чрез дискуси, въпросници, разговори да се определят бариерите пред сътрудничеството (по-скоро сътрудничество отколкото съревнование и т.н.) и да се търсят начини те да бъдат преодолени;
Осигуряване на подкрепата на местните власти и други важни лица, вземащи решения на това ниво;
Създаване на възможност "да се чуе гласа" на учащите се;
Определяне на финансовите ресурси за LLW/LF на регионално/локално ниво;
Установяване на контакти с потенциални спонсори и убеждаване им в ползите от устойчиво LLW/LF;
Създаване на стратегия и план за действие на регионално/локално ниво;
Организиране на дейности за обучение, определяне, подготовка и информиране на потенциални актьори на място ниво, проявяващи интерес към LLW/LF (семинари, конференции, тренинг-сесии и различни други прояви);
Осигуряване на публичност на събитието и привличането на местни важни личности в LLW/LF;
Привличане на отговорни местни власти като активни обществени лидери за популяризиране на LLW/LF;
Установяване на контакти с федерации и групи, които работят с културни и образователни асоциации за образование на възрастни;
Провеждане на равноправен диалог с участниците в образованието за възрастни, свързано с ученето през целия живот и с различни организации, за да се вземат предвид и техните мнения, предложения, идеи;
Определяне и използване на ресурсите на участващите организации (ноу-хау, "мъжка/женска сила", техническа помощ и т.н.).

Определяне на потенциалните партньори:
Оценяване на възможностите, местните контакти и предмет/областите на дейност (обхвчат през целия живот и във всички сфери на живота на ученето – виж Приложение 1);
Създаване на база данни на потенциалните и действителните партньори;
Определяне на техните роли – организатори на събития, поддръжници, патрони, наблюдатели, меди на локално ниво, лица, вземащи решения, ментори, обучители в работна среда, както и образователни брокери и т.н.
Търсене на организации/индивида, които досега не са били ангажирани;
Използване на всички възможни контакти;
Участие в други дейности, организирани на местно и национално ниво (семинари, форуми, дебати, пресконференции, информационни заседания, отнасящи се до области и теми, близки до образованието, за да провокират интерес към LLW/LF;
Правене на справка с базите данни на Европейската комисия, които включват добрите практики и проекти, свързани с учението през целия живот, например http://europa.eu.int.

Стимулиране на потенциалните партньори:
Създаване на лични контакти, използвайки стандартни обикновени писма (пощенски, e-mail) и други форми на комуникация;
Намиране на най-подходящото лице в институцията, с която контактувате;
Участие в различни събития за представяне на LLW/LF, използване на всяка възможност да бъдат информирани относно LLW/LF и да се стимулират последователите;
Привличане на най-обикновени хора;
Подчертяване за всеки потенциален партньор важността на тяхното привличане и тяхното влияние върху успеха;
Отпечатване на рекламни материали, които имат ясни въздействащи послания и съдържат имената и графичните символи на спонсорите;
Привличане на доброволци в разпространението на материалите за обществеността;
Посещаване на потенциалните партньори от екипа, отговорен за PR, за да се стимулира техния интерес да се включат в LLW/LF на национално и местно ниво;
Разпространяване на идеята за LLW/LF чрез университетски курсове, свързани с образованието на възрастните и учението през целия живот, както и с общото образование;
Осъзнаване на различната финансова сила на потенциалните партньори и предвиждане също на "ниско бюджетни"/"изискващи по-малък разход на енергия" възможности за участие. (напр. Ден на отворените врати).

Форми на сътрудничество и начини на координация:
Решаване на степента на (де)centralизация и осигуряване на сътрудничество на равноправна (еднаква) основа;
Разпределение на ролите и отговорностите;
Винаги работа на операционно (оперативно) ниво;
Организиране на по-малки групи за специфични задачи, съгласно възможностите на хората;
Организиране на първоначална среща, за да се установи "кой кой е" и да се разпределят задачите и отговорностите;
Организиране на регулярни срещи, за да се осигури редовно планиране и оценка;
Организиране на финална оценка, за да се определят резултатите, ползите, недостатъците и се очертат пътя напред – за всеки партньор, както и за самото партньорство/самата мрежа;
Създаване на функционална мрежа и инструмент за комуникация между партньорите преди, по време на и след LLW/LF;
Публикуване и представляване на най-добрите резултати и практики в областта на LLW/LF, за да се стимулират и да се окуражат потенциалните партньори активно да участват; Окуражаване на мрежата да сътрудничи и да се превърне в истинско "общество от партньори" в рамките на движението за LLW/LF;
Организиране на работни комисии в асоциации, които да привлекат участници, ангажирани в учението през целия живот;
Ако няма национална координация:
По наше мнение, само националната координация може да осигури трайно въздействие, постоянна и ефективна подкрепа за разпространяване идеите на движението за LLW/LF. Ако това поради някаква причина не е реализирано досега, регионалните и общинските LLW/LF-ли без национална координация също са възможни. Точките по-горе затова са важни, за да послужат и в този “най-лош случай”. За да се засили регионалното и дори общинското движение, може да бъде от помощ местните LLW/LF в рамките на международното LLW/LF. Може да се установят контакти с други LLW/LF координатори. Съзнатието да бъдеш част от международно движение подобрява местните връзки и помага много при ПР кампанията. Местното LLW/LF може да допринесе за пътя “от долу нагоре” при разпространение на LLW/LF-ли и до последваща реализация на една национална координация.

2) Планиране и координация на събитията
Един от най-важните аспекти на координацията на LLW/LF е хармонизацията на задачите, които трябва да се представят преди, по време на и след реализирането на фестивала на ученето. Координаторите (национални, както и регионални и тематични) в сътрудничество с техните партньори трябва да предоставят солидна рамка на проекта с няколко стабилни елемента, които въпреки това позволяват творчество, индивидуалност, спонтанност и оригиналност. Така актьорите могат да се идентифицират с глобалното послание и мисия на LLW/LF от една страна, а от друга – да изпълнят относително свободно техните специални роли в движението.

Задачи:
Определяне на целевите групи и основните теми: Определяне на националните и международните цели на стратегията на ученето през целия живот и желаните резултати от промоционалната кампания на LLW/LF; Определяне на целевите групи, към които специфично ще се обърнат LLW/LF събитията – отделни части на обществото, отделни географски области, настоящи учащи се, нови учащи се, медии, организации за образователни услуги, хора, вземащи решения; Достигане до хора, които към момента имат най-малко ползи от образованието; Обявяване на главните, централните теми – национални и регионални; Осигуряване на публичност на декларираните теми (обикновено съвързани с централните теми на годината на ЕС – например: езици, активно гражданство, жени, расизъм, равенство на възможностите, социално обединение, демократични ценности и онези, определени от въпросниците, интервюта и т.н.); Решения за ползите от една централна национална тема или от няколко регионални - LLW/LF актьорите би трябвало да са свободни да се приобщат към централните теми или пък не; възможно е също да има една централна национална тема, която да бъде напълно обща, и регионални “подтеми”.

Организирание на общи, колективни събития – на национално ниво: Организирание на национална пресконференция; Организирание на церемония на официално откриване; Организирание на представяне на наградите; Организирание на други социални и професионални прояви с национален обхват – панаири, конференции, колоквиуми; Организирание на национална изложба на офертите за учене на национално стратегическо място; Организирание на едновременни церемонии на официално откриване в няколко градове (като се използва система за видео конференции).
Създаване на мото/мелодия/лого на LLW/LF на национално ниво;
Съставяне на общ декларация на национално ниво, която трябва да включва мисията и визията на LLW/LF, в съответствие с европейските теми (тази декларация трябва да бъде подписана от Националния комитет/борд или от друго много важно лице);
Организиране на изложба с учебни материали, базар на организациите, предлагащи образователни услуги, представяне на пакети за обучение на различни типове целеви групи;
Организиране на промоционална кампания, която да направи видими ползите от ученето;
Предоставяне на образователни материали/инструменти за обучаващи се, които да им помогне да преговорят с работодателя за поддръжка на желаещите да учат;
Установяване на контакт с хора, които участват в образованието за възрастни и съзнават важността на институциите за образование на възрастни;
Използване на различни видове медиа и многообразни форми за комуникация, за да могат да достигнат нови целеви групи (например хора, които още не участват в курсове за образование на възрастни).

Организиране на общ, колективни и местни събития– на регионално ниво:
Организиране на пресконференции с възможност за всички партньори да представят себе си;
Организиране на церемония - официално откриване на регионално ниво;
Организиране на тържества за представяне на наградите;
Организиране на други промоционални, информационни, образователни, социални, културни и други събития, покриващи аспекти на ученето през целия живот и в всички сфери на живота в даден регион, местна общност или в тематична област;
Организиране на официално закриване на подобни събития;
Организиране на изложби, коктейли, дни на отворените врати; предоставяне на информация за "възвращаемост на инвестициите", която определя ползите от ученето за работодатели и работници;
Предоставяне на висококачествена информация по време на курсовете, която да подчертава както личните, така и професионалните възможности за растеж (фокусиране върху постиженията, признанието, ползите за кариерата);
Организиране на седмици, по време на които различните култури обменят опит от техните собствени страни;
Установяване на контакт с хора, които участват в образованието за възрастни и съзнават важността на институциите за образование на възрастни, организиране на тези събития с участието на участници в образование на възрастни;
Използване на различни видове медиа и многообразни форми за комуникация, за да могат да достигнат нови целеви групи (например хора, които още не участват курсове за образование на възрастни).

Приобщаване на всички поколения,
Определение на най-добрите LLW/LF начини за достигане на дефинираните целеви групи;
Определение на нетрадиционни места за развитие на дейности в областта на LLW/LF (автобуси, затвори, болници, пазари, главни площади, гори, центрове за стари хора и др.);
Прахува на опит да се организират нетрадиционни и атрактивни събития;
Приключване на членове на отделни целеви групи да участват в планирането на събитията;
Приключване на местните власти в организирането на събитията;
Определение на изявите, които ще бъдат привлекателни за организаторите, както и за участниците в събитията;
Приключване на целевите групи в изготвянето на логото на LLW/LF, което по този начин става техен представител.
LLW/LF времева рамка, събития извън времевата рамка:
Определяне на относително фиксирана времева рамка за LLW/LF;
Предвиждане на най-подходящите дати за организация на LLW/LF съобразени с интересите и потребностите на практиците и обучителите;
Съставяне на календар на дейностите за LLW/LF;
Съставяне на график на събитията на национално и регионално/местно ниво;
Създаване на възможност за организаторите на събитията да регистрират събития извън фиксираната времева рамка;
Даване на възможности да се популяризират тези събития извън фиксираната времева рамка също (година около календара на събитията, свързани с ученето през целия живот);
Представяне на LLW/LF събитията в e-bulletin на уеб-страницата на проекта и разпространяването им сред практиците и обучителите;
Представяне на LLW/LF в календарите и уеб-страниците на регионалната и националната преса.

Създаване на връзки, които преминават отвъд границите, регионите и различни организации:
Използване на съществуващото трансгранично и трансрегионално сътрудничество за представянето му в рамките на LLW/LF;
Иницииране на нови форми на сътрудничество чрез LLW/LF;
Използване на съществуващите сътрудничества с не образователни фирми, които могат да подкрепят реализирането на LLW/LF;
Публикуване на добrite практики и резултати от LLW/LF;
Създаване на пресичаща границите уеб-страница, организиране на общи срещи и др.;
Установяване на контакти с партньори от областта на образованието на възрастни, социални движения, федерации и конфедерации.

3) Представяне в медите
Медите играят много важна роля в процеса на популяризиране на движението за LLW/LF като сред най-широката аудитория, така и сред специфичните целеви групи, които са определени в плана за действие. Подходът за работа с медите трябва да бъде професионален, насочен към трайно и разрастващо се партньорство. Най-добре е да има някой с опит в ПР-а, който да поеме този аспект на LLW/LF и да стае официално лице за контакт с медите. На местно ниво това не винаги е възможно (особено по време на най-първия). Националният координационен тим може да даде професионална подкрепа, когато се осъществяват първите контакти с местната преса. Ако има някакви средства за платена публичност и рекламиране на проекта, подходът трябва да се определи много внимателно, така че да се постигне максимално въздействие, съгласно поставените цели.

Задачи:
Избор на медии:
Създаване на база данни за медите (радио и телевизионни станции, вестници и списания, бюлетини, уеб-сайтове и др.) и лицата за контакти;
Определяне на най-силната медия (най-четения вестник, най-слушащо радио, най-гледаните телевизионни канали) и определяне на темите, които те покриват, и свързване на тези теми с темите на LLW/LF;
Определяне на едно лице, което да е официално лице за установяване на контакт с медите, и няколко LLW/LF лица, които могат да създават/подготвят изходящи материали (изявления за медите, интервюта, статии и т.н.);
Иницииране на информационни семинари за медийте преди LLW/LF, така че да се представи историята на LLW/LF, концепциите и ценностите му, характеристиките на целевите групи, съответните теми и т.н;
Оформяне на страници в интернет с цел да се популяризира образованието за възрастни и ученето през целия живот.
Изготвяне на медийен план:
Създаване на хармонизиращ подхod към медийте на национално, регионално и местно ниво;
Хармонизиране на посланията/съдържанията/, които ще бъдат предадени чрез медийте;
Планиране на дейностите и финансовите аспекти на представянето в медийте;
Осигуряване медийното отразяване на предварителните дейности, дейностите в областта на LLW/LF, както и на оценъчни аспекти на LLW/LF;
Изпращане до най-популярните медии информация относно проекта, давайки приоритет на ученето през целия живот в нашето общество;
Определение на затрудненията пред представителите на медийте – да ги убедим да се идентифицират с движението за LLW/LF и да ги превърнем в активни партньори – активен източник за представянето и рекламирането на събитията за LLW/LF;
Разпределение на средствата за публичност (ако има такива) за най-обещаващите дейности и създаване на партньорства с местните медии.

Пресконференции, пресъобщения, ПР:
Подчертаване на факта (национално, регионално, локално ниво), че всички събития са съставни части на национална кампания с национален и дори международен обseg;
Създаване на добра информационна поддържа на LLW/LF, така че да можем да подхраним медийте с точна и интересна информация – количествена и контекстуална;
Изпращане на е-мейли до медийте (телевизия, радиостанции и вестици), които да ги информират за LLW/LF;
Запазване на записите от медийни излъчвания за наша по-нататъшна употреба – анализ на приноса на медийте, дефицити и липси, успешни подходи;
Мониторинг на медийте по време на годината и стимулиране на интереса на медийте към ученето през целия живот през цялата година.

Медийте като организатори/участници в събитията и актьори, които са отговорни за създаването на положително отношение към ученето през целия живот:
Организиране на кръгли маси с представители на медийте;
Убеждаване на представители на медийте да излъчват програми за установяване на контакти по радиото и телевизията;
Окуражаване на медийте да излъчват образователни шоута и програми;
Прилагане на комуникационна стратегия, включваща промоционални стратегии чрез популярните медии, които да подчертаят развитието на уменията и ученето могат да помогнат на хората да върнат напред в живота;
Организиране на различни съревнования/конкурси чрез медийте;
Създаване на партньорства чрез откриване какви са интересите на двете страни и как те могат да се комбинират;
Установяване на контакти с университетски професори, които са популярни в медийте.

Представяне на история от живота:
Създаване на атрактивна форма за представяне на история от живота на хората – публикации, постери, видео презентации;
Включване на тяхното излъчване чрез медийте в медийния план;
Привличане не само на медите, но и на други актьори – LLW/LF координатори, училища, библиотеки, музеи и др. да разпространяват този материал;
Използване не само на текст, но и на снимки и на други графични материали;
Правене на публично достояние на тези индивидуални представяния в рамките на официалните церемонии за награждаване и оценяване на компетенциите, ценности и успешните практики на тези хора;
Тематични телевизионни програми (разговори/споделяне на опит със студенти/лица, успели в професионалния живот чрез непрекъснатото образование – техните убеждения, ценности и отношения към ученето през целия живот);
Включване на всички гласове и всички култури в медийното разпространение.

Привличане на знаменитости и важни лица:
Обръщане с молба към известни личности (вкл. спортни звезди) да дадат своето мнение относно техния опит в ученето или тяхната връзка с ученето през целия живот и осигуряване на адекватна публичност;
Обръщане с молба към известни личности да станат патрони на LLW/LF (VIP личности като цяло, кметове, министри и т.н.);
Обръщане с молба към известни личности да популиризират движението LLW/LF - чрез вземане на участие в събитията;
Установяване на контакти с университетски професори, които имат дълъг опит в образованието на възрастни и с ученето през целия живот, Установяване на контакти с известни личности, чиито истории на живота са свързани с ученето през целия живот.

Медийно представяне след събитията:
Разпространяване на резултатите от оценката;
Представяне на интересни събития, които не са получили медийно внимание (снимки, интервюта и др.);
Обявяване (отново), че LLW/LF ще бъде повторен една година по-късно;
Търсене на други партньори;
Убеждаване на местен вестник или радио да посветят колонка/място (може би веднъж седмично) на темата на ученето през целия живот.

4) Финансиране
Финансирането обикновено е съществена точка при реализирането на LLW/LF, тъй като то е от изключителна важност при определяне обхвата на дейностите. Като правило организаторите на събитията и другите партньори инвестират техни собствени пари, време и усилия в подготовката на събитията и понякога дори и в представянето им чрез медите или чрез промоционални материали. Те разглеждат своето участие като инвестиция, която вероятно ще им даде по-голям шанс за включване в различни програми и проекти. Координаторите на регионално и тематично ниво представят определени задачи в полза на целото партньорство или мрежа и затова би трябвало да имат право да получат финансов помощ, която да покрие тези разходи. Финансирането на националното координиране би трябвало да бъде отговорност на компетентното/ните министерство/а. От друга страна всички събития не трябва да предвиждат такса за участниците, за да се избегнат финансовите бариери за участие в LLW/LF. Спонсорите и донорите също се превръщат във важни партньори при финансирането на движението LLW/LF.

Задачи:
Определяне на потенциалните финансови ресурси;
Определяне на потенциалното финансиране на местно, национално и международно ниво;
Поддържане на база данни за тези потенциални източници, особено за подходящи лица за контакти;
Определяне на съдържанието на LLW/LF и свързването им с външни институции, които не са организатори на събития, но могат да бъдат заинтересовани относно финансирането им /по този начин да бъдат рекламирани/;
Търсене на обществени и частни лица, които могат ресурсно да подпомогнат движението за ученето през целия живот;
Търсене на обществени поръчки по интернет.

Изготвяне на финансов план:
Извличане на информация от плана за действие. Всяка дейност трябва да се оцени и трябва да се определи адекватното финансиране;
Определяне на четири (или повече) типа източници: собствени ресурси (LLW/LF организатори и координатори), обществени (националното правителство – министерства, международни фондове), комерсиални (външни институции, бизнеса, медиите) и дарения;
Отделение на ресурси от страна на самото LLW/LF партньорство/мрежа (различни размери съгласно техните национални възможности);
Определяне на допълнителни ресурси освен пари: време, персонал, експертизи, съоръжение, помещения и т.н.;
Изготвяне на бюджета, който включва всички разходи (ресурси, персонал и т.н.).

(Съвместни) кандидатури за обществени ресурси:
Да се следи за публични покани за финансиране на местно, национално и международно ниво;
Организиране на работни срещи за подпомагане на координаторите и организаторите да попълват успешно формите за кандидатстване;
Подкрепяне на ниво на правещите политиката -да ги убедим да намерят финансиране за LLW/LF координаторите и организаторите;
Кандидатура за обществено финансиране, предлагано от образователните департаменти на местно, национално и международно ниво.

Намиране на други видове подкрепа (комерсиална или свободна):
 Дефиниране на ясни предложения, която могат да бъдат направени на потенциални спонсори и донори – отговарящи на интереса на двете страни;
Определяне на нуждите за финансиране, какви аспекти на LLW/LF ще се покрият, какви резултати се очакват, как те могат да се измерят;
Определяне на възможностите да се предостави стимулираща помощ – книги за спечелените награди, награди за състезателите, помещения, които могат да се използват за различни събития без да се заплаща и др.

5) Създаване на съвместни информационни и промоционални материали
Общият деноминатор на събитията LLW/LF в страната обикновено е корпоративният образ, който ще се използва в процеса на създаване на информационни и промоционални материали на национално и местно ниво. Имиджът на LLW/LF обикновено се издига от националния координатор, които също се грижат и за графичните решения на отделни елементи като напр. постер на LLW/LF, брошюра, новините и т.н. От друга страна организаторите на събитията, както и регионалните и тематичните координатори подготвят техните информационни и промоционални материали на база общото лого. Тези материали отразяват специфичните черти на всеки инициативи, които съществуват в обкръжаващата среда. Те са насочени към специфични целеви групи и по този начин ги канят да участват в конкретни събития.
Организациите, които предоставят информационни и промоционални материали, отчитат този аспект на LLW/LF като важна инвестиция, която допринася за по-голямото участие в събитията за LLW/LF както и в програмите и проектите за образование и обучение.

Задачи:

Съвместни информационни и промоционални материали:
Покана на дизайнери да създадат корпоративния имидж съгласно условията и целите на проекта;
Определяне на основните и производните елементи на корпоративния имидж (лого – графично и текстово, пистър, брошюра, дизайн на уеб-страницата, основни страници на бюлетините и публикациите и др.);
Да се погрижим за това, че реализацията на елементите да е възможно и в случай на силно ограничен бюджет;
Създаване на съвместни информационни и промоционални материали;
Разпространяване на материали сред партньорите, но и на публични места като: супермаркети, магазини, училища, библиотеки, банки, пощи, читалища, общински центрове, спортни клубове, фитнес центрове, религиозни центрове, кино/театри, жп- и автотрия, автобуси и влакове, за да се достигне до различни целеви групи, интернет клубове и кафенета;
Привличане на образователни и културни асоциации във възрастни за създаване на дизайн на разпространяваните материали, институциите за образование във възрастни, федерации на образователни и културни асоциации;
Използване на рекламата “от уста на уста” в образователните центрове, което също е добър начин за информиране относно провеждането на LLW/LF.

Местни промоционални материали:
Да се направи корпоративния имидж достъпен за всички партньори, участващи в проекта и създаващи собствени, индивидуални информационни и промоционални материали;
Създаване на по-специфични и по-детайлизирани местни промоционални материали съобразно нуждите на координаторите и организаторите на събитията;
Организиране на изложба - национални и местни информационни и промоционални материали;
Създаване на малки и достъпни за разбиране информационни и промоционални материали: рекламни писма, брошури, отметки за книга, стикери, тениски, чаша за кафе, малки флагове, компакт дискове, кратки брошюри с програмата, разписанията и местата, където ще се проведат събитията;
Предоставяне на апели, които напомнят на хората да действат /постери и брошюри/ и призиви, като например: "не забравяй да запишеш…." или "запиши се по телефона/ на ключови места като места за обяд на персонала, клубове, магазини.

Собствени уеб-страници:
Създаване на концепция за уеб-страница на LLW/LF;
Определяне на отговорностите за подаване на входящата информация; конструиране на уеб-страница и рекламиране в съответните национални и международни търсачки и браузери; администрациране на уеб-страницата, регулярно 'ъпдейтване – особено онези опции, които се използват за комуникация с обществеността, т.е. форуми, FAQ – най-често задавани въпроси, чат стаи и форуми, където хората от всички европейски страни могат да изразят мнения или да информират за събития в областта на ученето през целия живот;
създаване на линкове с подобни уеб-страници (международни асоциации за образование на възрастни, други фестивали за ученето, подобни инициативи на национално и международно ниво Федерация и Асоциации, които работят в областта на ученето във възрастни и др.);

Календар на събитията (отпечатан и уеб-базиран):
създаване на компютърно базирана информационна система за регистрация на организаторите и събитията; обработване на данните съобразно специфичните критерии, свързани с календара на събитията; публикуване на календара на национално и/или регионално ниво; извличане на данни за частични календари – полезни за по-нататъшна употреба от координаторите, организаторите, медийте (да бъдат отпечатани във вестник или в местен календар например); създаване на уеб-базиран календар, позволяващ просто и по-сложн търсене на информация за организаторите и събитията.

6) Мониторинг, оценка и докладване
Мониторингът, оценката и докладването е цикличен процес. Той дава информация за постигането на целите на LLW/LF, както и на предстоящото реализиране на LLW/LF. Това е фаза на проекта, която не трябва да се пренебрегва въпреки че практиката досега показа, че най-малко усилия се полагат именно в този етап на фестивалите на ученето по света. Доказателството за резултатите и въздействията на LLW/LF е необходимо за партньорите, поддържаните, вземащите решения, професионалната и по-широката общественост, медийте и другите, за да защитят по-нататъшното развитие на движението за LLW/LF с оглед на постигането на по-солидна цел, т.е. поощряване на културата на ученето през целия живот. В допълнение, тази стъпка би могла да доведе до формулирането на желаната комуникационна стратегия, създадена да задържи хората на "територията на ученето". Най-съществената част от тази стратегия е изготвянето на "дълgosрочен план за учене". За тези цели е полезно да се използват иновационни канали за комуникации като интернет кафетата. Добро документиране на проекта, ако е възможно със снимки на събитията, помага да се спечелят нови партньори за бъдещите LLW/LF и усилия "корпоративната идентичност" на организациите, които участват.

Задачи:
Определяне на индикаторите:
създаване на система за количествени и качествени индикатори – виж Приложение 2; определяне на източници на информация: членовете на партньорството/мрежата за LLW/LF, участниците в събитията и други потребители, медийте и другите; определяне на методите за оценка: въпросници, групи за дискуси с практици, истории от живота/истории за успеха с описание на тяхната стратегия, която те използват за преодоляване на личните бариери, интервюта, задълбочени неформални разговори и др.

Въпросници за организаторите:
изготвяне на въпросник за организаторите на LLW/LF, който покрива количествените и качествените аспекти на тяхно участие и разкрива тяхното мнение за инициативата LLW/LF; съхраняване на 'твърди и меки' данни; определяне на нуждите и очакванията на организаторите; виж Приложение 3 (пример на румънския въпросник за организаторите)

Въпросници за брокерите на ученето (доставяне на желана информация за продукта): информационните брокери, които отговарят на интереси на хората във връзка с квалификацията им и достъпността им до "пътеки" на ученето, брокери, които работят с предприятия, включвайки мрежите за поддръжка, продукти да показват 'възвращаемостта от инвестициите'; брокери, които извършват работа, свързана с образователни продукти във връзка с квалификацията на хората.

Въпросници за участниците:
изготвяне на въпросник за участниците/посетителите на LLW/LF, който ще покрие техните мнения, гледни точки и потребности за бъдещето; представяне на интервюта с учащи се; представяне на интервюта с бъдещи учащи се; идентифициране на препятствията пред ученето; определяне на нуждите и очакванията на учащите се; събиране на демографски данни за участниците / възраст, пол, образователно равнище и др.; определяне на степента, до която са достигат целевите групи и дали техните интереси са покрити; определяне на образователните нужди на потенциалните учащи се; включване на някои възможни предложения, които практиците представят във въпросниците.

Диржирани интервюта:
определяне на целевите групи, които да бъдат интервюирани;
подготовка на инструментариума.

Работни срещи:
работна среща за планиране на LLW/LF за координатори и организатори;
работна среща за оценка на LLW/LF за координатори и организатори;
работна среща с други действащи лица (финансови органи, меди и др.).

Събиране на данни и анализиране:
създаване на компютърно базирано приложение за мониторинг и обработка на данните, които се получават от горе споменатите въпросници;
уплесняване на писменото, електронното и интернет базираното събиране на данни;
обработване на данните съгласно определения набор от индикатори;
транскрибиране на интервютата в дълбочина, историите от живота и групите за дискусия.

Доклад и анализ:
изготвяне на доклад, определящ количествените и качествените аспекти на LLW/LF;
pубликуване на доклада и разпространяването му до всички привлечени партньори на naционално и международно ниво;
поместване на доклада на уеб-страницата на LLW/LF;
pубликуване на статии за оценка на LLW/LF в подходящи вестници и други меди;
използване на резултатите за поставяне на цели за следващите LLW/LF – продължаване с добрата практика и с усъвършенстване на подходите, които не са дали задоволителни резултати; публикуване и разпространяване на добrite резултати и практики на някои конференции или срещи, в които партньорите по проекта ще участват в бъдеще; написване на ръководство за крайните срокове на събитията, свързани с организацията на LLW/LF;
sъбиране на снимки, видеофилми и всичко полезно за пълното документиране на проекта.

Изготвено от:
Първи проект за ръководство и финално изготвяне:
Звонка Пангерк Пахерник (СИОВ (SIAE), Любляна, Словения)

С приноса на (съгласно номера на участваща институция– PI No):
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РЪКОВОДСТВО ЗА КООРДИНИРАНЕ
НА СЕДМИЦАТА НА УЧЕНЕТО
ПРЕЗ ЦЕЛИЯ ЖИВОТ/
ФЕСТИВАЛ НА УЧЕНЕТО

СЪДЪРЖАНИЕ НА ОТДЕЛНИТЕ ПАКЕТИ
ШЕСТ КЛЮЧОВИ ОБЛАСТИ НА LLW/LF КООРДИНАЦИЯ

Създаване на партньорства, сътрудничество, координация

Планиране и координиране на събитията

Представяне в медиите

Финансиране

Създаване на информационни и промоционални материали

Мониторинг, оценка и докладване
1. Създаване на партньорства

- Определяне на потенциалните партньори: създаване на база данни на потенциалните и действителните партньори; определение на ролите им.

- Стимулиране на потенциалните партньори: отпечатване на рекламни материали; предвиждане на “ниско бюджетни” възможности за участие (например Ден на отворените врати).

- Форми на сътрудничество и начини на координация: организиране на първата среща: разпределяне на ролите и отговорностите; организиране на регулярни срещи; организиране на финална среща; публикуване и представяне на най-добрите резултати и практики в областта на LLW/LF

Планиране и координиране на събитията

- Определяне на целевите групи и основните теми: определяне на целевите групи; объявяване на централните теми (2003 год. е обявена за година на хората със специфични нужди, равенство на възможностите, активно гражданство).
Организиране на местни събития – на регионално ниво:
Организиране на пресконференции;
Организиране на церемония - официално откриване на регионално ниво;
Организиране на официално закриване на Дните;
Организиране на изложби, коктейли и Дни на отворените врати.

LLW/LF времева рамка, събития извън времевата рамка:
Определяне на най-подходящите дати за провеждане на LLW/LF;
Съставяне на календар на дейностите за LLW/LF;
Съставяне на график на събитията на регионално/местно ниво;
Представяне на LLW/LF в календарите и уеб-страниците на регионалната и националната преса.

Представяне в медии:
Избор на подходящи медии:
Създаване на база данни за медиите;
Определяне на едно официално лице за установяване на контакт с медиите.

Изготвяне на медиен план:
Планиране на дейностите и дефиниране на финансовите аспекти.
Пресконференции, пресъобщения и ПР:
Изпращане на е-мейли до медиите (телевизия, радиостанции и вестници), с които да бъдат информирани за LLW/LF
Запазване на записи от медийни излъчвания за бъдеща употреба.

Медиите като организатори/участници в събитията и актьори, които да съдействат за създаването на положително отношение към ученето през целия живот:
Организиране на кръгли маси с представители на медиите;
Организиране на различни съревнования/конкурси чрез медиите;
Установяване на контакти с университетски преподаватели, които са популярни в медиите.

Представяне на истории/разкази от живота:
Създаване на условия за атрактивно представяне на истории от живота на хората – публикации, постери, видео презентации;
Публично представяне на тези разкази в рамките на официалните церемонии и награждаването им;
Тематични телевизионни програми.

Медийно представяне след събитията:
Разпространяване на резултатите;
Представяне на събития, които не са получили полагащото им се медийно внимание (снимки, интервюта и др.);
Убеждаване на местен вестник или радио да посветят колонка/място (може би веднъж седмично) на темата на ученето през целия живот.
4) Финансиране

Определяне на потенциалните финансови ресурси:
Определяне на потенциалното финансиране на местно, национално и международно ниво;
Поддържане на база данни за тези потенциални източници;
Търсене на обществени и частни лица, които могат финансово да подкрепят ученето през целия живот.

Изготвяне на финансов план:
Всяка дейност трябва да се оцени за да може да получи адекватно финансиране;
Изготвяне на бюджета, който включва всички разходи (ресурси, персонал и т.н.)

5) Създаване на съвместни информационни и промоционални материали

Съвместни информационни и промоционални материали:
Разпространяване на материали сред партньорите и на публични места;
Привличане на образователни и културни организации;
Използване на устна реклама.

Местни промоционални материали:
Организиране на изложби;
Създаване на малки и достъпни за разбиране информационни и промоционални материали;
Разпространяване на постери и брошюри на ключови обществени места, които да напомнят на хората за предстоящите Дни.
6) Мониторинг, оценка и докладване

Определяне на индикаторите:
Създаване на система за количествени и качествени индикатори;
Определяне на източниците на информация;
Определяне на методите за оценка.

Въпросници за организаторите:
Изготвяне на въпросник за организаторите на LLW/LF, който покрива количествените и качествените аспекти на тяхното участие и същевременно разкрива мнението им за инициативата на LLW/LF;
Определяне на нуждите и очакванията на организаторите.

Въпросници за брокерите на ученето (доставяне на желаната информация за продукта):
Брокери, които отговарят на въпроси на хората във връзка с квалификацията им и достъпността им до "пътеки" на ученето;
Брокери, които предлагат образователни продукти на фирми и предприятия;
Брокери, които показват "възращаемостта на инвестициите".
Въпросници за участниците:
Изготвяне на въпросник за участниците/посетителите на LLW/LF.

Адресни интервюта:
Определяне на целевите групи, които ще бъдат интервюирани;
Подготовка на инструментариума.

Работни срещи:
Работна среща за планиране на LLW/LF за координатори и организатори;
Работна среща за оценка на LLW/LF за координатори и организатори;
Работна среща с други участници (финансови органи, медии и др.)

Събиране на данни и анализиране:
Създаване на компютърно базирано приложение за мониторинг;
Обработване на данните.

Доклад и анализ:
Изготвяне на доклад, анализиращ количествените и качествените аспекти на LLW/LF;
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Manual de Coordinación de la Semana del Aprendizaje a lo largo de la Vida/Festival del Aprendizaje (LLW/LF)

Introducción

El objetivo de este manual es el de apoyo a la coordinación nacional, regional y temática del movimiento de la Semana del Aprendizaje a lo Largo de la Vida (La Semana)/Festival del Aprendizaje (Festival) a través de una visión general de funciones y tareas fundamentales a desempeñar por los coordinadores y sus socios. Por otra parte, valorando el importante papel desempeñado por los coordinadores en un marco descentralizado de La Semana/Festival, este manual proporciona una oportunidad para compartir y comunicar sus ideas y puntos de vista, opiniones y prácticas.

Los temas que contiene este manual fueron objeto de debate, por vez primera, en el primer taller de Grundtvig 1, el proyecto “Ampliar y Fortalecer la Dimensión Europea del Movimiento de la Semana del Aprendizaje a lo largo de la Vida” el 13 octubre 2002, en Ljubljana, Eslovenia. El Instituto de Educación de Adultos de Eslovenia redactó el primer borrador de este manual que fue posteriormente desarrollado en dos fases por representantes de países socios (Bulgaria, Alemania, Rumania, Eslovenia, y España). La versión final del manual es por lo tanto un producto conjunto de todos los socios del proyecto y será usado como material de referencia para la formación y un mayor conocimiento por parte de los coordinadores regionales y temáticos de los países participantes.
Consecuentemente, este manual será traducido a los respectivos idiomas nacionales y los aspectos específicos de cada país serán añadidos cuando se considere necesario.

El manual consta de dos partes. Contenidos de la Parte 1 - las seis áreas clave para la coordinación de La Semana/Festival han sido estructuradas siguiendo una progresión lógica de funciones aunque éstas se hayan muy cercanamente ligadas la una a la otra y a menudo se entrelazan. Parte 2 ilustra cada una de estas tres áreas clave de la coordinación de La Semana/Festival a través de Ejemplos de buenas prácticas de los países participantes. La organización de los festivales del aprendizaje representa una lección continua ya que ciertos aspectos de la coordinación regional y temática son objeto de una evolución permanente. Por lo tanto, una formato electrónico del manual permitiría una actualización periódica, añadiendo ejemplos, y una fácil divulgación.

Al leer este manual, por favor tened en cuenta que la organización de un festival del aprendizaje debería estar considerado no solo como una sino al menos como tres campañas: la primera enfocada al personal del equipo de trabajo de La Semana/Festival (despertar su motivación, entusiasmo, participación,etcétera..); la segunda es la campaña de relaciones públicas, y la tercera es la organización de tipo práctico del festival del aprendizaje. Un resultado positivo de la primera campaña es decisivo para el éxito de la segunda y tercera campañas, por tanto, es de suma importancia una participación a nivel personal y la dedicación de los coordinadores.

Antes de comenzar la lectura de la parte formal de este manual, permítenos que te invitemos a ti, querido lector, a disfrutar de los testimonios personales de coordinadores de gran experiencia de La Semana/Festival para despertar tu interés, proporcionarte pistas y consejos e infectarte con el ‘virus’ del festival del aprendizaje.

Sabrina Boscolo Lips, IIZ/DVV, Bonn, Alemania:
Querido lector, antes de que comiences a leer sobre tareas y temas de trabajo, me gustaría llamar tu atención sobre la satisfacción que experimentarás al organizar los Festivales del Aprendizaje/Semanas de la Educación a lo largo de la Vida, Días y Meses de cooperación con personals y organizaciones diferentes.
Sí, significa mucho trabajo, pero también significa una experiencia positiva de cooperación y establecimiento de redes de colaboración en la región. El entusiasmo generado a través de la divulgación e implementación de prácticas del aprendizaje a lo largo/a lo ancho de la vida es típico de los socios y participantes en el festival del aprendizaje. En muchos casos, socios de La Semana/Festival incluso desarrollan lazos de amistad y comienzan otros proyectos juntos.

La organización y coordinación de Festivales del Aprendizaje o Semanas, Días, o Meses del Aprendizaje a lo largo de la Vida representa una gran inversión de energía pero todo el mundo obtiene mucho de ello. Es importante no olvidarse nunca de esta cuestión. Esta es la razón por la que nosotros todavía seguimos trabajando en este ámbito. Os deseo a ti y a tu equipo un trabajo de coordinación lleno de entusiasmo y un gran éxito al combinar “Aprendizaje” y “Festival”!

Zvonka Pangerc Pahernik, SIAE, Ljubljana, Eslovenia:
En 1996, una de las primeras tareas que desarrollé cuando me uní al Instituto de Educación de Adultos de Eslovenia, fue participar en la primera implementación de la Semana del Aprendizaje a lo largo de la Vida. Durante estos últimos años hemos crecido juntos y un sentido del compañerismo ha surgido entre más y más gente - dentro del Instituto, a nivel nacional e internacional. Por una parte La Semana me ha permitido desarrollarme a nivel profesional, he sentido la obligación de buscar y ejecutar nuevas propuestas que garanticen la expansión, crecimiento del proyecto y la divulgación de sus impactos. Por otra parte, estos casi ocho años de experiencia me han ofrecido múltiples oportunidades para actuar de acuerdo con mis creencias, lo cual me ha proporcionado una inmensa satisfacción personal.
La importancia y omnipresencia del aprendizaje permanente y una creatividad sin límites, la necesidad de garantizar igualdad de oportunidades para todos, el compartir las ideas y responsabilidades con el objetivo de crear asociaciones gratificantes, un entendimiento mutuo y la aceptación de las diferencias son solo algunos de los muchos aspectos que conforman el mensaje que La Semana ha estado transmitiendo a un amplio público. Se trata de un mensaje poderoso y casi visionario. Y yo estoy agradecida y orgullosa de haber podido participar en tan noble misión. Ojalá que todos compartamos este sentimiento.

Otros: en preparación.

Parte 1: Seis áreas clave para la coordinación de la Semana/Festival del Aprendizaje a lo largo de la vida

- Establecimiento de asociaciones, cooperación, coordinación
- Planificación y coordinación de actividades
- Campaña promocional
- Financiación
- Creación de materiales informativos y promocionales/publicitarios
- Seguimiento, evaluación y redacción de informes

Detrás de una implementación con éxito de La Semana/Festival siempre hay personas - dedicados individuos, unidos a grupos de trabajo, personas entusiastas en colaborar, compartir y ayudar uno al otro en sinergia. Una fuerte y continua asociación o una red armónica de actores son elementos de importancia clave para ampliar y fortalecer el movimiento de La Semana/Festival en un país. El desarrollo de esta cooperación es a menudo una tarea que consume tiempo y energía al principio, pero que en las fases siguientes de implementación llega a ser crecientemente gratificante.

Actividades o tareas:

Papel y competencias del coordinador nacional:
- emprender iniciativas a nivel nacional a través de la defensa y promoción del movimiento de la Semana/Festival y de la estrategia del aprendizaje a lo largo de la vida a todos los niveles (nacional, regional, local);
- fomentar el impacto de La Semana a través de la implementación de objetivos mutuos nacionales y europeos, y de los objetivos dirigidos a la creación de la sociedad del conocimiento;
- promover medidas directas y cuestiones clave dirigidas a grupos prioritarios de la población del país respectivo, y aumentar la información de estudiantes actuales o potenciales sobre cualquier ayuda o beneficio de la educación;
- buscar posibles socios a nivel nacional y asegurar la participación de diversos sectores (no asociados necesariamente a la educación - empleo, cultura, economía, sanidad, medio ambiente, social, investigación, etcétera... por ejemplo, sectores identificados en Europa como pilares fundamentales para la implementación de 'la educación permanente para todos');
- ponerse en contacto con proveedores que trabajan en el ámbito del aprendizaje a lo largo de la vida;
- asegurar el apoyo (moral y/o económico) y el patronazgo del gobierno;
- establecer un Comité o Consejo Nacional de la Semana/Festival;
- facilitar una comunicación eficiente entre el Comité/Consejo de La Semana/Festival y otros grupos;
- búsqueda de posibles coordinadores regionales y temáticos;
- armonizar el trabajo de los coordinadores regionales y temáticos proporcionándoles una formación y líneas de actuación, también un servicio permanente de información y orientación;
- proporcionar a los coordinadores y organizadores de actividades un apoyo profesional y moral;
involucrar a los coordinadores (sus ideas, sugerencias, experiencia, etcétera...) en el desarrollo del movimiento de La Semana/Festival;
creación una estrategia y un plan de acción a nivel nacional;
organizar actividades de formación, e identificar, preparar, informar al equipo de trabajo (crear un espíritu de equipo) incluyendo a los coordinadores regionales y temáticos;
organizar actividades para identificar, preparar e informar a posibles actores interesados en participar en La Semana/Festival (seminarios, conferencias, sesiones públicas, etcétera..)
coordinar actividades de los grupos de trabajo (recaudación de fondos, publicidad y relaciones públicas, logística, etcétera..)
coordinar la relación del equipo con el público y los medios que promocionan La Semana/Festival (la calidad de los mensajes relacionados con La Semana/Festival, involucrando a personalidades para la promoción de La Semana/Festival del aprendizaje a lo largo de la vida en general);
asegurar la continuidad y articulación entre actividades y recursos;
crear y divulgar la imagen de La Semana/Festival en los medios a través de actividades concretas (seminarios informativos, participación en programas de televisión, actividades para promocionar La Semana/Festival en el contexto de los grupos beneficiarios, etcétera);
trabajar a través de un diálogo igualitario con los participantes en la educación de adultos relacionados con el aprendizaje a lo largo de la vida y con los movimientos sociales para considerar e incluir sus voces;
reseñar y usar recursos de organizaciones participantes (saber cómo, recursos humanos, apoyo técnico, etcétera.)

Papel y competencias de los coordinadores temáticos y regionales:
identificar tendencias en desarrollo en la región/oficinas y el papel de La Semana para mejorar el capital social y humano;
lanzar iniciativas a nivel regional o dentro del contexto de un área temática;
buscar posibles socios a nivel regional o dentro del marco del área temática (no necesariamente asociados directamente con la educación);
identificar barreras existentes en materia de cooperación a través de debates, cuestionarios, conversaciones (por ejemplo, razones para competir o cooperar, etcétera..) e intentar superarlas;
declarar los beneficios que se producen al involucrarse y conseguir una armonización (por ejemplo, oportunidades para promocionar, compartir información, establecer asociaciones que van más allá del ámbito de influencia de La Semana, efectividad de costes, etcétera.);
asegurar el apoyo de autoridades locales y otros agentes importantes de toma de decisiones a este nivel;
involucrar la voz de los estudiantes;
identificar recursos económicos para La Semana/Festival a nivel regional/local;
ponerse en contacto con posibles financieros y convencerles de los beneficios que se obtienen de la celebración de La Semana/Festival;
organizar actividades para formar, identificar, preparar e informar a posibles actores interesados en participar en La Semana/Festival a nivel local (seminarios, conferencias, sesiones públicas, etcétera.);
asegurar una buena publicidad de la actividad y la participación de personalidades locales en La Semana/Festival;
involucrar a las autoridades públicas locales como líderes activos de la comunidad y hacerlos responsables de la promoción de La Semana/Festival;
ponerse en contacto con federaciones y grupos que trabajan con asociaciones culturales y de educación de adultos;
trabajar a través de un diálogo igualitario con participantes en educación de adultos relacionados con la educación permanente y con los movimientos sociales para considerar e incluir sus voces;
señalar y usar recursos de organizaciones participantes (saber cómo, recursos humanos, apoyo técnico, etcétera).

Indentificación de socios potenciales:
estimar nuestra capacidades, los contactos locales y las áreas temáticas (¡la gran cobertura del aprendizaje a lo largo y a lo ancho de la vida! - ver Anexo 1);
establecer una base de datos de socios actuales y posibles;
identificar sus papeles - organizadores de actividades, seguidores, patronos, supervisores, medios de comunicación a nivel local, agentes de toma de decisiones, mentores, tutores en el entorno de trabajo e intermediarios de la educación, etcétera.
buscar organizaciones/individuos que no están involucrados actualmente;
usar todos los contactos posibles;
participar en otras actividades organizadas a nivel local y nacional (seminarios, foros, debates, ruedas de prensa, sesiones informativas relativas a las áreas y temáticas cercanas al campo educativo para suscitar interés en La Semana/Festival);
buscar en las bases de datos de la Comisión Europea que incluyan ejemplos de buenas prácticas y proyectos relativos a la educación permanente, por ejemplo http://europa.eu.int

Sensibilizar a socios potenciales:
dirigirse a las personas más adecuadas en las organizaciones objeto de contacto;
participar en distintas actividades para promocionar La Semana/Festival, usar cada oportunidad para informar sobre La Semana/Festival y animar a los seguidores;
involver a la gente desde el principio
señalar a posibles socios sobre la importancia de su participación y de su impacto para el éxito de esta actividad;
publicar materiales publicitarios que contengan mensajes claros e impactantes y los títulos y símbolos gráficos (logotipos) de los patrocinadores;
involver a voluntarios para la distribución de los materiales publicitarios;
el equipo responsable de las relaciones públicas debería visitar a posibles socios para animar/alentar y estimular su interés en participar en La Semana/Festival a nivel nacional y local;
divulgar la Semana/Festival en cursos universitarios relacionados con la educación permanente y con el ámbito de la educación en general para informar a los profesionales de educación del aprendizaje permanente;
reconocer las diferencias en cuanto al poder económico de socios potenciales y sugerir la posibilidad de participación con un "bajo presupuesto"/"baja energía" (por ejemplo un "Día de puertas abiertas").

Clases de cooperación y formas de coordinación:
decidir el nivel de (des)centralización y asegurar la cooperación en términos igualitarios;
extender papeles y responsabilidades;
siempre trabajar a nivel operativo;
organizar grupos pequeños para desarrollar tareas específicas de acuerdo con los puntos fuertes de los individuos;
organizar una reunión al principio para establecer quién es quien y dividir tareas y responsabilidades;
organizar con regularidad reuniones para asegurar una planificación flexible y una ejecución competente;
organizar una evaluación final para identificar resultados, beneficios, deficiencias y el camino hacia delante - para cada socio, también para la asociación/red;
crear una red funcional y un instrumento de comunicación entre los socios antes, durante y después de La Semana/Festival;
publicar y divulgar ejemplos de buenas prácticas y buenos resultados obtenidos durante La Semana/Festival, para estimular y animar a que se unan otros posibles socios;
animar a la red a cooperar activamente y convertirse en una verdadera "asociación de socios" en el ámbito del movimiento de La Semana/Festival;
organizar comisiones de trabajo en asociaciones involucrando a participantes de la educación de adultos;

Si no existe una coordinación nacional;
En nuestra opinión, solo una coordinación nacional puede asegurar un impacto más duradero y un apoyo neutral, constante y efectivo en la divulgación del movimiento de La Semana/Festival. Si por cualquier motivo, esto no fuese posible, también se podrían organizar las Semanas y los Festivales regionales o municipales sin la coordinación nacional. Los puntos ya mencionados son por lo tanto de gran importancia, también en "el peor de los casos".

Para fortalecer el movimiento a nivel regional o incluso municipal, sería de utilidad insertar La Semana/Festival local dentro de un contexto internacional y entablar lazos con otros coordinadores de La Semana/Festival. La conciencia de pertenecer a un movimiento internacional mejora los lazos locales y la motivación entre las organizaciones participantes y ayuda en la campaña de relaciones públicas. Para superar el período sin coordinación nacional, sería recomendable acordar que uno de los coordinadores locales de La Semana/Festival asumiera algunas de las responsabilidades que pertenecen a un coordinador nacional. En cualquier caso, unas Semanas/Festivales de éxito pueden contribuir a aumentar la divulgación, a extender La Semana/Festival y a la posterior implementación de una coordinación nacional.

2) Planificación y coordinación de actividades
Uno de los aspectos más importantes de la coordinación de La Semana/Festival es la armonización de las actividades a realizar antes, durante y después de la implementación del festival. Los coordinadores (nacionales, regionales y temáticos) en cooperación con sus socios deberían ofrecer un sólido marco de acción al proyecto con varios elementos estables, no obstante permitiendo la creatividad, individualidad, espontaneidad y originalidad para que todos los actores puedan identificarse por un lado, con el mensaje y misión globales de La Semana/Festival, y por otro, representar de forma relativamente libre su especial papel en el movimiento.

Actividades o tareas:
Definición de los grupos beneficiarios/destinatarios y los temas centrales
identificar objetivos estratégicos nacionales e internacionales de la estrategia del aprendizaje a lo largo de la vida y los objetivos resultantes de la campaña promocional., esto es, (análisis de necesidades) de la Semana/Festival;
identificar los grupos beneficiarios destinatarios de actividades específicas de La Semana/Festival - ciertos sectores de la comunidad, determinadas áreas geográficas, estudiantes actuales, nuevos estudiantes, los medios, proveedores de educación, agentes de toma de decisiones (análisis de necesidades);
acercarse a personas que menos se benefician de la educación;
establecer temas centrales - nacionales y regionales;
asegurar una publicidad apropiada a los temas declarados (normalmente relacionados con temas centrales del Año Europeo - por ejemplo: idiomas, sanidad, medio ambiente, cultura, ciudadanía activa, mujer, racismo, igualdad de oportunidades, cohesión social, valores democráticos..., y aquellos identificados a través de cuestionarios, entrevistas, etc);
decidir los beneficios que puede reportar un tema central nacional o varios regionales - los actores de La Semana/Festival deben sentirse libres para adoptar los temas centrales; también es posible desarrollar un tema central nacional, que debería ser bastante general, y "subtemas" regionales.

Organizar actos colectivos - a nivel nacional:
organizar ruedas de prensa nacionales;
organizar una ceremonia oficial inaugural;
organizar la presentación de los galardones;
organizar otras actividades sociales y profesionales de ámbito nacional - ferias, conferencias, coloquios;
organizar una exhibición nacional de la educación que tiene lugar en una localidad estratégica nacional;
organizar ceremonias oficiales de inauguración simultáneas en varias ciudades (sistema de video conferencia);
lanzar un eslogan/logo de La Semana/Festival a nivel nacional;
elaborar una declaración conjunta a nivel nacional que debe incluir la misión y la visión de La Semana/Festival de acuerdo con las temáticas europeas (esta declaración debería ser firmada por el Comité Nacional/Junta o por una persona muy importante;
organizar una exhibición de materiales de educación, un bazar de servicios educativos, paquetes de formación dirigidos a distintos tipos de grupos beneficiarios;
organizar una campaña promocional/publicitaria que haga visible los beneficios del aprendizaje;
proporcionar materiales educativos/instrumentos para ayudar a estudiantes a negociar el apoyo de sus empleadores;
conectar (unir) a las personas que están participando en educación de adultos y considerar la importancia de las escuelas de educación de adultos;
organizar encuentros de estudiantes, posibles estudiantes y no estudiantes;
usar distintos medios y varias formas de comunicación para dirigirse a nuevos grupos beneficiarios (por ejemplo, personas que todavía no participan en cursos de educación de adultos).

Organización de actos colectivos y locales - a nivel regional:
organización de ruedas de prensa con la posibilidad de presentación de todos los socios;
organización de la ceremonia de inauguración a nivel regional;
organización de la presentación de galardones;
organización de otros actos de carácter promocional, educacional, social, cultural, etcétera. Actos relacionados con aspectos del aprendizaje a lo largo y a lo ancho de la vida en una región determinada, comunidad local o zona temática;
organización del acto público de clausura;
organización de exhibiciones, cócteles, días de puertas abiertas; proporcionar información sobre "el rendimiento de la inversión", que identifique beneficios del aprendizaje para empleados y empleadores; proporcionar información de gran calidad sobre cursos, poniendo de relieve las oportunidades de crecimiento personales y profesionales (centrándose en logros, reconocimiento, beneficios profesionales);
organización de semanas culturales en las que distintas culturas intercambian experiencias de sus países;
ponerse en contacto con personas que participan en la educación de adultos y consideran de importancia las escuelas de educación de adultos, organizar estas actividades con la participación de estas personas;
organizar reuniones de estudiantes actuales, posibles y de no estudiantes;
usar distintos medios de comunicación para ponerse en contacto con nuevos grupos beneficiarios (por ejemplo personas que no participan todavía en cursos de educación de adultos).

Incluir a todas las generaciones, todos los papeles y contenidos:
identificar cuáles son los mejores locales o actividades de la Semana/Festival para dirigirse a grupos beneficiarios específicos (análisis de necesidades);
identificar lugares 'no tradicionales' para desarrollar la acción de la Semana/Festival (autobuses, prisiones, hospitales, mercados, plazas, bosques, centros de mayores, etcétera.);
intentar organizar actividades y actos atractivos y 'no tradicionales', que no sean intimidatorios;
involver miembros de grupos beneficiarios específicos a que participen en la programación de actividades;
involver autoridades locales en la organización de actividades;
identificar incentivos para organizadores de y participantes en actividades;
involver a grupos beneficiarios en la elaboración del logotipo de la Semana/Festival para que de esta forma sea representativo de ellos.

Dimensión temporal de la Semana/Festival, actividades sobrepasan este período de tiempo:
establecer un período de tiempo para la celebración de la Semana/Festival fijo 'relativamente';
considerar las mejores fechas para la organización de la Semana/Festival teniendo en cuenta los intereses y las necesidades de los profesionales y educadores;
establecer la agenda de actividades de la Semana/Festival;
establecer una programación de actividades a nivel nacional y regional/local;
ayudar a organizadores de actividades a desarrollar actos fuera del marco de trabajo previamente fijado;
proporcionar oportunidades para la promoción de estas actividades (calendario anual de actividades relacionadas con el aprendizaje a lo largo de la vida);
introducir actividades de la Semana/Festival en el boletín electrónico de la página web del proyecto y divulgarlo entre profesionales y educadores;
introducir la Semana/Festival en los calendarios de prensa profesionales a nivel regional y nacional y en páginas web.

Establecer lazos entre regiones, países y distintas organizaciones:
usar los lazos de colaboración ya existentes entre países o regiones y presentarlos bajo el marco de la Semana/Festival;
iniciar nuevas formas de cooperación a través de la Semana/Festival;
usar colaboraciones ya existentes con compañías de fuera del ámbito educativo que puedan apoyar en la implementación de la Semana/Festival;
publicar ejemplos de buenas prácticas y resultados de la Semana/Festival;
crea una página web entre países, organizando reuniones comunes, etcétera;
poner en contacto socios del campo de la educación, movimientos sociales, federaciones y confederaciones.

Campaña promocional
Los medios de comunicación juegan un papel muy importante en el proceso de dar a conocer a un público lo más amplio posible el movimiento de la Semana/Festival, también a los grupos específicos
beneficiarios identificados en el plan de trabajo. La relación con los medios debe ser profesional y tener por objeto el aumentar y mantener asociaciones. Lo mejor es contar con alguien que tenga experiencia en el campo de las relaciones públicas, que pueda encargarse de este aspecto de la Semana/Festival y se convierta en la persona de contacto oficial con los medios. Esto no es siempre posible a nivel local (especialmente durante la primera Semana/Festival). El grupo de coordinación nacional siempre puede ofrecer apoyo profesional cuando se realizan los primeros contactos con los medios. Si existen recursos económicos para contratar publicidad el enfoque debería ser planificado con mucho cuidado para obtener el máximo impacto de acuerdo con los objetivos fijados.

Tareas o actividades:
Identificación de los medios de comunicación existentes:
establecer una base de datos de los medios (radio y televisión; periódicos y revistas, boletines, páginas web, etcétera) y personas de contacto;
identificar los medios más poderosos (los periódicos más leídos, la radio y los canales de televisión de mayor audiencia), identificar qué temas tratan y tratar de unirlos con los tópicos de la Semana/Festival;
tener una persona (de contacto oficial con los medios) que desarrolle contactos con los mismos y varias personas de la Semana/Festival que actuen como colaboradores: (notas de prensa, entrevistas, artículos, etcétera);
iniciar seminarios informativos para los medios antes de la Semana/Festival para presentar la historia de la Semana/Festival, los conceptos y valores que promulga, las características de los grupos a los que va dirigida, los temas centrales, etcétera;
atrás de internet identificar páginas de educación de adultos/aprendizaje a lo largo de la vida que puedan ofrecer información sobre el movimiento de la Semana/Festival;
etablar lazos con las autoridades nacionales, regionales y locales para ayudar a ‘abrir una puerta’ a la Semana/Festival en los medios.

Producir el plan de comunicación:
armonizar el enfoque con los medios a nivel nacional, regional y local;
armonizar mensajes/contenidos que serán transmitidos a través de los medios;
planificación de actividades y aspectos económicos de la campaña promocional;
asegurar cobertura de actividades preliminares, actividades dentro de la Semana/Festival y también de aspectos de evaluación de la Semana/Festival;
enviar información del proyecto a los medios más conocidos, subrayando la prioridad del aprendizaje a lo largo de la vida en nuestra sociedad;
asegurar enfoques de temas de gran calidad no solo informar sobre actos;
identificar incentivos para representantes de los medios - hacer que se identifiquen con el movimiento de la Semana/Festival y que se conviertan en socios activos - una fuente activa para divulgar y organizar actos de la Semana/Festival;
destinar fondos para la publicidad (si existen) de las actividades más interesantes y crear asociaciones con los medios locales.

Ruedas de Prensa, comunicados de prensa, relaciones públicas:
recalcar el hecho de que todas las actividades (a nivel nacional, regional, local), forman parte de una campaña nacional con alcance nacional e incluso internacional;
establecer un buen apoyo informativo de la Semana/Festival para poder ofrecer a los medios una información interesante y precisa - cuantitativa y contextual;
enviar información a los medios (televisión, radio y prensa) sobre la Semana/Festival;
guardar la documentación aparecida en los medios para un uso posterior - análisis de la contribución de los medios, deficiencias y 'puntos flacos', enfoques de éxito;
seguir en contacto con los medios durante el año y estimular el interés de los mismos en el aprendizaje a lo largo de la vida durante todo el año.

identificar el tema de mayor relevancia relacionado con el aprendizaje a lo largo de la vida de la forma que atraiga a los medios (por ejemplo, prioridades del presupuesto nacional, resultados de proyectos del gobierno, conclusiones de investigaciones internacionales, etcétera).

Los medios como organizadores de actividades y actores responsables de crear una actitud 'a favor del aprendizaje a lo largo de la vida':
organizar mesas redondas con representantes de los medios;
convencerles para emitir programas de contacto en radio o televisión;
animarles para emitir programas de educación y shows;
implementar una estrategia de la comunicación que incluya estrategias de difusión a través de medios populares y que subrayen cómo el desarrollo de capacidades y el aprendizaje pueden ayudarles a progresar en la vida;
organizar competiciones a través de los medios;
establecer asociaciones al conocer cuáles son los intereses de ambas partes y cómo pueden ser combinados;
ponerse en contacto con profesores de universidades que mantienen buenas relaciones con los medios.

Divulgar biografías 'historias de la vida de...':
crear formas atractivas para divulgar las biografías de las personas - publicaciones, pósters, presentaciones en video;
incluir su lanzamiento y emisión en el plan de medios;
involucrar a los medios y otros actores - coordinadores de la Semana/Festival, escuelas, bibliotecas, museos, etcétera, para divulgar este material;
usar textos y fotografías y otros materiales gráficos;
hacer público estos resultados individuales en una ceremonia oficial para otorgar galardones y valorar las competencias, los valores y los ejemplos de buenas prácticas de estas personas;
programas televisivos temáticos (conversaciones/compartir experiencias con estudiantes/personas cuyo éxito en su vida profesional se debe a la educación continua - sus creencias, valores y actitud hacia el aprendizaje a lo largo de la vida);
incluir todas las voces y culturas en la divulgación a través de los medios.

Participación de personalidades y famosos:
pedir a famosos (incluyendo deportistas famosos) que a través de un comunicado oficial o notificación expliquen sus experiencias educativas o su relación con el aprendizaje a lo largo de la vida y asegurar una publicidad adecuada;
pedir a personas famosas que apadrinen la Semana/Festival (celebridades en general, alcaldes, ministros, etcétera).
pedir a famosos que divulgen la Semana/Festival como participantes en actividades y como estudiantes, e invitar a los medios;
ponerse en contacto con profesores universitarios con extensa experiencia en educación de adultos y el aprendizaje a lo largo de la vida, incluyendo las voces de los profesionales;
ponerse en contacto con personalidades cuyas historias personales estén ligadas al aprendizaje a lo largo de la vida.

Promoción en los medios después de las actividades:
divulgación de las conclusiones de la evaluación;
promoción de actividades "buenas", que no captaron la atención de los medios, (fotos, entrevistas, etcétera);

anunciar (de nuevo) que la Semana/Festival será repetido el año próximo;

buscar más socios;

convencer a periódicos locales o radio para que dediquen una columna/espacio regularmente (una vez a la semana) al tema del aprendizaje a lo largo de la vida.

Financiación
La cuestión de la financiación es una punto de crucial importancia para la implementación de la Semana/Festival puesto que es el factor que determina el alcance de las actividades. Como regla general, los organizadores de actividades y otros socios invierten su propio dinero, tiempo y esfuerzo en la organización de actividades y a veces incluso en su promoción en los medios o la producción de materiales publicitarios - consideran su participación como una inversión que posiblemente reportará una mayor participación en sus programas y proyectos. Los coordinadores a nivel regional o temático realizan actividades para el beneficio de todos los socios o de la red y por lo tanto deberían tener derecho a un apoyo económico que cubra estos costes. La financiación de la coordinación nacional debería ser competencia del ministerio/s competentes. Por otro lado, todas las actividades deberían ser gratis para los participantes con el objeto de eliminar barreras económicas para la participación en la Semana/Festival. Patrocinadores y donantes están convirtiéndose en socios de gran importancia en cuanto a la financiación del movimiento de la Semana/Festival.

Actividades o tareas:
Identificación de recursos económicos potenciales:
identificación de posibles fondos a nivel local, nacional e internacional;
mantenimiento de una base de datos de posibles fuentes, especialmente de las personas de contacto apropiadas;
identificar los contenidos de la Semana/Festival y vincularlos a instituciones externas que no organizan actividades pero tal vez estén interesadas en financiarlas y ser promocionados de esta forma;
buscar entidades públicas y privadas que puedan contribuir con recursos y puedan ser relacionadas con el aprendizaje a lo largo de la vida;
buscar ofertas públicas a través de internet.

Redactar el plan económico:
a partir del plan económico, cada actividad debería ser evaluada e identificada su fuente de financión;
identificar cuatro (o más) tipos de recursos; propios (profesionales y coordinadores de la Semana/Festival), públicos (gobierno nacional - ministerios, fondos internacionales), comerciales (instituciones externas, empresas, medios de comunicación), y donaciones;
maximizar los recursos de los socios miembros de la Semana/Festival o redes de miembros (índices distintos dependiendo de su capacidad económica)
identificar recursos adicionales además de dinero: tiempo, personal, expertos, equipo, locales, etcétera;
elaborar un presupuesto que incluya todos los costes (recursos, personal, cantidades, etcétera).

Solicitudes (conjuntas) de recursos públicos:
mantenerse informado de invitaciones públicas para financiación a nivel local, regional, nacional e internacional;
organizar talleres para que coordinadores y profesionales puedan cumplimentar satisfactoriamente las solicitudes;
promover y defender a nivel de los agentes de toma de decisiones para convencerles de la necesidad de que existan fondos para coordinadores y profesionales de la Semana/Festival; solicitar fondos públicos de departamentos de educación a nivel nacional, regional y municipal;

Buscar ayudas de otro tipo (comercial o voluntaria):
identificar propuestas que pueden hacerse a posibles patrocinadores o donantes - que concuerden con los intereses de las dos partes;
identificar las demandas de financiación, qué aspectos de la Semana/Festival cubrirán, cuáles son los objetivos esperados, cómo pueden ser evaluados;
identificar posibilidades de prestación de servicios 'en especie' - libros para los ganadores, premios para competiciones, locales gratis para celebrar actividades, etcétera.

5) Creación de materiales informativos y promocionales/publicitarios
El denominador común de las actividades de la Semana/Festival de un país suele ser la imagen corporativa que se usa durante el proceso de creación de los materiales informativos y publicitarios a nivel local y nacional. La imagen corporativa de la Semana/Festival suele ser elaborada por el coordinador nacional, así como las soluciones gráficas de varios elementos de la Semana/Festival: póster, panfletos, boletines informativos, etcétera. Por otra parte, los organizadores de actividades además de los coordinadores regionales y temáticos elaboran su material informativo y publicitario basándose en el logotipo común. Estos materiales reflejan la especialidad de cada proveedor y las iniciativas existentes en un ámbito específico; se dirigen a grupos beneficiarios específicos a quienes invitan a actividades concretas. Los proveedores de material informativo y publicitario entienden este aspecto de la Semana/Festival como una inversión importante que contribuye a una mayor participación en las actividades y en los proyectos y programas del aprendizaje/educación.

Actividades o Tareas:
Material informativo y publicitario/promocional conjunto:
invitar a diseñadores a crear la imagen corporativa de acuerdo con unos términos de referencia;
definir elementos básicos y derivados de la imagen corporativa (logotipo - gráfico y escrito, póster, panfleto, diseño de la página web, títulos de páginas de boletines informativos y publicaciones, etcétera);
asegurarse de que la elaboración de los elementos de la imagen corporativa es posible incluso en caso de contar con un bajo presupuesto;
crean material informativo y publicitario conjunto;
distribuir los materiales entre socios y en sitios públicos, tales como: supermercados, mult centros, polideportivos, gimnasios, centros religiosos, cines/teat ros, estaciones de tren y autobús, trenes y autobuses, para llegar a tantos grupos como sea posible; clubs de internet, cafeterías;
invocurar asociaciones educativas y culturales de adultos para la creación de los materiales de divulgación, escuelas de educación de adultos, federaciones de educación y asociaciones culturales; el uso de formas de promoción de centros educativos tales como "de boca en boca", también es una buena forma de informar sobre la celebración de la Semana/Festival.

Material publicitario local:
facilitar la imagen corporativa a todos los socios que produzcan su material informativo y publicitario individualmente;
producing material publicitario local más específico y detallado de acuerdo con las necesidades de coordinadores y organizadores de actividades;
organizar una exposición de material informativo y promocional nacional y local;
crear material informativo y promocional pequeño y simple: circulares, marcadores de libros, folletos, pegatinas, camisetas, tazas, banderines, CDs, folletos breves conteniendo la programación, calendario y lugares de celebración de actividades en las comunidades; recordar a la gente que 'hay que actuar' (pósters y folletos en sitios clave tales como comedores de personal, clubs, multicentros, en puntos de matriculación...), usar frases tales como "no olvides matricularte antes del..." o "ya puedes matricularte por teléfono".

Páginas web individuales:
- elaborar el concepto de la página web de la Semana/Festival;
- designar responsabilidades para contribuir; construir la página web y divulgarla a través de buscadores nacionales e internacionales más adecuados;
- gestionar la página web, actualizándola regularmente - especialmente las opciones usadas para comunicarse con el público: foros, preguntas más frecuentes, clubs de chat, foros en los que gente de todos los países europeos pueden expresar opiniones o informar sobre actividades relativas al aprendizaje a lo largo de la vida;
- establecer lazos con páginas web significativas (la Semana de la Educación de Adultos, otros festivales del aprendizaje, iniciativas relevantes a nivel nacional e internacional, federaciones y asociaciones del campo del aprendizaje a lo largo de la vida, y otras experiencias de importancia en educación de adultos y el aprendizaje, etcétera);
- Calendario de actividades (impreso y en página web):
- establecer un sistema informático de base de datos para registrar organizadores y actividades;
- procesar datos siguiendo un criterio específico de importancia para el calendario de actividades;
- publicar el calendario a nivel nacional y/o regional;
- exportar información para calendarios parciales - de utilidad para futuro uso por coordinadores, organizadores, los medios de comunicación (por ejemplo, para publicarlo en periódico o calendario local);
- elaborar un calendario en un sitio web que permita una búsqueda simple y avanzada de información sobre organizadores y actividades;

Seguimiento, evaluación e información o redacción de informes
Seguimiento, evaluación e información es un proceso cíclico que proporciona información sobre los logros de la Semana/Festival y una aportación sobre su futura implementación. Es una fase del proyecto que no debe ser descuidada aunque la práctica hasta ahora demuestra que es aquella en la que menos esfuerzo se pone en los festivales del aprendizaje en todo mundo. La evidencia sobre los logros conseguidos y el impacto de la Semana/Festival es necesaria con relación a socios, seguidores, agentes de toma de decisiones, profesionales y público en general, los medios de comunicación y otros, para justificar un posterior desarrollo del movimiento de la Semana/Festival y con vistas a conseguir un objetivo más amplio: la adopción de una cultura del aprendizaje a lo largo de la vida. Además, esto podría formar parte de la formulación de una estrategia de comunicación específica diseñada para 'retener' a las personas en la educación - subrayar la necesidad de compartir un "plan de aprendizaje a largo plazo". Para conseguir este propósito resulta de gran ayuda el uso de canales innovadores de comunicación, tales como los cafés-internet. Una documentación del proyecto de gran calidad, si es posible con fotografías de las actividades, ayuda a ganar nuevos socios para el futuro de la Semana/Festival y fortalece una "identidad corporativa" de las organizaciones participantes.

Actividades o tareas:
Identificación de indicadores:
elaboración de un sistema de indicadores cualitativos y cuantitativos;
identificar fuentes de información: asociaciones/redes de miembros dela Semana/Festival, participantes de otras actividades y otros beneficiarios, medios de comunicación y otros;
identificar métodos para recopilar datos valorativos: cuestionarios, debates de grupos dirigidos por profesionales, biografías/"historias de éxito" con la descripción de la estrategia empleada para superar barreras a nivel personal, entrevistas, charlas informales o en profundidad, talleres, documentación escrita o electrónica, etcétera;

Cuestionarios para profesionales:
elaborar un cuestionario para profesionales de la Semana/Festival que incluya aspectos cuantitativos y cualitativos de su participación y desvelen su opinión sobre la iniciativa de la Semana/Festival;
captación de datos/información objetivos y subjetivos
identificar las aspiraciones y necesidades de los profesionales.

Ver los ejemplos de Alemania, Rumania y Eslovenia - anexos 6 a 8.

Cuestionario para intermedarios de la educación (proponen información sobre productos específicos/meta):
intermediarios/agentes informativos que responden a los intereses de estas personas articulando cualificaciones y abriendo caminos/formas para el aprendizaje, intermedios que están en contacto con iniciativas, incluyendo redes de apoyo, productos que muestran un "resultado de la inversión"; intermedios cuyo trabajo con productos relacionados con el aprendizaje consta en su articulación en cualificaciones.

Cuestionario para participantes:
elaborar un cuestionario para los visitantes/participantes de la Semana/Festival sobre sus opiniones, puntos de vista y futuras demandas;
realizar entrevistas con estudiantes;
realizar entrevistas con estudiantes potenciales,
identificar obstáculos al aprendizaje;
identificar las necesidades y aspiraciones de los estudiantes;
investigar las estructura de los participantes de acuerdo con su edad, sexo, nivel educativo alcanzado, etcétera;
identificar en qué grado se han alcanzado a los grupos meta/beneficiarios y si sus intereses han sido satisfechos;
identificar las necesidades de formación de estudiantes potenciales;
incluir posibles propuestas que los profesionales introducen en los cuestionarios.

Entrevistas dirigidas:
identificación de grupos meta/beneficiarios seleccionados para ser entrevistados;
preparación de instrumentos.
Talleres;
talleres de programación de la Semana/Festival para coordinadores y profesionales;
taller de evaluación de la Semana/Festival para coordinadores y profesionales;
talleres con otros actores (organismos de financiación, los medios de comunicación, etcétera).

Recopilación de datos y análisis:
establecer una base de datos informatizada para el control y procesamiento de los datos provinientes de los cuestionarios;
permitir la recopilación de datos escritos, electrónicos o por internet;
procesar la información de acuerdo con los indicadores establecidos con anterioridad;
transcripción de entrevistas 'a fondo', biografías ('historias de las vidas de..') y debates de grupos.
Informe y análisis:
elaborar un informe que incluya los aspectos cualitativos y cuantitativos de la Semana/Festival;
publicar el informe y distribuirlo a todos los socios, nacionales e internacionales;
incluir el informe en el contexto de la página web de la Semana/Festival;
publicar artículos sobre la evaluación de la Semana/Festival en periódicos y otros medios;
usar las conclusiones para establecer objetivos para la próxima Semana/Festival - continuar las
buenas prácticas y cambiar enfoques que no han producido resultados satisfactorios;
publicar y divulgar buenos resultados y prácticas en conferencias y reuniones en los que los socios en
el proyecto participarán en el futuro;
escribir una guía con plazos/fechas límite de organización de la Semana/Festival;
recopilar fotos, vídeos, panfletos y cualquier cosa que ayude a una documentación completa del
proyecto.

Realizado por:
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Parte 2: Ejemplos de buenas prácticas

Estos ejemplos de buenas prácticas de la Semana/Festival han sido estructurados de acuerdo a las
seis áreas clave de la coordinación de la Semana/Festival según han sido definidas en el Manual de
coordinación para la Semana/Festival - Parte 1:
Establecimiento de asociaciones, cooperación, coordinación
Programación y coordinación de actividades
Ejemplos de programación y coordinación de actividades
Ejemplos de actividades satisfactorias del festival del aprendizaje
Difusión a través de los medios de comunicación
Financiación
Creación de material informativo y promocional/publicitario
Control, evaluación e información

Los ejemplos se presentan de acuerdo al número de la entidad participante - PI No:
Eslovenia (ejemplos facilitados por el Instituto de Eslovenia de Educación de Adultos, Ljubljana - PI No
1)
Bulgaria (ejemplos facilitados por FSSK Znanie – PI No 2 y IIZ/DVV Oficina de Sofia)
Alemania (ejemplos facilitados por IIZ/DVV, Bonn - PI No 3)
España (ejemplos facilitados por UB CREA, Barcelona - PI No 4)
Rumania (ejemplos facilitados por AN CZEA, Arad - PI No 6 y IIZ/DVV Oficina Bucharest)

Ejemplos de establecimiento de asociaciones, cooperación y coordinación en países socios
Ver Anexo 1: Lista de socios potenciales de la Semana del Aprendizaje a lo largo de la Vida

Eslovenia:
Comité Nacional de la Semana del Aprendizaje a lo largo de la Vida: La Semana del Aprendizaje a lo largo de la Vida fue iniciada en 1996, por el Instituto de Eslovenia de Educación de Adultos (SIAE); su primera implementación dependió completamente de la respuesta de profesionales de la educación, de su deseo de cooperar e invertir su tiempo, dinero y esfuerzo para construir esta campaña nacional. Desde entonces, el proyecto ha sido objeto de una documentación minuciosa y se ha hecho visible a las autoridades, se ha requerido que el gobierno asuma el patrocinio de cada Semana. Por consiguiente, el Comité Nacional de la Semana se formó con prominentes representantes del Ministerio de Educación, Ciencia y Deportes, el Ministerio de Empleo, Familia y Asuntos Sociales, el Ministerio de Cultura, la Cámara de Comercio y el Sindicato de Educación y Ciencia. A través del debate del plan anual y el informe y análisis de cada Semana (ambos elaborados por SIAE basándose en las reacciones y respuestas a nivel local), y tomando decisiones conceptuales y estratégicas relacionadas con el desarrollo de la Semana, miembros del Comité obtenían información detallada, se familiarizaban con el movimiento y con temas candentes de la educación de adultos y del aprendizaje a lo largo de la vida a nivel local y nacional. A través de esta divulgación de información (esta última a menudo contiene puntos de vista muy críticos por parte de estudiantes y profesionales en relación al Gobierno y sus organismos) los miembros del Comité se han convertido en defensores del movimiento de la Semana del Aprendizaje a lo largo de la Vida y su participación en el proceso de toma de decisiones de la Semana les ha comprometido con la campaña. Como resultado de importancia, los ministerios y otras instituciones a las que representan han asumido ciertas responsabilidades relacionadas con la ayuda económica y promoción de la Semana.

Red de coordinadores: al principio, la mayoría de los profesionales de la Semana colaboraban directamente con SIAE y organizaban sus actividades de forma independiente respecto a otras organizaciones en su área. Sin embargo, durante las cuatro últimas celebraciones de la Semana se ha observado el desarrollo de alianzas entre varios organismos, ONGs, grupos e individuales. Municipios y grandes organizaciones educativas, especialmente folk high schools han asumido un papel como coordinadores basado en una agrupación de socios a nivel regional y/o temático. Se ha ido estableciendo una red de coordinadores y sus esfuerzos han ido transformando ciudades, municipios e incluso regiones en centros de aprendizaje para todas las generaciones. Por ejemplo, un municipio coordinó a un número considerable de organizadores de la Semana - escuelas de distintos niveles, organizaciones privadas de educación, biblioteca local, escuela de música, museo, varios clubs y asociaciones, televisión y radio local, etcétera.

La formalización, fortalecimiento y ampliación de la red bajo la dirección de SIAE ha tenido como resultado el hecho de que un 60% de los organizadores de la Semana en 2002 actuaran bajo el patrocinio de los coordinadores, que organizaron aproximadamente 65% de todas las actividades. De hecho, un enfoque coordinado ha significado una mejora considerable del éxito obtenido por la Semana ya que el número y variedad de organizadores ha crecido, así como la diversidad y calidad de actividades. La Semana se ha vuelto más atractiva para los medios locales y nacionales y para el público en general, y se han creado asociaciones duraderas que van más allá de la misma.

Bulgaria
En 2001 y 2002 tuvimos como socios 4 ministerios: el Ministerio de Educación y Ciencia, el Ministerio de Cultura, el Ministerio de Trabajo y Asuntos Sociales y el Ministerio de Defensa. El año 2002 el Ministerio de Educación se convirtió en co-organizador de la iniciativa participando en todo el trabajo preliminar: reuniones con socios, ruedas de prensa, materiales de promoción, etcétera. La mayoría de
las otras organizaciones principales e instituciones pertenecientes al campo de la educación de adultos dedicaron una atención considerable a la Semana participando a través de sus representantes en el Comité Nacional/Organizativo, elaborando la estrategia, el programa y el plan de trabajo. Por tanto, la cooperación y actividades en red entre los profesionales de la educación del país se convirtió en la base del posterior desarrollo de una colaboración más amplia.

En el año 2002 miembros del Comité Organizativo se convirtieron en socios locales en 5 ciudades de distritos de Bulgaria, con el objeto de organizar actividades durante la iniciativa. Estos miembros eran principalmente ONGs y organizaciones de empleadores, y trabajaron conjuntamente con autoridades locales. De esta forma, conseguimos formar algunos organismos de iniciativas locales, cuya cooperación después de la Semana se convertiría en una asociación sostenible.

Para la Semana del año 2003, hemos recibido la siguiente propuesta: cada socio potencial deberá nombrar un coordinador dentro de su organización. El propósito de esta idea es que exista una persona responsable dentro de la organización socio, que por un lado, pueda ser parte de la red de la Semana y por otro, fomente la idea del aprendizaje a lo largo de la vida dentro de su propia organización.

Alemania:

A nivel nacional: un buen ejemplo de motivación, atención y posibilitación llevado a cabo por una coordinadora nacional fue el trabajo realizado por Adolf Grimme Institut (Marl, Alemania), financiado por el Ministerio Federal de Educación e Investigación y el "Laender" (Estados Federales) conjuntamente, desde 1998 hasta 2000. Además de las actividades descritas en Parte 1 de este manual, el equipo del Adolf Grimme Institut desarrolló y extendió entre posibles coordinadores locales del Festival del Aprendizaje el "Lernfestkoffer" (La 'Maleta' del Festival del Aprendizaje). Este es un caso de 'saber-cómo' basado en experiencias previas de organización del Festival del Aprendizaje y elaborado para un uso práctico: ideas para temas principales del Festival, argumentos para involucrar y motivar a colegas y socios, cómo relacionarse con los medios, sugerencias para una planificación del tiempo, logotipo común, base de datos sobre educación continua en Alemania y en el mundo, como elemento de apoyo para ganar nuevos socios y proporcionar información a los medios, y varios 'trucos' prácticos para resolver los problemas típicos de la coordinación local/regional del Festival.

A nivel regional/local: Los Festivales locales del Aprendizaje se desarrollaron de acuerdo con las diferencias de tipo regional: en algunas ciudades había más de uno, en otras existía una coordinación central local, algunos festivales duraban un día, otros un mes. Se formaron asociaciones de tipo variado y a veces poco común: proveedores de educación y formación con instituciones culturales tales como museos y bibliotecas, organizaciones de cooperación internacional, agencias de empleo, ONGs, grupos de la comunidad y el sector financiero. Las diferencias locales/regionales enriquecieron el movimiento del Festival; distintas experiencias enriquecieron el intercambio y el debate y contribuyeron a un desarrollo de objetivos y enfoques de posteriores Festivales.

En general, al principio es de gran utilidad encontrar algunos socios de importancia (por ejemplo, organizaciones conocidas, autoridades públicas, etcétera) y escribir la primera carta/invitación a otros socios potenciales poniendo de relieve este esfuerzo conjunto. Si una organización comienza sola tal vez sea más difícil convencer/motivar a otros. Puede ser más fácil conocer personalmente socios potenciales, motivarlos para que cooerpen en base a un diálogo 'cara a cara' y después comenzar a buscar otros partipantes con el doble ¡(o incluso más) poder!.

Algunos Festivales del Aprendizaje están organizados actualmente a nivel regional a través de un programa nuevo del Ministerio Federal de Educación e Investigación que cuenta con el apoyo de la Unión Europea denominado "regiones del aprendizaje".

Ver Anexo 2: Argumentos a favor del Festival del Aprendizaje: Cómo motivar, convencer y ganar adeptos, promotores, a los responsables de adoptar decisiones y clientes potenciales.
Rumania
Para asegurar la dimensión nacional y la unidad de la Semana en Rumania en 2001, hemos intentado contar con la participación del Ministerio de Educación e Investigación, del Ministerio de Cultura y Religión, del Ministerio de Trabajo y Solidaridad Social. Queríamos que el Comité Nacional incluyese a representantes de autoridades públicas nacionales, profesionales del sector privado y universidades populares. El Comité Nacional estaba formado por miembros de organizaciones, instituciones, agencias gubernamentales, asociaciones no gubernamentales y profesionales del sector privado. Esta diversidad de socios fue de gran utilidad para el desarrollo de la estrategia de la Semana. Todos los representantes del Comité Nacional tenían autoridad para poner en marcha recursos a nivel de condados. Se organizaron actividades en 35 condados (de entre 40 condados existentes en Rumania), promovidas por este Comité Nacional. Cada institución gubernamental con representación en el Comité organizó reuniones con representantes de cada territorio con el objetivo de motivarlos a que sus instituciones participasen en la Semana a nivel de condado/local.

En 2002 en Targu Mures, bajo la coordinación del Centro Regional de Educación de Adultos Targu-Mures y de la Universidad Popular, participaron en la Semana un gran número de estudiantes. Entrevistaron a distintas categorías de participantes e identificaron áreas de interés poco conocidas por el grupo beneficiario/destinatario. Los estudiantes contribuyeron a identificar problemas de los más jóvenes, uno de ellos el desconocimiento de las oportunidades existentes para beneficiarse de una orientación en materia vocacional y educativa.

Ejemplos de planificación y coordinación de actividades y ejemplos de actividades con éxito del festival del aprendizaje en países socios

Ejemplos de planificación y coordinación de actividades

Eslovenia:
En general, las actividades de la Semana reflejan lo más novedoso y las últimas prácticas en el campo de la educación y del aprendizaje a lo largo de la vida en Eslovenia. Se da la bienvenida a todas las ideas que encajan con una noción amplia del aprendizaje continuo, independientemente de que se desarrollen en instituciones formales o en la vida diaria de distintas generaciones y no se imponen límites a la imaginación y creatividad para la planificación y desarrollo de las actividades de la Semana. Por otra parte, los temas centrales de la Semana se han unido a celebraciones a nivel europeo o mundial, tales como el Año Europeo de las Personas Mayores, el Año Europeo de las Lenguas, el Año Internacional del Alpinismo y Ecoturismo y en 2003, el Año Europeo de las Personas con Discapacidades. Los profesionales eran libres de adoptar estos temas o seleccionar otros propios.

Para la evaluación, hemos agrupado las actividades de la Semana en cuatro categorías:;
- presentaciones de programas del aprendizaje, proyectos y otras actividades: días o semanas de puertas abiertas, charlas y reuniones, presentaciones en grupo o individuales, exposiciones de materiales y productos, y ocasiones similares que tienen por objeto presentar las actividades a un amplio público y a grupos beneficiarios específicos;
- presentaciones que incluyen la participación de la audiencia: talleres de aprendizaje y creativos para el diseño de cerámicas, pintura sobre cristal o seda, encajes, talleres musicales y de informática, talleres creativos para los mayores y para niños, tests de conocimientos y conocimientos prácticos, conversaciones en idiomas extranjeros, debates organizados, mesas redondas, charlas seguidas de debates sobre el tema de la búsqueda de empleo, cómo constituirse en autónomo, administración de
empresas, relajación para una calidad de vida, aprendizaje de varias capacidades tales como bailes orientales y otros temas;

**otras actividades:** ceremonias de inauguración, actividades culturales y sociales, presentaciones de libros y otras publicaciones, revistas y colecciones, actos literarios, conciertos, reuniones con charlas y música, representaciones de teatro y de películas, marionetas, recepciones, ceremonias de entrega de galardones y premios, presentaciones de diplomas, ruedas de prensa, reuniones de clubs, sesiones de prueba, visitas a atracciones de interés natural y cultural, salidas profesionales, visitas guiadas, competiciones, celebraciones deportivas, partidos de fútbol, reuniones entre municipios, celebraciones de aniversarios, ceremonias de clausura que incluyan la revisión/critica de las actividades de la Semana,

**actividades de información-consulta:** teléfonos de consulta, centros de orientación, días informativos, puntos con materiales de información y otras medidas directas para proporcionar información sobre oportunidades relativas al aprendizaje a lo largo de la vida.

**Bulgaria:**

**Definición de grupos beneficiarios y temas centrales:** En Bulgaria los temas centrales han sido definidos por las organizaciones socio. En 2001 tuvimos 4 temas: Lengua y Cultura, Formación Profesional, Educación General de Adultos y Educación Cívica. En 2002 formulamos los siguientes: Universidades y el Aprendizaje a lo largo de la vida, el ‘Tercer’ Sector y la Educación no formal, la Mujer y la Educación, Idiomas Extranjeros, Licencia y Acreditación de Instituciones de Educación y Formación no formal, el Mercado Laboral y la Educación, Proyectos con éxito en el marco del aprendizaje a lo largo de la vida.

**Organización de actividades colectivas:** en 2001 y 2002 organizamos en Bulgaria una ceremonia de inauguración de gran nivel. Discursos de bienvenida, mensaje de felicitación por parte del Presidente de la República, invitados extranjeros y más de 250 participantes, Exposición de Proyectos Educativos, Iniciativas y Servicios, el programa cultural demostró un gran interés y dedicación en relación a la iniciativa del aprendizaje a lo largo de la vida.

**Organización de actividades colectivas y locales - a nivel regional:** en los 5 distritos de Bulgaria que participaron en la Semana en 2002, se organizaron ceremonias de inauguración, ruedas de prensa y algunas presentaciones de galardones/certificados. Algunos organizadores locales invitaron a personas de actos centrales de la capital, otros organizaron talleres de manualidades o reuniones con empleadores.


**Alemania:**

**Ejemplo de un calendario de programación de la Semana/Festival (Lernfest de Bonn, Alemania):** el plan de tiempo/actividades en Anexo 3 es un extracto del plan del proyecto para el primer Festival del Aprendizaje en Bonn, Alemania (actividades especiales en septiembre y un día de Festival común en la plaza mayor). Se ha usado un software especial de gran utilidad para visualizar, controlar y valorar el plan del proyecto.

**Rumania:**
Ejemplo 1: Tema central y grupo beneficiario/específico: El Comité Nacional que organiza la Semana decidió en 2001 como tema central: "el Mercado Nacional de la Educación Continua" con un enfoque fundamental en adultos (como estudiantes potenciales) e instituciones del aprendizaje a lo largo de la vida. Hemos denominado a estas dos categorías "centros de interés" y no grupos beneficiarios porque no queríamos restringir el área de la Semana a categorías específicas ya que en Rumania se necesita realizar una importante tarea de promoción del aprendizaje continuo a todos los niveles y entre todas las categorías de la población. Hemos tenido éxito en 2001, contando con la participación de ONGs, autoridades nacionales, regionales y públicas, prisiones, organismos territoriales de inspectores de educación pre-universitaria, universidades populares, centros regionales de educación de adultos, profesionales del sector privado, etcétera.

Ejemplo 2: Establecer lazos entre regiones, fronteras y países: En 2002 la Semana evaluó los lazos existentes entre Rumania y Bulgaria, en especial entre las ciudades de Giurgiu y Russe. En la Semana de Giurgiu participaron representantes de varias ONGs y Asociaciones de Bulgaria; uno de los participantes declaró: "la Semana de Giurgiu representa una gran oportunidad para la cooperación entre países. La participación en reuniones comunes crea un marco de desarrollo de proyectos futuros en común en el campo de la educación y la cultura". (Ghiorgi Nicolov, Organización "Conocimiento" de Russe). Una delegación de Giurgiu estuvo presente en Russe. Participaron en debates sobre los siguientes temas: "las universidades de las personas mayores", "la mujer y la educación", "educación y el mercado laboral", "buenas prácticas de los profesionales/proveedores de educación", "proyectos, iniciativas, servicios". Se debatió la posibilidad de crear un gran proyecto en el campo de la educación de adultos en la zona europea del aprendizaje: Rumania - Bulgaria - Macedonia. Este proyecto será realizado por IIZ/DVV.

Ejemplo 3: Difusión de la Semana en lugares no convencionales: el Centro Regional de Educación de Adultos de Targu-Mures, bajo el logotipo "la educación está dónde estoy" ha fomentado la Semana en lugares no convencionales tales como: transporte público, trenes para trabajadores, autobuses y lugares públicos, prisiones, residencias de mayores. Se ha dedicado una atención especial a los presos; se organizaron debates para informarles sobre las posibilidades de educación cuando salgan de prisión, los organizadores decidieron establecer un "club de comunicación" para presos y otros grupos desfavorecidos para que puedan orientarse sobre las posibilidades de mejorar su inclusión social.

Ejemplos de actividades de éxito del festival del aprendizaje

Eslovenia:
Acto a nivel nacional: presentación de galardones a adultos que han destacado en su aprendizaje
En Eslovenia, el Instituto de Eslovenia de Educación de Adultos (SIAE), una organización protectora no gubernamental en el campo de la educación de adultos, presenta galardones a individuos y grupos que han obtenido unos logros educativos de importancia al enriquecer su conocimiento; y a organizaciones, grupos, individuos, los medios...por enriquecer el conocimiento de otros o contribuir a la divulgación del aprendizaje a lo largo de la vida. Los seis años de experiencia otorgando galardones nos llevan a las siguientes conclusiones:
La presentación de los galardones representa una parte importante de la ceremonia de inauguración de la Semana del Aprendizaje a lo largo de la Vida en Eslovenia - puesto que se trata de un acto de importancia nacional, se invitan a políticos, académicos, profesionales de la educación y otras personalidades. Esta celebración es una excelente oportunidad para el fomento y defensa de la educación continua.
Las biografías (historias de las vidas..) de los ganadores atraen la atención de los medios a nivel nacional y local. Informaciones, retratos y entrevistas son divulgadas en los medios y las historias de los ganadores publicadas en periódicos y revistas, esto contribuye en gran manera al proceso de sensibilización de un amplio público.

Los ganadores pierden su anonimato y se convierten en ejemplos para otras personas de su vecindario, lugar de trabajo, y la comunidad en general. Normalmente han tenido que superar circunstancias difíciles y a través de la educación han mejorado sus condiciones de vida y las de sus familias, o su forma de vivir pone de manifiesto una constante búsqueda de conocimientos, una satisfacción por aprender, etcétera.

En 2001 y 2002 SIAE preparó presentaciones en video de ganadores y las distribuyó a las televisiones nacionales y locales, escuelas de primaria y secundaria, bibliotecas, coordinadores locales y temáticos de la Semana de comunidades locales. Estas presentaciones en video realzaron otros actos de la Semana o fueron objeto de debate. Por ejemplo, en una escuela primaria los estudiantes después de ver la presentación de un ganador de su ciudad debatieron la importancia del aprendizaje a lo largo de la vida.

Bulgaria:
Actividades más destacadas de 2001: la aportación de KNSB, el mayor sindicato del país, describió su política de educación y formación. Se iniciaron dos iniciativas en el ámbito del aprendizaje a lo largo de la vida:
El aprendizaje a lo largo de la vida y nuevas oportunidades para los trabajadores mayores
Apoyo a refugiados y emigrantes para al aprendizaje continuo
Los sindicatos constituyen uno de los socios más activos y colaboradores en el campo del aprendizaje a lo largo de la vida. Son un punto de contacto para ONGs, empleadores y expertos políticos.

Otra actividad del 2001 fue la organización de una feria de intercambio de información/oportunidades, abierto al público. Constituyó una excelente plataforma de presentación para profesionales. Algunos ejemplos: presentación de programas del South-Eastern Europe Media Centre (Centro de medios de comunicación del Sur-Este de Europa); del Instituto Goethe, la Asociación Alemana de Cooperación Técnica (GTZ) y el Programa de promoción de la formación profesional de carácter práctico e industrial y de empleo (GOPA), además de la presentación de materiales de los cursos de Computer-Xpert del programa de la Federación Znanie.

Actividades más destacadas de 2002: en Burgas se organizaron algunos seminarios con un programa educativo-cultural. Se aprendieron manualidades y costumbres tradicionales (se organizó un bazar de arte para jóvenes y niños y talleres de manualidades de artesanía tradicional búlgara); esta experiencia forma parte del aprendizaje a lo largo de la vida, también el tema de "Educación y Género". Otra idea de gran originalidad fue organizar un Taller de Conocimiento del Mercado Bursátil, comenzando con la preparación de tests y análisis entre empresas y empleados. En Pleven, se presentaron ejemplos de buenas prácticas de algunos proyectos europeos: Lecciones Europeas y Los Niños Von Pleven en Europa. Todas las iniciativas celebradas en distintos lugares presentaron ejemplos de ideas buenas y de éxito para ampliar la Semana a nivel nacional.

Alemania:
Resulta casi imposible mencionar un único Festival del Aprendizaje: durante el último año de coordinación nacional (2000), ¡se han organizado alrededor de 200 festivales en el país!. Los títulos de Festivales locales presentados a continuación dan una idea de esta variedad:
- ¡Stade aprende de noche y de día!
En el 2001 el Festival de Bonn se unió al Año de la ONU del Diálogo entre Civilizaciones y al Año Europeo de las Lenguas; el tema central fue la educación y aprendizaje intercultural. Una vez que tuvo lugar el Día central del Festival después del 11 de septiembre, las actuaciones de teatro/en el escenario dieron paso a los debates públicos e intercambios de información. El festival fue aceptado oficialmente como una de las contribuciones de Alemania al Año de la ONU del Diálogo entre las Civilizaciones.

Vídeo 1: Ejemplo del “Land ” (Estado Federal) Bayern, Alemania
Vídeo 2: Ejemplo de un Festival local sin coordinación a nivel nacional

España:
En España, concretamente en Cataluña, se organizaron dos festivales centrados fundamentalmente en la educación democrática de adultos. Dos de las principales organizaciones que trabajan en esta zona: AEPA (Asociación de Educación de Adultos) y FACEPA (Federación de Asociaciones Culturales y Educativas de Adultos) organizaron las actividades.

Festa de la primavera (festival de la primavera): se trata de un festival anual en el que participan todas las escuelas de adultos de Cataluña. Cada año el festival desarrolla un tema principal de relevancia social (feminismo, multiculturalidad, educación democrática de adultos). Los lazos de unión del festival es la organización de talleres y actividades relacionadas con el aprendizaje a lo largo de la vida.

Festival de les llengues (festival de las lenguas: Es un festival organizado por la Escuela de Adultos de La Verneda-Sant Martí de Barcelona. Su principal interés lo constituye el intercambio cultural y aprender sobre otras lenguas. Durante el día organizan coloquios y talleres en los que la gente habla en otros idiomas, y pueden participar practicando actividades culturales de otros países (danza, tradiciones, arte, cocina, etcétera). El éxito de este festival se base en la gran participación de personas de distintas razas.

Rumania:
En el año 2001, una actividad de éxito fue la organización de una gran exposición de las ofertas educativas en Bucarest en el mayor centro de exposiciones de la ciudad ROMEXPO. Se organizó una gran ceremonia de inauguración que contó con la asistencia de dos Directores Generales del Ministerio de Educación e Investigación, y del Ministerio de Empleo y Solidaridad Social, el Director del Consejo Nacional de Formación Profesional de Adultos, y un representante del Ministerio de Cultura y Religión. 29 representantes de organizaciones gubernamentales y no gubernamentales y profesionales del sector privado organizaron actividades educativas y repartieron sus programas o proyectos, proporcionando información sobre el aprendizaje individual y otras oportunidades. Como parte del festival se organizó un "Punto de búsqueda de empleo" en ROMEXPO, que fue visitado por 172 personas. El Ministerio de Educación e Investigación presentó una "Guía legislativa en el ámbito del aprendizaje a lo largo de la vida" que contiene leyes y órdenes ministeriales relacionadas con la educación continua.
Durante la Semana del Aprendizaje Continuo del 2002, CZEA Cluj, la Casa Municipal de la Cultura de Cluj y la Universidad Popular de Cluj, organizaron la siguiente actividad: "Las mujeres del siglo XXI" y el taller "La Educación - premisa de igualdad de oportunidades para la promoción de las mujeres en el campo social y político". Esta actividad se organizó en asociación con tres ONGs: AVIF-ARTEMIS, ARDOR-Transilvania, ProVobis y organizaciones de mujeres de organizaciones políticas. Las actividades estaban dirigidas a grupos de mujeres que no se beneficien de programas educativos, y tenían el objetivo de aumentar el papel de la mujer en el ámbito social y político. Se organizó un taller precedido por un cuestionario cuyo objeto era identificar los papeles que desarrollan las mujeres en la sociedad rumana actualmente y aquellos deseados en el futuro. El cuestionario fue rellenado por 200 mujeres, pertenecientes a distintos niveles sociales, de edades comprendidas entre 18 y 65 años; esta actividad fue realizada por voluntarios del Centro de Voluntarios ProVobis; los resultados de los cuestionarios constituyeron el punto de partida de los talleres. Algunas respuestas revelaron que la mujer no es consciente de la necesidad de participar como líder en campos considerados "sólo para hombres". La mujer carece de una orientación e información en relación a oportunidades de desarrollo de competencias específicas para asumir nuevos papeles. 50 personas de edades y niveles sociales distintos participaron en el taller: mujeres de negocios, mujeres en la enseñanza superior o mujeres del mundo cultural, mujeres participantes en política, estudiantes, trabajadoras, y mujeres desempleadas.

Se formaron equipos de trabajo sobre los temas siguientes:
Grupo Número 1: "¿Por qué no?". Realizaron un análisis de las causas que frenan a la mujer a asumir nuevos papeles en la vida política y social.
Grupo Número 2: "¿Por qué sí?". Identificaron las cualidades y competencias necesarias para que la mujer asuma nuevos papeles.
Grupo Número 3: "¿Qué y Cómo?". Se puso de manifiesto la idea del aprendizaje a lo largo de la vida como fuente para obtener nuevas competencias con el objeto de posibilitar el asumir estos nuevos papeles con responsabilidad y eficacia.
Los resultados y conclusión del taller representarán el punto de partida de un complejo programa educativo que será desarrollado por el Centro Regional de Educación de Adultos de Cluj en el futuro.

Con el objeto de continuar el eslogan "más cerca de nosotros", el grupo de iniciativa ha decidido continuar esta actividad en distintos lugares: escuelas de enseñanza superior, universidades, ONGs, asociaciones de mujeres. Esta actividad finalizó con la presentación de galardones a 16 mujeres (incluyendo un 'Diploma de Excelencia') por una contribución especial en la vida social de la comunidad.

Ejemplos de éxito de la campaña promocional en países socios

Eslovenia:
Para la celebración de la Semana del Aprendizaje en Eslovenia, la SIAE se responsabilizó de la cobertura por parte de los medios a nivel nacional, mientras que a nivel local fueron los propios profesionales organizadores de actividades los que aseguraron el apoyo de los medios a través del establecimiento de lazos de colaboración con la televisión y radio locales, periódicos y revistas. A lo largo de los años, ha crecido el interés de colaboración por ambas partes; los temas e historias de interés de la Semana, particularmente las historias sobre ganadores han atraído la atención de los medios - ayudan a cambiar la opinión del público en relación a la educación, ya que existe una tendencia a considerar la educación como algo aburrido y desagradable. Estos son los temas que más interés despiertan en los medios: presentaciones de la Semana del Aprendizaje a lo largo de la vida, su importancia y concepto; información básica sobre profesionales/proveedores y actividades;
presentaciones de actividades; noticias; informes sobre actividades de la Semana; entrevistas; presentación de galardones/premios a ganadores y diplomas a participantes. Otras actividades incluyen información sobre la apertura de nuevos centros de educación, y artículos de profesionales sobre el aprendizaje continuo, la importancia del aprendizaje, la organización de la educación en el ámbito económico, evitar el desempleo a través de la educación, etcétera.

Una actividad fundamental para atraer y conseguir la participación de los medios fue la organización en 1998 de la mesa redonda denominada ‘Los Medios y el Aprendizaje a lo largo de la Vida’, organizado por la SIAE y la televisión nacional. El propósito de esta mesa redonda fue fomentar la participación de los medios en la promoción del aprendizaje continuo en general, y el fortalecimiento de lazos de colaboración entre los medios, el gobierno y SIAE.

Durante los últimos años, algunas autoridades locales en su papel de coordinadores regionales de la Semana o colaborando activamente con éstos han ayudado a atraer la atención de los medios organizando ruedas de prensa a nivel municipal, permitiendo la presentación de los organizadores de la Semana/Festival; han apoyado la publicación del calendario local de actividades de la Semana en el periódico local y/o en la página web municipal; han organizado o participado en actos de clausura con el objeto de identificar la contribución de la Semana/Festival a los procesos de desarrollo locales.

La cobertura de actividades por los medios ha aumentado y adquirido mayor calidad durante los últimos años, pero permanece uno de los factores críticos para el éxito de la Semana, y requiere una mayor participación de todas las partes.

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Bulgaria:
La participación de los medios en 2002 aumentó en comparación al 2001. Si en el año 2001 los organizadores tuvieron que buscar la atención de los medios, en el 2002 la experiencia nos muestra un gran interés por esta iniciativa. Participaron continuamente: en ruedas de prensa; la mañana de la ceremonia de inauguración; seminarios y semanas, después de la finalización del foro invitando a organizadores y participantes a hablar sobre sus trabajos y conclusiones. Conversaciones en directo y presentaciones en la televisión nacional y por cable divulgaron la Semana en la capital y en otras ciudades. Hemos tomado medidas para comenzar a involucrar a los medios como socios de la iniciativa, apoyándonos a divulgara la idea del aprendizaje a lo largo de la vida.

Alemania:
Durante el tiempo de coordinación nacional del Festival, el propio Festival y el aprendizaje continuo en general han sido objeto de numerosos artículos en los medios nacionales. Ejemplos de Festivales nacionales e internacionales fueron presentados en la Exposición Mundial de Hanover, en la que también se organizaron el día 8 de septiembre, (Día Mundial de la Alfabetización) presentaciones y debates.

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Ejemplos de la 'Maleta' del Festival del Aprendizaje:
Ver Anexo 4: Calendario-programación de comunicados de prensa (y posibles títulos)
Ver Anexo 5: Borrador de comunicados de prensa para la inauguración del Festival
Ver Anexo 6: Borrador de notas de prensa para la clausura del Festival

España:
En el año 2001, CREA organizó un simposio de reflexión sobre el feminismo (Cambio educativo y social: mujeres y transformaciones sociales). Después de la crisis de la modernidad, el movimiento feminista ha ido perdiendo progresivamente sentido para muchas mujeres, especialmente para
aquellas que no tienen un título universitario. Con el crecimiento actual de los movimientos sociales está apareciendo un nuevo feminismo que se apoya en la inclusión de todas las voces: mujeres académicas, no académicas, grupos minoritarios, grupos específicos: mujeres gitanas, etcétera.

La importancia del simposio se basó en la participación de autores de relevancia mundial en este ámbito: Judith Butler, Lidia Puigvert and Elisabeth Beck. La difusión de este simposio ha permitido la publicación de un artículo en uno de los periódicos de más prestigio del país (La Vanguardia). La publicación de este artículo permitió el contacto con otros medios de comunicación a nivel regional y nacional (television y radio).

Rumania:
La rueda de prensa de la segunda Semana del Aprendizaje en Rumania se organizó en la oficina de prensa del Ministerio de Educación e Investigación, consideramos que tendría mayor impacto entre los periodistas si eran invitados a una institución oficial de importancia. La presencia de numerosos periodistas y canales de televisión demostraron a los organizadores el 'deseo de fomentar entre los medios la divulgación del aprendizaje permanente' más seriamente y de obtener apoyo directo para fortalecer la colaboración con la televisión y radio nacionales. Los medios de comunicación constituyeron la principal vía de divulgación de la Semana entre la gente. Hecho probado por las respuestas de los participantes a la exposición de ROMEXPO. 51.09% de los participantes se enteraron del festival a través de los medios de comunicación. Todos los canales de televisión y principales periódicos diarios dieron cobertura diaria al festival y los medios locales fueron incluso más activos llegando a ser socios en las actividades de algunas ciudades (Giurgiu, Targu-Mures, Targu-Jiu y Constanta). De especial importancia es el canal de televisión nacional (Romani-Cultural) que ofreció transmisiones en directo durante una hora, desde los lugares de celebración de actividades, entrevistando a visitantes y a profesionales.

4. Ejemplos de financiación de los festivales del aprendizaje en países socios

Eslovenia:
Los profesionales de la Semana consideran su participación como una inversión para la promoción de su actividad con el objetivo de alcanzar una mayor participación en sus programas, por lo tanto están dispuestos a invertir su tiempo, dinero y otros recursos. Además, a los profesionales les agrada la oportunidad de 'salir' de su anonimato y mostrar su trabajo o logros, muchos se sienten entusiasmados sobre la posibilidad de contribuir al bienestar social y normalmente obtienen una respuesta positiva por parte de sus visitantes. En los últimos años algunos profesionales de la Semana, especialmente los que han creado asociaciones, han podido obtener un apoyo moral y económico de organismos municipales.

SIAE, en colaboración con el Comité Nacional de la Semana del Aprendizaje Continuo, también ha intentado convencer a ministerios y otros organismos públicos para que reconozcan el papel de la Semana y apoyen económicamente a sus organizadores a nivel local. En el Ministerio de Educación, Ciencias y Deportes, existe la posibilidad de solicitar ayudas dentro del marco de un concurso público para la co-financiación de la educación de adultos. Algunas instituciones solicitan estos recursos para obtener apoyo en la organización de actividades de la Semana o para sus actividades de coordinación. Debido a la amplia definición del aprendizaje a lo largo de la vida, se ha esperado una ayuda similar por parte de otros ministerios, pero esto no se ha conseguido todavía.

Bulgaria:
En Bulgaria los principales organizadores fueron IIZ/DVV-Proyecto Bulgaria, el Programa GOPA Bulgaria, el Ministerio de Educación y autoridades públicas.

Alemania:
En Alemania, el Ministerio Federal de Educación e Investigación financió la coordinación de la Semana del Aprendizaje a nivel nacional con "Laender" (Estados Federales), desde 1998 a 2000, con el objeto de difundir y desarrollar el movimiento. Desde los orígenes del Festival germano, los organizadores locales tuvieron que encontrar distintas fuentes de financiación dependiendo de la región y del enfoque de la Semana (ya que las autoridades públicas federales solo apoyaban la coordinación a nivel nacional).
La mayoría de los Festivales/Semanas locales obtienen un apoyo económico a través de varias fuentes: organizaciones participantes (precio de entrada, soporte técnico, etcétera), autoridades públicas locales y/o el estado federal (Land), patrocinio de empresas, etcétera.
Una buena manera de organizar el Festival con un bajo presupuesto es el uso de todo tipo de recursos de las organizaciones participantes: las autoridades públicas pueden ayudar al Festival con un apoyo en las relaciones públicas; institutos de formación profesional pueden contribuir imprimiendo materiales en sus propios talleres; estudiantes de cursos de informática pueden ayudar a diseñar la página web, instrumentos de documentación o el logo; de esta forma los estudiantes participan directamente en el proyecto, tal vez obtienen algo de dinero y experiencia, y se ponen en contacto con empleadores potenciales.

España:
En España las actividades relativas a la educación de adultos son subvencionadas por instituciones gubernamentales a nivel regional y local. Por ejemplo, la Festa de la Primavera recibe la ayuda del Ayuntamiento de Barcelona (derechos civiles) y del Departamento de Asuntos Sociales de la Generalitat de Catalunya.

Rumania:
En 2001 los patrocinadores de la actividad organizada en ROMEXPO fueron los siguientes: CODECS (Centro de Estudios a Distancia de la Sociedad Civil), IRECSON (profesional del sector privado del aprendizaje continuo), la Escuela de Negocios Rumania y el Recinto Ferial Internacional de la Exposición Romexpo. Como se puede apreciar, todos los patrocinadores provenían del campo educativo. En Rumania la mayor parte de la financiación proviene de las autoridades públicas (a nivel nacional: varios ministerios, regional: ayuntamiento regional y local: ayuntamientos locales, y por IIZ/DVV Proyecto Rumania).

Ejemplos de material de promoción e información en países socios

Eslovenia:
El denominador común y sello característico de las actividades de la Semana en Eslovenia es el material de promoción e información elaborado por el Instituto de Eslovenia de Educación de Adultos. El elemento más prominente de la divulgación visual es el póster de la Semana, aunque cada año se produce una pequeña gama de materiales de promoción tales como marcadores de libros, pegatinas, blocks de notas , etcétera. El papel informativo-de divulgación lo desarrolla el boletín de La Semana - Novièke, el panfleto de la Semana, la página web de la Semana (http://tvu.acs.si - en esloveno y http://llw.acs.si - en inglés), y el calendario de actividades en internet (http://tvu.acs.si/koledar - solamente en esloveno).
Los materiales de promoción conjuntos toman como base la imagen corporativa de la Semana para asegurar un fácil reconocimiento de la actividad en el país y en el extranjero. También tiene por objeto
informar y motivar al público, y sensibilizar sobre la importancia y omnipresencia del aprendizaje. Para los profesionales de la Semana, es una manera de atraer atención sobre sus actividades - especialmente para aquellos que no pueden producir su propio material promocional.

Los profesionales de la Semana están elaborando su propio material promocional e informativo de manera creciente con una gran imaginación: pósters y panfletos, boletines de presentación e informativos y folletos, invitaciones de gran atractivo para participar, invitaciones para ver actividades, programas de actividades, catálogos, postales, programas de educación, calendarios de actividades, de exposiciones, información sobre conciertos, expositores, periódicos formato póster, ediciones especiales de revistas, comunicados de prensa y notificaciones a viviendas, encuestas de participación, premios, material profesional, vídeos y cassettes, tazas de cerámica. Muchos de ellos usan el logo de la Semana, que SIAE facilita a los profesionales/proveedores en disquetes o por e-mail en una variedad de formatos que se adapten a las necesidades de los distintos procesos gráficos.

Bulgaria:
Se elaboró un material común en Sofía que fue distribuido en el país a través de los coordinadores locales. Cada distrito/ciudad podía incluir su información local en el póster independientemente de las actividades de la capital del país. Todo el trabajo preparatorio (programa de actividades, formulario de inscripción, etc.) era accesible a través de la página web: www.lifelonglearning-bulgaria.org.

Alemania:
Se creó material de información común y un logo nacional de la Semana fue distribuido por el coordinador nacional (Adolf Grimme Institut). Toda la información se distribuyó por correo y a través de la página web central. Cuando dejó de existir la coordinación nacional, muchos Festivales locales siguieron usando el logo original de la Semana. Este logo permite una variedad de posibilidades creativas de desarrollo de materiales promocionales locales.

Una manera especial de crear materiales informativos y de promoción conjuntos puede ser la organización de concursos a nivel local y nacional. Este tipo de concursos pueden ser organizados con un bajo presupuesto y permiten la participación de organizaciones y de los grupos destinatarios/beneficiarios. Existe una gran variedad de posibilidades, éstos son algunos ejemplos: concurso de dibujo en la escuela sobre el tema del Festival del Aprendizaje y/o el Aprendizaje continuo; los mejores dibujos fueron premiados y todos los dibujos se usaron para decorar la ciudad y ayudar a promocionar el Festival; concurso de informática sobre "la página web del Festival" y/o "el logotipo del Festival" y/o "documentación sobre el Festival"; concurso entre estudiantes y/o estudiantes de otras escuelas y/o estudiantes adultos sobre el tema: actividades de especial interés de la Semana sobre el Aprendizaje continuo; etcétera.

España:
CREA: para la divulgación de la Semana/Festival es fundamental la participación de los profesionales, por ejemplo, debe considerarse su opinión para el diseño de los materiales informativos. De esta forma los adultos pueden ver su interés reconocido, y tal vez aumente su participación en una actividad. Las páginas web son de gran importancia para la celebración de la Semana/Festival, porque a través de internet esta información llega a aquellos interesados en este campo.

Rumania:
La creación de material informativo y promocional conjunto es de gran importancia para el éxito de la Semana. Dada la importancia de este elemento hemos incluido a un diseñador en el comité nacional, cuya misión es la creación de una imagen corporativa para la Semana, teniendo en cuenta el tema de la Semana, el grupo destinatario, la divulgación del concepto del aprendizaje continuo. Desde su
primera edición, el Festival en Rumania ha contado con un logo nacional (close to you.ro): (cerca de ti) y materiales de promoción nacionales (pósters, folletos con la programación en todo el país), también con material de promoción a nivel local adaptado a las características locales.

Ejemplos de seguimiento, evaluación y redacción de informes (de actividades) en países socios

Eslovenia:
La labor de seguimiento y evaluación de los objetivos logrados por la Semana del Aprendizaje a lo largo de la Vida se ha realizado a varios niveles:
evaluación interna a nivel nacional, realizada cada año por SIAE,
a nivel local, realizada por los organizadores de actividades,
evaluación externa a nivel nacional, realizada por el mayor periódico de Eslovenia Delo, de forma ocasional (dos veces).

Principales indicadores usados en el proceso de evaluación, seguimiento y de información de resultados
Los profesionales de la Semana proporcionan la información necesaria para el proceso de evaluación a través de un cuestionario, también se organizan talleres regularmente cada invierno para conocer la reacción sobre otros temas, comentarios críticos y propuestas para mejorar la organización de la Semana.

Principales indicadores para los profesionales, actividades, apoyo de los medios (su número, estructura, localidad geográfica, socios y contenido) y los participantes en las actividades. La evaluación de los participantes en actividades es el elemento de mayor importancia para los evaluadores. Existen dos aspectos de gran importancia: cómo registrar a los visitantes, y cómo realizar un informe de los mismos. Se han agrupado a los participantes en tres categorías:
población que visita actividades de aprendizaje de la Semana,
audiencia a la que los medios se dirige,
personas que participan en la planificación y ejecución de actividades.
Cómo evaluar las competencias adquiridas a través de la participación en la Semana - el proceso de preparación de una actividad o la visita a una actividad determinada permanece como un desafío para la elaboración de estudios de evaluación e investigación en el futuro. Creemos que la participación en la Semana/Festival es una lección de aprendizaje en sí misma y representa un reto para mejorar constantemente nuestras aptitudes sociales y de comunicación, así como la autoestima y entendimiento mutuo.

Ver Anexo 7: Lista de indicadores cuantitativos y cualitativos (cuestionario de Eslovenia).

SIAE también ha realizado una labor de seguimiento del impacto teórico de la Semana en cuanto al desarrollo y práctica del aprendizaje. La labor de seguimiento se aplica en sesiones profesionales a nivel nacional, regional y municipal: coloquios sobre teorías de educación de adultos, conceptos y prácticas de la educación de adultos con el objetivo del intercambio de información y puntos de vista, y para dar respuesta a cuestiones profesionales de relevancia para el desarrollo de la educación de adultos en Eslovenia y en Europa. Sesiones a nivel regional y municipal y mesas redondas tratan lo más novedoso y el desarrollo de tendencias con el objetivo de crear comunidades y regiones del aprendizaje.

Los organizadores de actividades de la Semana usan para su evaluación los mismos indicadores propuestos por SIAE. Algunos han desarrollado enfoques nuevos: entrevistas a participantes en las
actividades de la Semana. Los resultados obtenidos contribuyen a la mejora del proceso de planificación y ejecución de la Semana, y a la adaptación de la oferta educativa a las necesidades de los estudiantes.

Durante los últimos 5 años, el mayor periódico de Eslovenia DELO ha realizado dos sondeos de opinión pública por teléfono, éstos tenían por objeto la investigación de la influencia de la Semana en cuanto a una mejora del conocimiento y una sensibilización entre los ciudadanos sobre actividades de la Semana relativas al aprendizaje continuo; las conclusiones han sido divulgadas puntualmente:

a través del Informe anual y Análisis de la Semana, y la publicación del boletín informativo TVU-Novičke. La versión en inglés (LLW-Novičke, última versión en 2001) también está disponible en la siguiente dirección de internet: http://www.acs.si/llw/novicke. En el 2000 se publicó un informe con una visión de futuro para los próximos cuatro años; talleres para coordinadores y organizadores - dos veces al año. Los informes son debatidos por el Comité Nacional de la Semana y aprobados por el gobierno de Eslovenia.

Alemania:
La anterior coordinadora nacional informaba sobre los Festivales locales/regionales a través de la página web central. Esto resultaba de gran utilidad para todos los socios locales y coordinadores locales potenciales ya que esta página contaba con gran variedad de experiencias en la región. Los informes incluían métodos de planificación, cuestionarios de evaluación y gran cantidad de fotografías.

Un documento local (impreso y en formato digital) conteniendo una historia corta del Festival local, la lista de organizaciones participantes, documentación sobre actividades, todos los artículos y diversas fotos es un instrumento de gran utilidad para mejorar un sentimiento de identidad común, motivar a la organización del próximo Festival y mostrar a patrocinadores y celebridades los logros obtenidos, y para lograr nuevos socios.

Ver Anexo 8: Cuestionario de evaluación del Land (Estado Federal) de Bavaria.

España:
CREA participa en el proyecto RTD del Fifth Framework Programme denominado ETGACE: Educación y Formación para el Gobierno y la Ciudadanía Activa en Europa (2000 - 2003). Uno de los principales resultados de este proyecto es la futura publicación de un libro relacionado con el aprendizaje de la ciudadanía activa.

De acuerdo con CREA, la opinión de los profesionales debería ser considerada para la evaluación de:
aspectos que no se han tomado en cuenta para la organización de la Semana; errores en la organización de la Semana y/o sus contenidos; participación de los adultos participantes en educación de adultos dentro de la organización de la Semana; contribución de la Semana a la igualdad de oportunidades y a la cohesión social; grupos destinatarios: grupos sociales de riesgo (grupos étnicos minoritarios, mujer, jóvenes...).

Rumania:
Ver Anexo 9: ejemplo de un cuestionario para proveedores/organizadores de Rumania.

Elaborado por (de acuerdo con el número de la entidad participante (PI No)):
1. Ejemplos de buenas prácticas:
PI No 1: Zvonka Panger Pahernik y Olga Drofenik (SIAE, Ljubljana, Eslovenia),
PI No 2: Milka Atanasova (FSSK Znanie, Sofia, Bulgaria) y María Todorova (IIIZ/DVV Oficina Sofia, Bulgaria),
PI No 3: Sabrina Boscolo Lips (IIIZ/DVV Bonn, Alemania),
PI No 4: Elena Duque (UB-CREA, Barcelona, España),
PI No 6: Mariana Matache (IIIZ/DVV Oficina Bucarest, Rumania) y Camelia Bran (AN CZEA, Arad, Rumania).

2. Realización en Internet:
Franci Lajovic (Niansis, Ljubljana, Eslovenia)

Part 3: Anexos, referencias, vídeos

1. Anexos
Anexo 1: Lista de socios potenciales para la Semana del Aprendizaje Continuo (en orden alfabético)
Centros de Educación de Adultos o Centros de Formación Continua
Grupos Agenda 21
Grupos de Arte
Centros para los mayores
Centros de la comunidad
Grupos de la comunidad
Organizaciones de empleadores
Folk High Schools
Organizaciones gubernamentales de cooperación internacional
Grupos/organizaciones de discapacitados
Hospitales/oficinas de sanidad
Centros de información y orientación
Clubs de internet, Cyber-cafés
Guarderías
Proveedores/profesionales de la educación
Centro lúdicos
Polideportivos
Bibliotecas
Grupos de interés locales
Medios de comunicación locales
Administración pública local
Agencias de empleo locales
Ministerios
Centros educativos móviles
Centros multimedia (centros telefónicos)
Museos
ONGs (cooperación internacional, etcétera)
Padrinos (personalidades en general, personas mayores, ministros, etcétera.)
Asociaciones de profesionales
Agencias de desarrollo locales
Grupos religiosos
Escuelas (primaria, secundaria..)
Movimientos sociales
Organizaciones de movimientos sociales
Servicios sociales
Círculos/grupos de estudio
Teatros/cines
Sindicatos
Universidades
Centros de formación profesional
Grupos de voluntarios y Grupos de mujeres

Anexo 2: Argumentos a favor del Festival del Aprendizaje: Cómo motivar, convencer y ganar adeptos, promotores, a los responsables de adoptar decisiones y clientes potenciales

De Learning Festival Suitcase (La 'Maleta' del Festival del Aprendizaje), (versión revisada: “Arbeitshilfen zur Planung und Gestaltung eines Lernfestes “, Disk, Adolf Grimme Institut, Marl, 2000

Festival del Aprendizaje
2000
Formación - Desarrollo - Educación

Argumentos a favor del Festival del Aprendizaje:

Cómo Motivar, Convencer y Ganar Adeptos, Promotores, a los Responsables de Adoptar Decisiones, y Clientes Potenciales.

LERNFEST
2000

Invitación

Para unirse a la celebración de la Semana de la Educación Continua en Alemania, y en el mundo (con actividades locales, regionales y municipales)

El

8 Septiembre 2000

- y los días anteriores y posteriores -
como parte del "Diálogo Mundial" de UNESCO
Notas Explicativas
Y algunos consejos sobre cómo usar estos argumentos

Esta colección de argumentos tiene la intención de ayudar proporcionándote información, publicidad y actividades de promoción para tu Festival del Aprendizaje. Es apropiado para una variedad de campos de aplicación y propósitos.

Los organizadores del Festival del Aprendizaje pueden utilizarlo como elemento de inicio y apoyo para sus reuniones de trabajo. Además, la variedad de argumentos son apropiados para su uso en presentaciones con el objeto de ganar adeptos/seguidores y a los responsables de adoptar decisiones pertenecientes a otros campos: político, asociaciones, etcétera.

El orden de los argumentos no es vinculante. Por supuesto, eres libre para omitir o añadir elementos que se ajusten a tus necesidades. Puedes integrar los argumentos en una presentación de Power Point, copiarlo a un retroproyector para mostrar las transparencias o usarlo para notas a distribuir entre los asistentes.
Oportunidades para la celebración de un Festival del Aprendizaje local

I. "Día Mundial de la Alfabetización"
8 Septiembre 2000

II. Diálogo Mundial de UNESCO
"Construir las Sociedades del Conocimiento"
en EXPO 2000:

Primera Actividad
6 Septiembre 2000: "Centrado en la Tierra"
(Diálogo Público sobre "el conocimiento, el aprendizaje y el desarrollo sostenible")

Segunda Actividad
7 Septiembre 2000: "El Mundo Habla"
(Debate sobre el desarrollo de sociedades del conocimiento en culturas distintas)

Tercera Actividad
8 Septiembre 2000: "Plataforma para el Futuro"/ Festival del Aprendizaje - Semana de la ONU de la Educación Continua

¿Qué es un Festival del Aprendizaje?

Un Festival del Aprendizaje es una estrategia de activación, marketing y motivación con impacto a corto, medio y largo plazo.

Un Festival del Aprendizaje apoya y faculta cambios estructurales en materia de educación continua.

Objetivos
Un Festival del Aprendizaje debería:

Informar al público sobre las oportunidades existentes en la educación continua,

Poner de manifiesto la importancia de la educación continua para las políticas educativas

Dirigirse a nuevos grupos destinatarios/beneficiarios y despertar su interés en la educación continua y el aprendizaje a lo largo de la vida a través de ejemplos prácticos,

Motivar a que la gente haga más uso de las ofertas educativas y abrir nuevos caminos de acceso a las nuevas tecnologías tales como Internet,

Inspirar a las instituciones de educación continua, organizaciones y empresas a que colaboren

Y por último, pero no por eso menos importante:

¡Mostrar lo divertido que es aprender!

¿Por qué resulta la organización de un Festival del Aprendizaje una experiencia gratificante y efectiva?

Por varias razones:

Muestra a aquellos interesados en aprender la gran variedad de oportunidades en el campo de la educación continua y les ayuda a decirse a participar.

Políticos locales y regionales tienen la oportunidad de ver las posibilidades de la educación continua "en casa".

Un Festival del Aprendizaje estimula el deseo de colaboración de instituciones de educación continua con otros profesionales de la educación y del sector empresarial.

Estas colaboraciones proporcionan nuevas experiencias y nuevas perspectivas.

Colaborar ayuda a la promoción de la calidad de la educación continua, porque cada organización participante quiere dar "lo mejor".

¿Qué tipo de cooperaciones se deberían/podrían iniciar?

Las instituciones de educación continua colaboran con una variedad de profesionales/proveedores

Las instituciones de educación continua cooperan "cruzando fronteras" con autoridades, museos y bibliotecas

Las instituciones de educación continua cooperan
"cruzando sectores" con empresas, asociaciones, Cámaras de Comercio, etcétera.

- Un Festival del Aprendizaje puede/debería combinarse con otros actos públicos.

Sin embargo, no debes perder de vista tus objetivos.

¿Cúales pueden ser las actividades centrales de un Festival del Aprendizaje?

Aquellas actividades que ofrecen una formación sobre los medios y la educación profesional, que están enfocadas hacia el futuro desarrollo de la sociedad de las nuevas tecnologías y del conocimiento;

Actividades interdisciplinarias tales como "Sanidad y Ecología" o "Tecnología y Conservación";

Combinaciones tales como exposiciones, visitas a ciudades o exploraciones ecológicas (por ejemplo, sobre la naturaleza, historia, arquitectura, etcétera) con un contenido educativo;

Actividades de motivación, por ejemplo para personas que nunca han estado en una organización educativa;

Actividades para compartir entre personas de distinto nivel educativo, social o cultural; actividades para diferentes generaciones;

Actividades para grupos destinatarios concretos tales como los jóvenes.

¿Cuáles fueron los resultados del Festival del Aprendizaje de 1999?

1. Aproximadamente 3000 organizaciones de los campos de la educación, cultura e industria participaron en las actividades del Festival del Aprendizaje local y regional del 99.

2. Excelente acogida por parte de los participantes/visitantes. Un total de 100.000 personas visitaron los Festivales del Aprendizaje.

3. Muy buena reacción por parte de los medios locales y regionales.

4. Mejora la imagen de los socios: organizaciones de educación continua y otros socios colaboradores (empresas, organizaciones, autoridades, etcétera)

5. Experiencia positiva en relación a las colaboraciones. 70% los Festivales fueron organizados a través de colaboraciones. Mejora la importancia política de la educación continua.

7. Fuente de inspiración para debates sobre políticas educativas, afirmación de la idea del aprendizaje a lo largo de la vida, creación de nuevas culturas del aprendizaje.

8. Festival del 98: de 120 a 130 Festivales del Aprendizaje.
    Festival del 99: de 140 to 150 Festivales del Aprendizaje.
¿Por qué es indispensable el aprendizaje a lo largo de la vida?

“¿Cuáles son las habilidades necesarias para el futuro?”

Citas adaptadas parcialmente de:
Karlheinz A. Geißler/Frank-Michael Orthey: *Am Ende
der Berufs* (Al Final de tu Carrera)

In: Marc Hoch, Hans-Herbert Holzamer (ed.): *Zukunft
der Arbeit-Zukunft der Bildung*. (El Futuro del Trabajo -
El Futuro de la Educación). Unas series en *Süddeutsche

Tratar sobre el pluralismo y la confusión

En el futuro todo el mundo debe aprender a resolver una variedad de problemas e inseguridades en el lugar de trabajo - por este motivo es necesario tratar los conflictos y las situaciones nuevas de una manera diferenciada y estructurada.

Esto también significa que todo el mundo debe aprender a interpretar el mundo desde distintos puntos de vista.

Resolver los cambios y períodos de transición

La vida moderna cada vez está más frecuentemente marcada por períodos de transición, cambios y momentos decisivos o cruciales. La habilidad/capacidad para solucionar estas épocas de transición nos permite romper con el pasado de forma coherente y controlar estas situaciones de transición.

Los períodos de transición en el panorama competitivo mundial también están marcados por el hecho de que cruzan y combinan ‘fronteras o límites’ entre sistemas, culturas, tradiciones intelectuales y formas de pensar.

El Aprendizaje a lo largo de la vida...

...significa la capacidad para diseñar y ejecutar un plan de vida y de re-adaptarlo continuamente a los "altibajos de la vida". Para ello se necesitan capacidades/habilidades tales como la auto-reflexión, auto-observación y realizar un análisis realista de nuestra propia trayectoria profesional y situación personal. Además, es necesario observar los cambios de la sociedad y el mundo laboral y reintegrarlos
continuamente a nuestro plan de vida. Las maneras de adquirir las habilidades o capacidades
necesarias van a cambiar:

En educación y formación se desarrollarán a través de un enfoque basado en la orientación. Esto se
debe a una continua combinación de trabajo y aprendizaje con el objetivo de crear nuevas maneras de
trabajo y de empresas tales como trabajo en grupo, trabajo en equipo y trabajo de proyectos o trabajar
para una empresa virtual.

Todo esto se debe al hecho de que, en cada caso específico, el aprendizaje puede ser integrado
inmediatamente de forma cronológica, espacial y temática. En este entorno, ¡prácticamente todas las
formas de educación continua están adquiriendo mayor importancia!.

Aprender significa más que adquirir simplemente conocimientos:

Aprender es un estilo de vida.

El aprendizaje consigue que la gente se 'mueva'.

Si muchos (todas) las personas aprenden, las sociedad se mueve.

Aprender es divertido.

Aprender ayuda a desarrollar tu creatividad.

El aprendizaje te proporciona oportunidades para resolver de mejor manera retos/desafíos a nivel
personal y profesional.

El aprendizaje mejora el clima (del aprendizaje) social: ¡y eso beneficia a todo el mundo!.

El Festival del Aprendizaje ofrece nuevas perspectivas, vías y cualificaciones para la educación
continua

• Región de aprendizaje

• Colaboración /actividades en red

• Nuevas culturas del aprendizaje

• Integración de nuevos medios

• Motivar la educación continua
Anexo 3: Ejemplo de un calendario de programación de la Semana/Festival (Festival del Aprendizaje de Bonn Bonn)

Octubre - Diciembre:
- Buscando socios:
  búsqueda por internet/literatura y bases de datos de socios potenciales (actualización permanente de la base de datos durante el proyecto)
  reunir argumentos para convencer/motivar a socios potenciales (ayuda de coordinadores nacionales o regionales de más experiencia)
  ponerse en contacto con socios potenciales
  ponerse en contacto con espónsors potenciales
  ponerse en contacto con patrocinadores (por ejemplo el alcalde de la localidad)
  comunicados de prensa para socios potenciales desconocidos
  invitación para una primera reunión con el apoyo de una personalidad (persona u organización)

Enero:
- Primera reunión con organizaciones interesadas/socios potenciales:
  explicación de objetivos/posible ejecución del Festival
  reunir ideas de todos los participantes (actividades, ejecución, logotipo, socios potenciales, etcétera)
  debate sobre financiación
  acuerdo sobre coordinación y tareas
  realizar el calendario de programación
  fijar la fecha límite para registrarse
  ¿qué socio puede ayudar: saber-cómo?
  ideas para el lema
  Enviar el acta de la reunión y la base de datos completa a todos aquellos invitados de las organizaciones con las que nos hemos puesto en contacto
  Elaborar una base de datos de e-mails (actualización permanente durante el proyecto)
  Comunicado de prensa sobre la reunión
  Contacto permanente con socios potenciales (e-mail)

Abril/ Mayo:
Segunda reunión con organizaciones interesadas y/o registradas
Informe sobre la coordinación
Revisión de los recursos de todos
Patrocinadores
¿escenario para actuaciones durante el Día en común del Festival?
Programación específica (Festival de un día/una semana/un mes/dónde/quién/quién)
Campaña de relaciones públicas
Concretar/especificar el calendario de programación
Establecer las fechas límite para contribuciones al programa
Decidir sobre el lema
Decidir si se apoya alguna campaña internacional
Decidir el marco financiero
Decidir un logotipo común
Decidir la inauguración del Festival (quién/quién/dónde)
Intercambio de instrumentos de evaluación
Enviar el acta de la reunión y la base de datos actualizada a los invitados de todas las organizaciones con las que nos hemos puesto en contacto y/o registradas
Comunicado de prensa sobre la reunión
Contacto permanente con socios potenciales y registrados (e-mail/teléfono)

Mayo /Junio /Julio:
Reunir inscripciones
Desarrollar la organización financiera
Ganar espónsors
Página web con toda la información (base de datos, calendario de programación, actas)
Comunicar el desarrollo de los preparativos o las fechas acordadas a través de revistas de la profesión, calendarios web, prensa local, radio y televisión
Recabar contribuciones para el programa de la Semana/Festival
Concretar la ejecución de panfletos (contenidos, diseño)
Concretar el póster
Concretar la elaboración de la pancarta
Concretar emisiones/proyecciones informativas
Reservar locales/plazas
Informar e involucrar a tiendas cercanas a los lugares de celebración de actividades
Revisar las necesidades de tipo técnico para el Día Común del Festival (seguro, electricidad, basura, bomberos, policía, y otros permisos oficiales)
Contratar a un fotógrafo/organizar la documentación del Día Común del Festival
Mantener informados continuamente a los socios registrados

Julio /Agosto:
Distribución general de panfletos y pósters (¿ayuda de la administración de la ciudad?)
Reunión de las organizaciones registradas
Informe sobre la coordinación
Presentación del programa del Festival: actividades diarias y Día Común
Distribución de panfletos y pósters
Presentación de la posición de los stands para el Día Común
Distribución del plan de los stands
Últimos detalles sobre el Día Común (montaje y desmontaje de stands/tiendas, aparcamiento, normas de higiene para comida, basura, etcétera).
Enviar el acta de la reunión e invitaciones para una reunión de evaluación en octubre
Organizar un stand de información sobre el Festival para el Día Común
Rueda de prensa aproximadamente un mes antes del comienzo del Festival
Invitaciones especiales a personalidades para el Día Común
Invitar a los medios al Día Común/inauguración (aproximadamente una semana antes)

Septiembre:
¡Comienza el Festival!
Reunir información sobre todas las actividades del Festival para la documentación
Comunicado de prensa sobre el Día a Común
Comunicado de prensa al final del Festival del Aprendizaje (a finales de Septiembre)

Octubre:
Reunión de evaluación y "fiesta" (después del trabajo)
Informe de la coordinadora
Informe de todos los socios
¿próximo Festival?
Cena
Enviar el acta de la reunión
Enviar toda la información del Festival (a socios, espónsors y patrocinadores)
Comunicado de prensa sobre la reunión de evaluación y el próximo Festival.

Anexo 4: programación de un calendario de notas de prensa (y posibles títulos)

De the Learning Festival Suitcase (la ‘Maleta’ del Festival del Aprendizaje), versión revisada: “Arbeitshilfen zur Planung und Gestaltung eines Lernfestes “, página 17, Adolf Grimme Institut, Marl, 2000

Festival del Aprendizaje 2000: 8 Septiembre en EXPO

10 Septiembre
Semana no. 36:
Final del Festival del Aprendizaje,
XX h.: Rueda de prensa final, conclusiones
Comunicado de prensa: Éxito de público en el Festival del Aprendizaje - todavía a mitad de camino en su celebración
6 Sept.
por la personalidad

8 Sept.
Festival del Aprendizaje - todavía a mitad de camino en su celebración

Semana no. 35:
1 - 2 Sept. Comunicado de prensa: Comienzo del Festival del Aprendizaje este fin de semana (enviar plan y programa de actividades a la prensa, radio regional y canales de televisión)

Semana no. 34:
25 Agosto Inicio de conversaciones con representantes de la prensa seleccionados: han comenzado los preparativos del Festival. XYZ asistirán.

Semana no. 33:

Semana no. 31:
3 Agosto Comunicado de prensa: El Festival del Aprendizaje presenta su póster. Toda la ciudad está invitada. (enviar foto y versión digital del póster original a la prensa).

Semana no. 30:
28 Julio Conferencia de prensa: Festival del Aprendizaje 2000 de ..... a......iniciativas trabajan conjuntamente. (presentar carpeta básica informativa a la prensa con logo, comunicado de prensa sobre los objetivos y programa del Festival, descripción de los grupos e instituciones participantes, si es
posible información sobre la educación continua y fotos de los oradores/ponentes en la rueda de prensa).

Anexo 5: Borrador de comunicado de prensa para la inauguración del Festival

De Learning Festival Suitcase (la 'Maleta' del Festival del Aprendizaje), versión revisada: “Arbeitshilfen zur Planung und Gestaltung eines Lernfestes”, página 3, Adolf Grimme Institut, Marl, 2000

LOGO

Borrador de comunicado de prensa 1
Comunicado

Festival del Aprendizaje XXX en ABC ciudad
Todos los ciudadanos están invitados a la celebración del aprendizaje

ABC ciudad, 00 mes XXX.

Las diversas facetas de la educación a lo largo de la vida - puedes informarte sobre todas ellas en el Festival del Aprendizaje XXX el 00 mes XXX .... (plaza, localidad, etcétera). Bajo el lema “Formación - Desarrollo - Educación” el Festival organizará actividades educativas para grupos de todas las edades. Los organizadores del Festival del Aprendizaje en la ciudad ABC, XXX te ofrecen una gran variedad de opciones informativas de gran atractivo. Por ejemplo, los visitantes pueden participar en ...(lista de actividades/oportunidades). "los organizadores del Festival del Aprendizaje han elaborado una multitud de actividades para los ciudadanos de esta ciudad", indica la personalidad/famoso XX. El Festival del Aprendizaje ofrece a todo el mundo la oportunidad de descubrir oportunidades educativas por sí mismos. Y: Sólo puedes cambiar si continúas aprendiendo. Especialmente en estos tiempos modernos la educación continua es un elemento central que proporciona oportunidades a la gente para su futuro desarrollo profesional y personal. Estudios realizados muestran que sólo uno de cada dos alemanes se siente bien informado sobre las oportunidades existentes en la educación continua.


Anexo 6: Borrador de comunicado de prensa para la clausura del Festival

De the Learning Festival Suitcase, versión revisada: “Arbeitshilfen zur Planung und Gestaltung eines Lernfestes “, página 5, Adolf Grimme Institut, Marl, 2000
Información y entretenimiento.
Gran éxito del Festival del Aprendizaje entre los ciudadanos.

ABC ciudad, 00 mes XXX.
Alrededor de xxx visitantes asistieron al Festival del Aprendizaje en XXX (localidad) el 8 de Septiembre 2000 con el objeto de informarse sobre la gran variedad de actividades relativas al aprendizaje. "Mucha gente se sorprendió de la gran variedad de materias que puedes continuar aprendiendo incluso cuando eres mayor", explicó xx de xxx (representante de cooperación). "Las conversaciones con los visitantes nos han proporcionado gran inspiración e ideas, que incorporaremos en la planificación de los programas de educación continua". En el stand de información del instituto de educación xy los participantes en el curso hablaron sobre sus experiencias en la educación continua. También contamos con una oficina móvil en la que los empleados demostraron opciones de tele-trabajo. El stand de información sobre educación multimedia atrajo a un gran número de jóvenes. Los representantes de la Cámara de Comercio ofrecieron consejos de gran valor sobre nuevos programas de educación de adultos (de media jornada). También se organizó un programa lúdico de importancia. Desde xxx a través de xxx a xxx se ofreció algo a todo el mundo.
Al final, todos los participantes se mostraron satisfechos de los resultados conseguidos en el acto. "Nunca esperamos una reacción tan positiva en el Festival del Aprendizaje".

Anexo 7: Lista de indicadores cuantitativos y cualitativos (Cuestionario de Eslovenia)

Indicadores cuantitativos:

<table>
<thead>
<tr>
<th>Número de organizadores</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>por región</td>
<td></td>
</tr>
<tr>
<td>por municipio</td>
<td></td>
</tr>
<tr>
<td>por tipo de organización</td>
<td></td>
</tr>
<tr>
<td>por número de habitantes (nacional/regional)</td>
<td></td>
</tr>
</tbody>
</table>
Número de coordinadores total por región
por tipo de organización
Número de actividades total por región
por municipio
por tipo de actividad
por contenido
por número de habitantes (nacional/regional)
No. de artículos aparecidos en los total medios (artículos, radio, televisión y similar) por región
por tipo de medio
Número de participantes en las actividades total por región
por municipio
por tipo de actividad

Indicadores cualitativos - opinión de los organizadores sobre:
Asociaciones y formas de colaboración
Concepto de la Semana del Aprendizaje Continuo
Papel y actuación del coordinador nacional
Apoyo de los municipios (económico, en especie, asistencia a actividades, etcétera)
Apoyo del gobierno
Opiniones de los visitantes
Evaluación del material promocional (póster, páginas web, calendario web) **
Descripción del material promocional propio
Ideas, comentarios críticos
Planes para el próximo año
Contribución al boletín informativo (ejemplos de buenas prácticas, biografías (historias de la vidas de estudiantes de éxito)).

Ver Anexo 8: Cuestionario de evaluación del Land (Estado Federal) Bavaria

Bureau de Coordinación de Bavaria EVALUACIÓN - FESTIVAL DEL APRENDIZAJE 2000
Festival del Aprendizaje 2000 (imprimir formulario, por favor marque la casilla que corresponda o complete según sea indicado)

Por favor devuévalo por fax antes del 21 Junio 2000
Andreas Käter /Susanne Haas

Franzmühle -Salzstr.1
83646 Bad Tölz
Tel.: 08041/60 90
Phone: 0171 /798 11 96
Fax. 08041/732 93
Gestión del proyecto del Festival del Aprendizaje:
Institución responsable:
Co-organizador:
Festival del Aprendizaje - lugar / fecha:
Asistencia total:

I. Antecedentes

¿Cúales eran tus objetivos cuando comenzaste el proyecto del Festival del Aprendizaje?
______________________________________________________________________

¿Quién/s eran tus grupos destinatarios?
______________________________________________________________________

¿Cuáles son los grupos destinatarios (nuevos) que se han beneficiado/con los que te has puesto en contacto en el Festival?
______________________________________________________________________

II. Colaboración

Nuestro Festival se organizó con la colaboración de los siguientes socios del campo de la educación continua:
______________________________________________________________________

Nuestro Festival se organizó con la colaboración de los siguientes socios de distintos ámbitos: administración, industria, iniciativas, organizaciones, asociaciones, grupos sociales, etcétera.
______________________________________________________________________

¿Cuál es tu opinión sobre esta colaboración?  □ Bien  □ No tan bien
Por las siguientes razones:
______________________________________________________________________

Nuestro Festival del Aprendizaje fue organizado bajo nuestra propia responsabilidad. □ Sí.

Espónsor de educación por Deutsche Telekom/3Com:

¿Estas satisfecho con el apoyo del espónsor?

Actividades de Deutsche Telekom en tu Festival del Aprendizaje:
□ Bien  □ No tan bien

Por las siguientes razones:
Campaña conjunta: pósters/panfletos/anuncios
☐ Bien ☐ No tan bien

Por las razones siguientes:

Idea de la competición
☐ Bien ☐ No tan bien

Por las siguientes razones:

Evaluación de contenidos
¿En qué se diferenció la audiencia del Festival de los participantes en tus actividades de educación de este año?

¿Hasta qué punto has logrado la consecución de los objetivos establecidos para tu Festival?

Actividades e iniciativas especiales:

"Lo mejor" de tu Festival (¿Qué actividades y ofertas de aprendizaje han tenido mayor popularidad?)

Relaciones públicas/impacto

Participación a nivel político/participación activa de políticos y otros funcionarios o personalidades (por ejemplo, patrocinio del Festival, inauguración del Festival, debates).

¿Cuánta atención ha recibido tu Festival por parte de la prensa regional y otros medios de comunicación?
☐ Mucho ☐ Poco ☐ Adecuado ☐ Marginal

¿Número de artículos/menciones aparecidos en los medios locales?
Aprox.: ___artículos/comunicados/anuncios, etcétera.
¿Qué tipo de medios usaste para un mayor impacto del público para tu Festival (número de visitantes, grupo destinatario)?

☐ Uso de internet para la página web del Festival (www.lernfest.net)
☐ Pósters, folletos, información para la prensa
☐ Línea Directa/ teléfono de información local, regional disponible desde _____ a ______

Otro: 
______________________________________________________________________

V. Inspiración para el Festival

¿Qué temas nuevos/ ofertas de educación continua/ servicios quieres ofrecer en el futuro?
______________________________________________________________________

¿Ha abierto el Festival nuevas posibilidades para tu institución (por ejemplo en el campo de las relaciones públicas)?

☐ Sí, nuestros planes para el futuro después del Festival son los siguientes:
______________________________________________________________________

☐ No, porque

______________________________________________________________________

Evaluación general de tu Festival del Aprendizaje 2000

☐ Satisfactoria, progreso en el futuro porque
______________________________________________________________________

☐ No muy satisfactorio (obstáculos y barreras), porque
______________________________________________________________________

Sugerencias y mejoras de futuros Festivales:

¿Te gustaría organizar Festivales del Aprendizaje en el futuro?

☐ Sí  ☐ No

Razones:
______________________________________________________________________

¿En tu opinión, cuál es el beneficio más importante de los Festivales para las instituciones educativas?
______________________________________________________________________

Apoyo por parte de la Oficina de Coordinación del Festival del Aprendizaje 2000
¿Estás satisfecho del apoyo recibido del Bureau de Coordinación de Bad Tölz?

Presentación del concepto del Festival con anterioridad al acto

☐ Muy bien ☐ Bien ☐ No tan bien ☐ Deficiente

Información y asesoramiento

☐ Muy bien ☐ Bien ☐ No tan bien ☐ Deficiente

Elaboración de idea para la competición por los espónsors Deutsche Telekom y 3Com

☐ Muy bien ☐ Bien ☐ No tan bien ☐ Deficiente

Talleres de formación

☐ Muy bien ☐ Bien ☐ No tan bien ☐ Deficiente

Coordinación de la prensa y trabajo de relaciones públicas

☐ Muy bien ☐ Bien ☐ No tan bien ☐ Deficiente

Por favor, indica de qué manera podemos mejorar nuestro trabajo:

______________________________________________________________________

¿Consideras que sigue teniendo sentido en el futuro un Bureau de Coordinación de Festivales del Aprendizaje en Bavaria?

☐ Sí ☐ No

Razones:

______________________________________________________________________

¿Estás interesado en compartir tu experiencia con otros socios del Festival del Aprendizaje en octubre 2000?

☐ Sí ☐ No

Otros comentarios, críticas, sugerencias:

______________________________________________________________________

75
Por favor, incluye calendarios de programación, fotos, artículos de prensa, grabaciones de radio o televisión (si no lo has hecho previamente)

Muchas gracias y saludos de parte del Bureau de Coordinación
Andreas Kätter and Susanne Haas

Anexo 9: Ejemplo de un cuestionario para proveedores/organizadores en Rumania

Buenos días. Para poder realizar una buena evaluación de este Festival nos gustaría hacerte algunas preguntas. Sólo tardarás unos minutos.

¿Cuál es tu valoración sobre la iniciativa de organizar este Festival?

<table>
<thead>
<tr>
<th>Muy baja</th>
<th>Baja</th>
<th>Normal</th>
<th>Bien</th>
<th>Muy Bien</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

¿Cuál es tu valoración sobre la promoción y publicidad de este acto?

<table>
<thead>
<tr>
<th>Muy baja</th>
<th>Baja</th>
<th>Normal</th>
<th>Bien</th>
<th>Muy Bien</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

¿Qué opinión te merece el lugar en el que se ha celebrado este acto?

<table>
<thead>
<tr>
<th>Muy inadecuado</th>
<th>Inadecuado</th>
<th>No es inadecuado</th>
<th>Adecuado</th>
<th>Muy Adecuado no es adecuado</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

¿Por qué?

¿Estás satisfecho del espacio expositor designado para tu organización en este Festival?

<table>
<thead>
<tr>
<th>Muy Insatisfecho</th>
<th>Insatisfecho</th>
<th>No estoy insatisfecho</th>
<th>Satisfecho</th>
<th>Muy satisfecho no estoy satisfecho</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4.1. ¿Por qué?

5. En relación a las instituciones de educación de adultos que han participado en este acto, cómo te sientes de satisfecho:

<table>
<thead>
<tr>
<th>Muy Insatisfecho</th>
<th>Insatisfecho</th>
<th>No estoy insatisfecho</th>
<th>Satisfecho</th>
<th>Muy satisfecho no estoy satisfecho</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
5.1 Su variedad
1  2  3  4  5
5.2 Su número
1  2  3  4  5
6. ¿Cómo te enteraste de este Festival? (puedes elegir más de una respuesta)
1. prensa escrita
2. televisión
3. radio
4. pósters
5. los organizadores
6. amigos
7. otras organizaciones
8. otras fuentes

¿Cuáles son tus expectativas de este Festival? (puedes elegir más de una respuesta)
1. divulgar la idea del aprendizaje continuo
2. facilitar el contacto con un amplio público
3. facilitar el contacto con otros profesionales/proveedores de educación
4. facilitar el contacto con socios potenciales
5. Promocionar nuestra propia organización
6. Otra ……………………

8. ¿Ha satisfecho este Festival tus expectativas?
No  Un Poco  Hasta cierto punto  En gran manera  Completamente
1   2   3  4  5

¿Cúal es tu opinión sobre la manera en la que se ha presentado tu organización?
Muy insatisfactoria  Insatisfactorio  No es satisfactoria  Satisfactoria  Muy satisfactorio
1   2   3  4  5

10. Desde el punto de vista de tu organización, en relación a los contactos, la promoción, este Festival ha sido:
Muy insatisfactorio  Insatisfactorio  No es satisfactorio  Satisfactorio  Muy satisfactorio
1   2   3  4  5

¿Estás satisfecho sobre la forma en que se ha organizado este acto?
Muy Insatisfecho  Insatisfecho  No estoy insatisfecho  Satisfecho  Muy
12. ¿Hasta qué punto consideras este Festival un éxito?

En muy pequeña medida | En pequeña medida | Un poco | En gran medida | Mucho | 1
| 2 | 3 | 4 |
5

13. ¿Participarás en el Festival del próximo año de nuevo?

Definitivamente | Probablemente | Tal vez participaré | Probablemente | Definitivamente
| no | no | sí | sí | si |
1 | 2 | 3 | 4 |
5

15. ¿Cuántas personas visitaron tu exposición durante el Festival?…………………

16. ¿Cuántas personas se han interesado en tus cursos?…………………

17. ¿Cuántos visitantes piensas que se convertirán en tus estudiantes?……………

Tipo de curso ……………………….Número de participantes potenciales ………

Total:……………………………………..

18. ¿Cuáles son tus propuestas para los organizadores?
……………………………………………………………………………………………

19. Nombre de tu organización
……………………………………………………………………………………………
20. Personade contacto

21. Tel/fax .............................................

22. Año de apertura/establecimiento de tu institución ........

23. Campos educativos en los que tu organización participa activamente..............

24. Número de empleados ...........

25. Número de profesores (media jornada)/formadores ...........

26. Número de profesores (jornada completa)/formadores ...........

27. Número estimado de (tus) estudiantes en

27.1. 2000 ......estudiantes, la mayoría del campo/ámbito de ..........., representan ......% 

27.2. 2001 ...... estudiantes, la mayoría del campo/ámbito de ..........., representan ......%

Presupuesto para el año 2001 ........................................

¡Muchas gracias por completar este cuestionario!

2. Referencias:


3. Videos:
Vídeo 1: Ejemplo del “Land ” (Estado Federado) Bavaria, Alemania - ¡en preparación!
Vídeo 2: Ejemplo de un Festival del Aprendizaje local (Bonn, Alemania) sin contar con una coordinación nacional - ¡en preparación!
Scopul acestui manual este de a susține coordonatorii săptămânii educației permanente de la nivel național, regional și tematic furnizând o privire de ansamblu asupra sarcinilor fundamentale care le revin coordonatorilor și partenerilor acestora. Pe de altă parte, valorizând rolul important pe care coordonatorii l-au jucat într-un cadru descentralizat al organizării săptămânii educației permanente, manualul le oferă acestora o oportunitate de a-și comunica punctele de vedere și de a împărtăși idei, opinii și experiențe. Ținând cont de faptul că organizarea unui festival de învățare este o lecție permanentă și că aspectele coordonării regionale și tematic se află în continuă evoluție și schimbare, manualul va fi reactualizat în mod regulat în acord cu informațiile venite de la parteneri. Forma sa electronică va asigura reactualizarea constantă și diseminarea ușoară.


Manualul constă în două părți. Conținutul Părții I- Şase domenii cheie ale coordonării SEP au fost structurate în acord cu progresia logică a sarcinilor deși acestea sunt puternic legate și interferează. *Paretea a II-a* ilustrează fiecare dintre cele şase domenii cheie prin *Exemple de bună practică* din țările participante. Din moment ce organizarea unui festival al Învățării este o permanentă lecție, aspectele coordonării regionale și tematic evoluează în permanență. Forma electronică a manualului va permite actualizarea permanentă a acestuia, adăugarea de exemple și diseminarea ușoară.

Organizarea unui Festival al Învățării poate fi văzută ca fiind alcătuită nu din una ci din trei campanii: prima este centrată pe implicarea și motivarea propriilor angajați și colegi; a doua este campania de relații publice a treia este organizarea efectivă a festivalului. Un rezultat pozitiv al primei campanii garantează o bază bună pentru cea de-a doua și rezultate bune pentru cea de-a treia.

Înainte de a te începe lecturarea acestui manual, permite-ne să te invităm, drag cititor, să te bucuri de mărturii personale ale celor care au organizat festivaluri ale învățării și să te infectăm cu virusul festivalurilor învățării

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

Drag cititor, înainte de a citi despre sarcini și pachete de lucru aș dori să-ți atrag atenția asupra bucuriei de a organiza Festivalul Învățării în cooperare cu diferiți parteneri și organizații. Cred că cel mai important lucru este să combini cu succes cele două noțiuni: »festival« și »învățare« Da, este mult de muncă dar este de asemenea o experiență pozitivă de a lucra în cooperare și de a alcătui o rețea în regiune. Entuziasmul răspândirii și implementării practicii educației permanente tipic pentru partenerii și participanții festivalurilor de învățare. În multe cazuri partenerii stabilesc strâns legături între ei și uneori încep alte proiecte comune.
Organizarea unui Festival al Învățării sau a unei Săptămâni a Educației Permanente (SEP) este o mare investiție de energie dar fiecare primește înapoi înzecit. Este important să nu uităm niciodată acest aspect. De aceea încă mai lucrăm în domeniu. Vă doresc voi și echipei voastre să aveți parte de o muncă entuziastă de coordonare.

Zvonka Pangerc Pahernik, SIAE, Slovenia: în preparare

**PARTEA I- ȘASE DOMENII CHEIE ALE COORDONĂRII SĂPTÂMÂNII EDUCAȚIEI PERMANENTE**

1) **Stabilirea parteneriatelor, a cooperării și a coordonării**
   
   În spatele unei săptămâni a educației permanente de succes se află întotdeauna oameni - indivizi dedicați, legați de munca în grup, buni colaboratori care acționează sinergic. Un parteneriat puternic și viabil sau o rețea armonizată este de importanță cheie pentru întăirea și răspândirea săptămânii educației permanente în țară. Crearea unei astfel de rețele este adesea consumatoare de timp și de energie dar foarte importantă pentru buna implementare a săptămânii educației permanente.

   **Responsabilității:**
   - Rolul și competențele unui coordonator național: lansează inițiativele la nivel național; promovează (lobby) săptămâna educației permanente (SEP) și strategia educației permanente la toate nivelurile; căută poențiali parteneri la nivel național și implică și alte sectoare (care nu sunt neapărat asociate cu educația); asigură suportul (moral și/sau financiar) și patronează bordul de conducere; înființează un comitet de conducere responsabil de SEP; caută poențiali coordonatori regionali și tematici și armonizează munca acestora prin furnizarea de servicii de formare și orientare și în același timp permanentă informare și consiliere; acordă suport moral și profesional coordonatorilor și furnizorilor de evenimente; contactează numeroși furnizori care lucrează în educația permanentă; creează o strategie și planul de acțiune ale evenimentului;
   - Organizează activități de pregătire, identificare, formare și informare a echipiei de lucru (team building) alcătuită din coordonatorii regionali, și buna comunicare între board și echipa de colaboratori; coordonează activități de pregătire, identificare, formare și informare a poențialilor actori interesați să participe la SEP (seminare, conferințe, informări publice, etc.);
   - Creează și promovează în media imaginea SEP prin activități de informare, participare la emisiuni de promovare a conceptului și de atragerea a interesului publicului țintă către evenimentele din SEP; coordonează activitățile care revin echipelor de lucru (fundraising, publicitate și PR, organizare logistică, etc). O activitate esențială este coordonarea echipelor de relații cu publicul și comunicare cu media, care promovează SEP (calitatea mesajelor SEP, antrenarea unor personalități marcante care să promoveze conceptele și activitățile de EP);
   - Asigură și verifică un bun flux informațional între activitățile de logistică și cele financiare, între cele de organizare și resurse;
Promovează un dialog egal între participanții la SEP pentru a le lua în considerare opinii
evidențiază și folosește resursele organizațiilor participante (know-how, puterea bărbaț-femeie, suportul tehnic, etc)

Rolul și competențele coordonatorilor tematici și regionali:
-lansează inițiativele la nivel regional sau într-o arie tematică,
caută poențiialii parteneri la nivel regional sau în cadrul unui domeniu (nu neapărat legat de educație);
prezintă beneficiile pe care le prezintă implicarea în SEP (ex. Oportunități de promovare, schimbul de
informații, stabilirea de parteneriate care să dureze și după încheierea SEP, efectivitatea costurilor, etc);
identifică barierele în calea cooperării (ex. faptul că mai degrabă domină competiția decât cooperarea)
și încercă să le surmonteze
asigură suportul autorităților locale și ai altor factori de decizie de la acest nivel;
implică cursanții
identifică resursele financiare pentru SEP
contactează poențiialii finanțatori și le prezintă avantajele susținerii SEP
Creează o strategie și un plan de acțiune local ale evenimentului;
Organizează activități de pregătire, identificare, formare și informare a poențiialilor actori locali interesați
să participe la SEP (seminare, conferințe, informări publice, etc.),
Asigură o bună mediatizare locală a evenimentului și antrenarea unor personalități locale care să
promoveze evenimentului și beneficiile sale,
Atrage și responsabilizează autoritățile publice locale prin promovarea imaginii acestora ca lideri
comunitari activi;
- Promovează un dialog egal între participanții la SEP pentru a le lua în considerare opinii
- evidențiază și folosește resursele organizațiilor participante (know-how, puterea bărbaț-femeie, suportul tehnic, etc)

Identificarea poențiialilor parteneri:
estimați posibilitățile fiecăruia și domeniile pe care le acoperă (să acopere domeniul învățării pe tot
parcursele vieții și al învățării life-wide – vedeți suplimentul 1 și completați lista);
alcătuirea unei baze de date a partenerilor poențiiali și actuali;
identificarea rolului acestora – furnizori de evenimente, susținători, supervizori, media de la nivel local, etc;
căutarea de organizații sau indivizi care nu sunt încă implicați;
folosirea tuturor contactelor posibile.
În cadrul strategiei de pregătire a SEP se vor desfășura seminare, conferințe de informare, mediatizarea
la nivel local și național a evenimentului;
Participarea la alte activități conexe organizate pe plan local sau național (forumuri, dezbateri, informări
din domeniul conexe de interes, etc)
Căutarea în baza de date a Comisiei Europene care include bune practici și proiecte legate de
educația permanentă (http://europa.eu.int)

Animarea poențiialilor parteneri:
stabilirea contactelor personale;
folosirea scrisorilor circulare (poștă, e-mail) și a altor forme de comunicare;
adresarea către cea mai adecvată persoană din cadrul instituțiiei pe care o contactați;
participarea la diferite evenimente pentru a promova SEP;
folosirea fiecărei oportunități pentru a informa și a anima cu privire la SEP simpatizațiilor;
impickarea oamenilor “de jos” în organizarea LLW la nivel local.
Realizarea de materiale publicitare cu mesaje clare, percutante unde vor apărea și siglele sponsorilor;
Implicarea voluntarilor care să distribuie materiale informative, Vizitarea de către echipa PR a potenţialilor parteneri identificaţi pentru a-le stimula și întreține participarea la nivel local și național 

Conştientizarea puterii financiare diferite a potenţialilor parteneri și sugerarea posibilității de participare la acțiuni mai puțin costisitoare (de ex. „Ziua ușilor deschise”) 

Forme de cooperare și modalități de coordonare: Decezi asupra gradului de (des)centralizare și asigură cooperarea în termeni egali; distribuți roluri și responsabilități; lucrăți întotdeauna la un nivel operațional; organiză grupuri mai mici pentru sarcini specifice corelate cu aptitudinile persoanelor; organizați o întâlnire inițială pentru a stabili cine se ocupă și responsabilități are; organiză întâlniri regulare pentru a asigura planificarea și evaluarea regulată; organizați o evaluare finală pentru a identifica rezultate, beneficii, rezultate pe termen scurt, - pentru fiecare partener cât și pentru rețea. Publicități și mediatizați rezultatele și bunele practici din cadrul SEP pentru a stimula și încuraja alți potențiali parteneri să participe la eveniment. 

Creăți o rețea de comunicare funcțională și instrumente de comunicare care să fie folosite de parteneri înainte, în timpul și după SEP. Ar fi interesant dacă se va constitui o comisie de management pentru a centraliza munca desfășurată de alte comisii care să se întâlnească periodic pentru a se informa reciproc despre rezultatele muncii lor. 

Dacă nu există coordonare națională: Numai o coordonare națională poate garanta un impact de durată și ajută în mod neutrul, constant și efectiv dezvoltarea SEP. Dacă această coordonare nu există încă pot fi organizate festivaluri ale învățării locale și regionale. Aceste aspecte menționate mai sus sunt importante de asemenea „în cazuri mai rare”. Pentru a întâri un festival al învățării la nivel regional sau chiar local este important să se integreze evenimentul local într-un cadru internațional și să se creeze legături cu acesta din urmǎ. Conştientizarea faptului că faci parte dintr-un eveniment internațional îmbunătățește motivația participanților locali și ajută foarte mult la campania de relații publice. Un festival al învățării de succes pe plan local contribuie la o modalitate de răspândire a SEP „de jos în sus” și pentru o viitoare implementare a coordonării naționale a SEP. 

2) Planificarea și coordonarea evenimentelor 

Unul dintre cele mai importante aspecte ale coordonării SEP este armonizarea sarcinilor care trebuie realizate înainte, în timpul și după implementarea festivalului. 

Coordonatorii (naționali, regionali și tematici) în cooperare cu partenerii lor trebuie să furnizeze un proiect solid cu câteva elemente stabilite, dar care să permită creativitatea, spontaneitatea și originalitatea astfel încât toți actorii să se poată identifica cu mesajul global și cu misiunea SEP pe de o parte, iar pe de altă parte să se simtă liberi să acționeze în concordanță cu specificul lor. 

Responsabilități: 

Definirea grupurilor țintă și a temelor centrale: 

identificarea scopurilor strategice ale educației permanente atât la nivel național cât și la nivel internațional și a scopurilor pentru campania promoțională, 

identificarea grupurilor țintă cărora trebuie să li se adreseze SEP cum ar fi- segmente speciale ale comunității, zone geografice speciale, cursanți existenți, noi cursanți, media, furnizori de educație, factori de decizie…; 

ajungerea la oameni care de obicei nu beneficiază prea mult de educație;
declararea temelor centrale – la nivel național și regional;

asigurarea publicității adecvate asupra temelor declarate (legate de obicei de temele centrale propuse de Uniunea Europeană - de exemplu: limbi, sănătate, mediu, cultură, cetățenie activă, drepturile femeilor, rasismul, egalitatea de șansă, coeziunea socială, valorile democratice... și cele identificate prin chestionare, sondaje de opinie, seminare de formare, etc);

decideți asupra beneficiilor unei singure teme centrale la nivel național sau asupra unor mai multe teme centrale la nivel regional – actorii SEP trebuie să fie liberi să adere la temele centrale sau nu.

Este posibilă de asemenea existența unei teme centrale la nivel național, care trebuie să fie mai generală și a unor subteme regionale

Organizarea evenimentelor colective – la nivel național:
- organizarea unei conferințe de presă naționale;
- organizarea unei ceremonii oficiale de deschidere;
- organizarea unei ceremonii de preludere;
- organizarea altor evenimente sociale și profesionale cu scop național - târguri, conferințe, colocvii....;
- organizarea unui eveniment național (ex. târg al ofertelor de învățare desfășurat într-o locație strategică, semnificativă pe plan național)

- deschiderea oficială simultană în mai multe localități (sistemul videoconferință)

- lansarea unui slogan/gingle/logo comun pentru toată țara a SEP


Contactarea persoanelor care participă în educația adulților și care acordă importanță școlilor de educația adulților.

Folosirea media și a diferitelor forme de comunicare pentru a ajunge la noi grupuri țintă (de exemplu persoane care nu au participat încă la cursuri din educația adulților

Organizarea evenimentelor colective – la nivel regional:
- organizarea unor conferințe de presă pentru a da posibilitatea tuturor partenerilor să se prezinte;
- organizarea unor ceremonii de deschidere la nivel regional;
- organizarea unor festivități de preludere;
- organizarea altor evenimente promoționale, informative, educaționale, sociale, culturale etc care să acopere dimensiunea life-long și life-wide a educației din regiune, din comunitatea locală sau dintr-o ane tematică;
- organizarea unei festivități publice de închidere.

- organizarea de expoziții, cocktailuri, zile ale ușilor deschise

Necesitatea unei declarații de intenție comune, la nivel național, care să prezinte misiunea și viziunea unui astfel de eveniment, integrat la nivel european într-o coerentă tematică și de beneficii la nivel socio-economic. Această declarație este semnată de board sau de o personalitate de referință.

Contactarea persoanelor care participă în educația adulților și care acordă importanță școlilor de educația adulților.

Folosirea media și a diferitelor forme de comunicare pentru a ajunge la noi grupuri țintă (de exemplu persoane care nu au participat încă la cursuri din educația adulților

Implicarea tuturor generațiilor, tuturor rolurilor și conținuturilor:
- identificarea celor mai bune locuri pentru SEP pentru a ajunge la grupurile de țintă identificate;
- încercarea de a înființa evenimente non-tradiționale, non-amenințătoare și atractive;
identificarea locurilor netraditionale pentru a dezvolta actiuni in cadrul Sep (ex. autobuze, inchisori, spitale, piepte alimentare, piepte publice, paduri, centre pentru batalani, etc etc.)
implicarea membrilor grupurilor intint pentru a lua parte la planificarea evenimentelor;
implicarea autoritatilor locale in organizarea evenimentului

identificarea posibilitatilor de a stimula furnizorii si participanii la evenimente,
implicarea propriilor grupuri-intint in realizarea mesajului/logo-ului SEP care ii reprezinta

Planificarea temporala (calendaristica) a SEP, evenimente dincolo de cadrul temporal (calendaristic):
stabilirea unei planificari temporale (calendaristica) relativ fixe pentru SEP;
abilitarea furnizorilor de evenimente sa inregistreze evenimentele dincolo de aceasta planificare;
crearea de oportunitati pentru a promova si astfel de evenimente (calendarul anual al evenimentelor
legate de eduacația permanentă).

Stabilirea agendei activitatilor
Stabilirea unui orar/program al activitatilor la nivel national si local

Introducerea evenimentelor din cadrul SEP in buletinul electronic de pe pagina web a proiectului si
disemnarea lui printre practicieni si educatori

Introducerea evenimentelor din cadrul SEP in calendarele de presa si paginile web la nivel regional si
național

Stabilirea de legături regionale, transfrontaliere, transorganizaționale:
folosirea relațiilor de cooperare transregionale, transfrontaliere pentru prezentarea lor în cadrul Sep;
inițierea unor noi forme de cooperare în cadrul Sep, publicitarea bunelor practici rezultate ale Sep prin
lansarea unei pagini web comune, transfrontaliere, seminare de contact, etc.

folosirea relațiilor de cooperare transfrontaliere cu companii care nu activeaza neaparat in sfera
educației care pot ajuta

contactarea partenerilor din domeniul educației permanente, din domeniul social, diferite federații si
confederații

3) Promovarea media

Media joaca un rol foarte important în procesul de popularizare a Sep în rândul categoriilor largi de
populație și în rândul grupurilor intint specifice care au fost identificate în planul de acțiune. Relația
organizatorilor cu media trebuie să fie profesională, orientată spre clădirea de parteneriate de durată și
în continuă dezvoltare. Este bine să existe o persoană specializată în relații publice care să întrețină
relația cu media și care să devină persoana de contact în relațiile cu media.. La nivel local acest lucrul
nu este întotdeauna posibil (mai ales în timpul primei ediții a SEP). Echipa coordonatoare la nivel
național poate oferi suport în întocmirea primului comunicat de presă. Dacă există fonduri disponibile
pentru publicitate și advertising abordarea media trebuie să fie planificată cu atenție pentru a se obține
un impact maxim în concordanță cu scopurile care au fost stabilite.

Responsabilități:
Identificarea mijloacelor de comunicare existente:
stabilirea unei baze de date cu actorii media (posturi de radio și TV, ziare și reviste, buletine, pagini
web etc.) și a persoanelor de contact;
identificarea presei cele mai populare și puternică (cele mai citite ziare, cele mai ascultate radio, cele
mai urmărite canale TV) și identificarea temelor pe care ei le acoperă și legăturile lor cu subiectele din
SEP;
existența unei singure persoane (responsabilă în mod oficial cu media) care să stabilească contacte cu media și a cătorva persoane implicate în SEP care pot furniza input (declarații de presă, interviuri, articole etc)

seminare de informare media, anterioare desfășurării SEP, cu privire la istoricul, conceptele promovate de SEP, characteristicile grupurilor-țintă identificate, tematici abordate, etc.

căutarea pe internet pentru a identifica paginile de educație permanentă care ne pot informa despre SEP

Planul de promovare media:

stabilirea unei abordări a relațiilor cu media armonizate la nivel național, regional și local și a mesajelor care urmează a fi transmise;

armonizarea mesajelor/continuturilor care vor fi transmise prin media;

planificarea activităților și a aspectelor financiare care țin de promovarea media;

asigurarea acoperirii activităților preliminare, a activităților din timpul SEP și a activităților de evaluare a SEP;

trimiteți cele mai cunoscute mijloace de informare informații despre proiect, acordând prioritate educației permanente în societatea noastră;

asigurarea calității nu numai simplă informare asupra evenimentelor; identificarea stimulentelor pentru reprezentanții de presei media - faceți -i pe aceștia să se identifice cu SEP și să devină parteneri activi, mai mult, media – sursă activă de furnizare și promovare a EP;

alocați fonduri pentru publicitate (dacă sunt disponibile) pentru cele mai promițătoare activități sau creați parteneriate cu media locală;

Conferințe de presă, comunicate de presă, relații publice:

Accentuați faptul (la nivel național, regional și local) că toate evenimentele sunt părți componente ale unei campanii cu scop național și chiar internațional;

Stabilirea unui suport informațional pentru SEP pentru a furniza presei informații care să le satisfacă așteptările și interesele - cantitativ și contextual, țineți evidențe ale canalelor media pentru utilizarea pe viitor;

Mențineți o corespondență cu media (Televiziuni, radiouri, ziare) și informați continuu despre SEP

Analiza contribuției presei, deficite și rezultate pe termen scurt, abordări de succes;

Monitorizarea presei în timpul anului și întreținerea interesului pentru EP a media;

- contactarea persoanelor care lucrează în media

Media ca furnizoare de evenimente și formatoare de atitudine în privința EP;

Organizați mese rotunde cu reprezentanții presei;

Convingeți-l să realizeze emisiuni la posturile de radio și TV;

Încurajați media să realizeze emisiuni și programe școlare;

Organizarea de concursuri prin intermediul presei; încheiați parteneriate identificând care sunt interesele ambelor părți și cum pot fi acestea combinate

Implementați o strategie de comunicare cu grupurile țintă, care să includă strategii de promovare prin cele mai populare mijloace de informare accentuând importanța dezvoltări aptitudinilor și a învățării în succesul și promovarea socială a fiecăruia;

Stabiliti parteneriate pentru a afla care sunt interesele ambelor părți și cum pot fi ele combineate

Contactați profesori universitari care au deja bune relații cu media

Promovarea istoriei unei vieți:

Creați forme attractive de a promova istoriile de o viață ale oamenilor – publicații, postere, prezentări video, includeți-le în planul media;
Implicaţi nu numai a presei ci şi alţi actori – Coordonatori ai SEP, şcoli, biblioteci, muzeu etc., pentru a disemina aceste materiale;
Utilizaţi nu numai texte ci şi alte fotografii şi alte materiale grafice;
Publicitarea acestor performanţe individuale în cadrul unor ceremonii de premierie şi recunoaştere a competentelor şi valorilor , bune practici, etc.
Realizaţi programe TV tematice (conversaţii/împărtăşirii ale experienţei ale unor studenţi/cursanţi care au reușit în viaţa profesională datorită educaţiei continue, prezenţa convingerile, valorile şi atitudinile acestora faţă de educaţia permanentă)
Includeţi toate categoriile şi culturile în diseminarea media

Implicarea celebrităţilor:
Rugaţi persoane famoase să facă declaraţii asupra experienţelor de învăţare sau relaţia lor cu educaţia permanentă şi asigurarea publicităţii adecvate;
Rugaţi celebrităţile să promoveze EP luând parte la evenimente.
Rugaţi persoanele foarte cunoscute să patroneze SEP (VIP-uri în general, miniştrii, etc
Contactaţi profesori universitari care au o experienţă îndelungată în educaţia adulţilor şi educaţia permanentă, incluzând asemenea şi vocea practicienilor

Promovarea media după evenimente:
răspândiţi rezultatele evaluării;
• promovaţi evenimentele bune care nu au atras atenţia mediei (fotografii, interviuri, etc);
anunţaţi din nou faptul că Festivalul va avea loc şi la anul;
căutaţi potenţialii parteneri;
• convingeţi un ziar sau un radio local să acorde un spaţiu regulat (poate o dată pe săptămână) temei „educaţia permanentă”

4) Finanţare
Finanţarea este de obicei punctul crucial pentru implementarea SEP din moment ce ea determină în mod vital scopul activităţilor. Ca o regulă, furnizorii de evenimente şi alţii parteneri îşi investesc proprii bani, timp şi efort pentru a-şi organiza evenimentele şi uneori chiar pentru a le promova în presă sau prin materiale promoţionale – ei privesc participarea lor ca o investiţie care speră să le aducă o mai mare participare în programele şi proiectele proprii. Coordonatorii de la nivel regional sau coordonatorii tematici realizează unele sarcini spre beneficiul întregului parteneriat sau al reţelei şi trebuie să beneficieze de suport financiar pentru a acoperi aceste costuri. Finanţarea coordonării naţionale trebuie să fie responsabilitatea ministerului/ ministerelor de resort. Pe de altă parte toate evenimentele trebuie să fie gratuite pentru participanţi pentru a evita aparitia barierelor financiare în calea participării în SEP. Sponsorii şi donatori au devenit parteneri importanţi în finanţarea SEP.

Responsabilităţi :
Identificarea potenţialelor resurse financiare:
identificarea resurselor financiare potenţiale la nivel local, naţional şi internaţional;
întotmierea unei baze de date despre aceste resurse potenţiale, mai ales despre persoanele de contact adecvate;
identificaţi conţinuturile SEP şi legați-le de instituţii exterioare care nu sunt furnizoare de evenimente dar care ar putea fi interesați să finanțeze aceste acțiuni promovându-și astfel propria imagine;
• căutați entități publice și private care pot contribui cu resurse și care se pot lega de educația permanentă
• căutați furnizori publici pe Internet
Dezvoltarea unui plan financiar:
conform planului de acțiune, fiecare activitate va trebui evaluată și va trebui identificată finanțarea adecvată;
identificați patru (sau mai multe ?) tipuri de surse: resurse proprii (ale furnizorilor de SEP și ale coordonatorilor), publice (guvernul național prin ministere, fonduri internaționale), comerciale (instituții externe, afaceri, presă) și donații;
identificați alte resurse în afara de bani: temporale, umane, de expertiză, de echipamente, etc;
elaborați un buget care include toate costurile (de personal, echipamente, etc)
distribuiți resursele partenerilor în funcție de capacitatea lor financiară

Cereri de finanțare (comune) pentru resurse publice:
fiți la curent cu apelurile de aplicare pentru finanțare la nivel local, regional, național și internațional;
organizați work-shopuri pentru abilitarea coordonatorilor și a furnizorilor pentru a completa cererile de finanțare;
militați la nivelul factorilor de decizie pentru alocaarea de fonduri pentru coordonatorii și furnizorii SEP;
aplicați pentru resursele publice care sunt oferite de departamentele educaționale la nivel național, regional, local.

Găsirea altor tipuri de suport (comercial sau gratuit):
identificarea propunerilor clare care pot fi înaintate potențialilor sponsori și donatori- satisfacerea intereselor ambelor părți;
identificați care sunt cererile de finanțare; ce aspecte ale SEP vor fi acoperite; ce rezultate se așteaptă;
cum pot fi acestea măsurate;
identificați posibilitățile de a acorda ajutor în natură – cărți pentru a premia câștigătorii, premii pentru concursuri etc;

5) Crearea materialelor informative și promoționale comune

Numitorul comun al evenimentelor din cadrul SEP într-o țară este de obicei imaginea corporativă care este folosită pentru toate materiale informative și promoționale la nivel național și local. Imaginea integrată a SEP este pregătită de obicei de coordonatorul național care are grijă și de soluțiile grafice ale elementelor derivate cum sunt afișe, fluturașii, buletinele informative, etc. Pe de altă parte furnizorii de evenimente la fel ca și coordonatorii regionali și tematici își pregătesc propriile materiale promoționale și informative bazate pe logo-ul comun. Aceste materiale reflectă specificul fiecărui furnizor și inițiativele existente într-un mediu particular. Ele se adresează unui public precis și invită la un eveniment concret. Furnizorii de materiale informative și promoționale locale privesc acest aspect al SEP ca o investiție importantă care contribuie la o mai mare participare în cadrul SEP și în cadrul programelor și proiectelor educaționale.

Responsabilități:
Materiale informative și promoționale comune:
invitați designerii să creeze imaginea corporativă în concordanță cu criterii de referință;
definiți elementele de bază și secundare ale imaginii corporative (logo-grafic și textual, afișe, fluturașii, creații pagini web, pagini titlul al unor buletine și publicații, etc);
aveți grijă ca realizarea elementelor imaginii corporative să fie posibilă și în cazul unui buget limitat creați materiale informative și promoționale comune;
diseminaţi materiale printre parteneri dar şi în locuri publice cum sunt: supermarketuri, centre comerciale, şcoli, biblioteci, bănci, oficii poştale, case de cultură, centre comunitare, cluburi sportive, centre de fitness, centre religioase, cinematografie/teatre, staţii de tren şi autobuz, Internet Cafes, , cluburi

implicaţi asociaţii educaţionale şi culturale ale adulţilor în crearea materialelor de diseminare ;

promovarea « din gură în gură» în centrele educaţionale este o foarte bună cale de

Materiale promotoanle locale:

faceţi imaginea corporativă disponibilă tuturor partenerilor pentru ca aceştia să-şi producă propriile materiale informative şi promotoanle ;

produceti materiale promotoanle mai specifice şi mai detaliate în concondanță cu nevoile coordonatorilor şi a furnizorilor de evenimente,

organizaţii expozitie cu materialele promoanle naţionale şi locale;

creaza materiale informative şi promotoanle simple şi mici: scrisori circulare, semne de carte, fluturași, autocolante, tricouri, câni de cafea...

Oferiti indicați şi memo-urile care îndeapănă oamenii să acționeze (afise şi broșuri în locați cheie cum ar fi cantine pentru angajați, cluburi, centre comerciale, la punctul de înscriere unde folositi indicați de genul …”nu uită să te înscrii până….”. Sau “înscrie-te prin telefon acum”); elaborați broșuri și documente pentru a promova festivalul

Pagini web individuale:

stabiți conceptul paginii web a SEP,

stabiți responsabilități pentru input, construia pagina web și o promotâ în cadrul motoarelor de cătâtare și a browserelor relevante la nivel național și internațional ;

administrații pagina web, reactualiția-o cu regularitate - mai ales acele opțiuni care sunt destinate comunicării cu publicul ; ex. Forumuri, FAQ- întrebări puse frecvent, camere de discuție, etc;

stabiți legături cu pagini web relevante (SEP la nivel național, alte festivaluri de învățare, inițiative relevante la nivel național și internațional, etc.).

Calendarul evenimentelor (tipărit și publicat pe pagina web)

folosiți pentru înregistrarea frunziilor de evenimente un sistem de informare bazat pe computer ;

procesați datele în concondanță cu criterii relevante pentru calendarul evenimentelor,

publicați calendarul la nivel național și / sau regional;

exportați informații pentru calendare partiale – folositoare pentru folosirea lor pe viitor de către coordonatori, furnizori, presa (să fie publicat într-un ziar sau într-un calendar local, de exemplu) ;

stabiți un calendar al evenimentelor pe pagina web care să favorizeze căutarea de informații simple sau avansate despre furnizori sau evenimente ;

6. Monitorizarea, evaluarea și raportarea

Monitorizarea, evaluarea și raportarea este un proces ciclic care furnizează informații despre realizarea scopurilor SEP și oferă input pentru implementarea viitoare a SEP. Este o fază a proiectului care nu trebuie neglijată deși practica de până acum arată că peste tot în lume se depune cel mai mic efort pentru aceste aspecte atunci când se organizează SEP. Sunt necesare dovezi ale rezultatelor și ale impactului vis-a-vis de parteneri, susținători, factori de decizie, publicul larg și față de alții pentru a justifica dezvoltarea ulterioră a mișcării SEP cu o privire de ansamblu asupra realizării unor scopuri mai largi, de ex. Formarea unei culturi pro educație permanentă. . În plus acest pas poate implica
formularea unei strategii de comunicare orientată spre menținerea oamenilor în învățare, accentuându-se nevoia de a împărăți “planuri de învățare pe termen lung”, folosind canale inovative de comunicare cum este Internetul. Folosirea fotografiiilor luate în timpul evenimentului duce la o bună documentare a evenimentului, ajutând la câștigarea de viitori parteneri și întărește “identitatea corporativă” în rândul organizațiilor participante

Responsabilități:

Identificarea indicatorilor:
- stabiliți un sistem de indicatori calitativi și cantitativi – vedeti lista din suplimentul 2;
- identificați sursele de informație: parteneriate în cadrul SEP, membri ai rețelei, participanții la evenimente și alți beneficiari, presa și alții;
- identificarea metodelor de evaluare: chestionare, discuții informale, numărul materialelor promoționale distribuite, gradul de acoperire de către presă, numărul de apeluri telefonice primate, evidența înscrierilor.....

Chestionare pentru furnizori:
elaborați un chestionar pentru furnizorii din cadrul SEP care vor acoperi aspecte cantitative și calitative ale participării lor;
capturați informații “Hard” și “soft”;
identificați aspirațiile și nevoile furnizorilor;(anexa 3)

Chestionare pentru brokerii educaționali
Information brokers who respond to these people’s interests in articulation of qualifications and availability of learning pathways, brokers who deal with enterprises including support networks, products to show “return on investment”; brokers who package work related learning products for articulation into qualifications.

Chestionare pentru participanți:
elaborați un chestionar pentru vizitatorii/participanții la SEP care să releve opiniile acestora, punctele de vedere și cerințele pentru viitor;
realizați interviuri cu cursanții;
realizați interviuri cu potențiali cursanți;
identificați obstacole în calea învățării;
Identificați nevoile și aspirațiile cursanților;
investigați structura participanților conform criteriului vârstei, sexului, experienței educaționale etc.;
identificați măsura în care s-a ajuns la implicarea publicului ţintă în cadrul SEP;
Identificați nevoile de formare ale viitorilor cursanți
Includeti posibile propuneri pe care practicienii să le introducă în chestionar

Culegerea datelor și analiza:
elaborați o aplicație pe computer pentru prelucrarea și monitorizarea datelor obținute din cele două chestionare;
inființați o bază de date în versiune tipărită, electronică și pe internet;
procesați datele în concordanță cu setul de indicatori identificați;
transcrieți interviuurilor, istoriile de o viață și grupurile de discuții

Raportarea și analiza:
- producți un raport incluzând aspecte cantitative și calitative ale SEP;
- publicați raportul și diseminați-l în rândul partenerilor implicați, la nivel național și internațional;
Pregătit de:
Structură, primul draft şi compilarea finală: Zvonka Pangerc Pahernik (SIAE, Ljubljana, Slovenia)
Alte contribuţii: Milka Atanasova (FSSK Znanje,Sofia, Bulgaria), Maria Todorova (IIZ/DVV Office Sofia, Bulgaria), Sabrina Boscolo Lips (IIZ/DVV Bonn, Germany), Mariana Matache (IIZ/DVV Office Bucharest, Romania), Camelia Bran, Lucian Cernușca (AN CZEA, Arad, Romania), Elena Duque (UB-CREA, Barcelona, Spain).
Internet realisation: Franci Lajovic (Slovenia)

Partea a 2-a – Exemple de bune practici

Exemplele de bună practică din cadrul SEP au fost structurate în acord cu cele şase domenii cheie ale coordonării SEP aşa cum au fost acestea prezentate în Partea I.

Stabilirea parteneriatelor, cooperării şi coordonarea
Planificarea şi coordonarea evenimentelor
Promovarea media
Finanţarea
Crearea materialelor informative şi promoţionale
Monitorizarea, evaluarea şi raportarea

Bibliografie
Anexe
Exemplele au fost prezentate în ordinea alfabetică a numelui țărilor partenere:
   a. Bulgaria (exemple furnizate de IIZ/DVV Birou Sofia)
   b. Germania (exemple furnizate de IIZ/DVV Bonn)
   c. România (exemple furnizate de IIZ/DVV Birou România şi ANCZEA)
   d. Slovenia (exemple furnizate de Institutul Sloven de Educaţia Adulţilor)
   e. Spania (exemple oferite de Universitatea Barcelona, CREA)

1.Exemple de stabilirea parteneriatelor, cooperării şi coordonării în țările partenere A se vedea anexa 1-lista potenţialilor parteneri

Bulgaria
Atât în 2001 cât şi în 2002 am avut patru ministerie ca parteneri: Ministerul Educaţiei şi Știinţei, Ministerul Culturii, Ministerul Muncii şi Asistenţei Sociale şi Ministerul Apărării. În anul 2002 Ministerul Educaţiei a devenit chiar co-organizator luând parte la întreaga muncă de organizare: întâlnirile partenerilor, conferinţele de presă, materiale promoţionale, etc. Majoritatea instituţiilor mari şi importante din domeniul educaţiei adulţilor au acordat o atenţie considerabilă evenimentului trimitându-şi reprezentanţii în Comitetul Naţional de Organizare, elaborând strategia, programul şi planul de lucru.
Cooperarea și formarea unei rețele între furnizorii curenți de educație în țară au devenit astfel baza pentru colaborări viitoare. În 2002 au devenit membrii ai Comitetului Național de organizare parteneri locali din 5 orașe din județe limitrofe Sofiei, gata să ia parte la organizare. Aceștia au fost în special ONG-urile și organizații ale patronatelor și care au lucrat întotdeauna împreună cu autoritățile locale. Am reușit să creăm astfel grupuri de inițiativă locală care își continuă cooperarea ne numai pe perioada SEP ci dezvoltă parteneriate durabile.

Pentru SEP din 2003 am propus un plan de coordonare a potențialului partener să-și nominalizeze propriul coordonator din cadrul instituției proprii. Scopul este să existe o persoană din cadrul instituției partener care să fie responsabilă pe de o parte cu organizarea festivalului SEP iar pe de altă parte să promoveze ideea educației partenere în organizația proprie.

Germania
La nivel național
Un bun exemplu pentru a dezvolta, motiva și întărirea coordonarea națională a fost activitatea Institutului Adolf Grimme (Marl, Germania) care a fost finanțat între anii 1998-2000 de către Ministerul Federal al Educației și Cercetării și de către regiunile federale. În afara de sarcinile menționate mai sus echipa Institutului Adolf Grimme a conceput și a răspândit printre fondatori coordonatorii locali o așa-numita „valiză a festivalului învățării”. Această valiză a fost umplută cu know-how-ul bazat pe acumulările festivalurilor anterioare. Într-un mod foarte practic au fost prezentate idei pentru subiecte ale Festivalului, argumente pentru implicarea parțenerilor, cum să abordezi media, sugestii pentru orar, logo comun, bază de date despre Festivalul „Invățării” în Germania și în lume ca suport pentru a căștiga noi parteneri și pentru a hrăni media cu informații. Acest parteneriat diversificat a fost de succes în implementarea strategiei SEP în teritoriul Germaniei.

La nivel regional/local
În Bonn la fel ca și în alte orașe ale Germaniei a fost foarte important faptul de a găsi de la început parteneri foarte importanți (de ex. organizații foarte cunoscute, autorități publice, etc.) pentru ca aceștia să fie menționați în prima scrisoare de invitație către alți potențiali parteneri. Dacă o organizație începe singură este mai greu să-i convingi și să-i motiveze pe alții. Este mai ușor să vă întâlniți personal cu unii potențiali parteneri, să-i motivați printr-un dialog față-în față și după aceea începeți să căutați parteneri cu putere dublu sau chiar mai mare.

Unele Festivaluri ale învățării se organizează acum la nivel regional prin intermediul unui nou program al Ministerului Federal al Educației numit „Regiuni ale Invățării”.

România
Pentru a asigura dimensiunea națională și unitatea SEP în 2001 am încercat să implicăm Ministerul Educației și Cercetării, Ministerul Culturii și Cultelor, Ministerul Muncii și Solidarității Sociale. În comitetul organizatoric național am inclus nu numai reprezentanții autorităților publice naționale dar și furnizorii privați de EP și universitățile populare. În comitet au fost inclusi indivizi și organizații, instituții, agenții guvernamentale, asociații non-guvernamentale și furnizori privați. Acest parteneriat diversificat a fost de succes în implementarea strategiei SEP în teritoriul. Toți reprezentanții comitetului național au avut autoritatea de a antrena resurse la nivel local. Sub îndrumarea acestui Comitet Național s-au desfășurat acțiuni în 35 de județe- Fiecare instituție guvernamentală reprezentată în comitet a organizat întâlniri cu reprezentanții din teritoriul pentru a-i stimula pe aceștia să se implice în SEP la nivel județean/local.
Sub îndrumarea Centrului Zonal de Educație a Adulților Tg. Mureș și a Universității Populare Tg. Mureș, un mare număr de studenți s-au implicat în manifestările SEP, 7-11 octombrie 2002, stând de vorbă cu persoane din diferite categorii sociale și identificând domenii de interes despre care nu se dețin suficiente informații, ceea ce reduce posibilitățile de dezvoltare de relații interumane, de educație continuă. Studenții Universității din Tg. Mureș au contribuit la depistarea unor deficiențe majore în rândul tinerilor, una dintre acestea fiind faptul că mulți dintre aceștia nu știu unde să se adreseze și cîteva consiliere pentru a-și putea urma încîlnățiile.

Slovenia:
Comitetul Național LLW: În 1996, Săptămâna de Educație Permanentă Slovenă a fost inițiată de către Institutul Sloven Pentru Educația Adulților (SIAE) și prima sa implementare a depins complet de răspunsul furnizorilor de educație, de dorința lor de a coopera, de a investi timpul, banii și efortul propriu pentru a construi o campanie națională. De atunci, proiectul a fost meticulos documentat și prezentat transparent autorităților, iar Guvernului i-ă fost cerut să-și asume patronajul în fiecare săptămână. În consecință, Comitetul Național LLW a fost constituit din reprezentanți proeminenți ai Ministerului Educației, Științei și Sportului, Ministerului Muncii, Familiei și Afacerilor Sociale, Ministerului Culturii, Camerei de Comerț și Uniunii Comerțului a Educației și a Științei. Prin discuțiile pe baza planului anual, a raportului și a analizei pe fiecare săptămână, precum și prin luarea deciziilor conceptuale și strategice în legătură cu dezvoltarea LLW, membrii Comitetului au dobândit informații detaliate, s-au familiarizat cu mișcarea LLW cât și cu chestiunile despre educația adultă și educație permanentă la nivel local și național. Prin acest schimb de informații membrii Comitetului au devenit apăraitori a mișcării LLW, deoarece implicarea lor în procesul de luare a deciziilor LLW i-au implicat în campanii. Un rezultat important e că ministerele și alte instituții pe care le reprezintă și-au asumat chiar unele responsabilități în ceea ce privește ajutorul financiar și promovarea LLW.


Formalizarea, întărirea și largirea rețelei sub supravegherea profesională a SIAE a rezultat în faptul că aproximativ 60% din furnizori LLW pe 2002 au acționat sub patronajul coordonatorilor și au îndeplinit aproximativ 65% din toate evenimentele. De fapt, realizarea coordonată de LLW a amplificat semnificativ succesul săptămânii, deoarece numărul și varietatea furnizorilor LLW a crescut, precum și diversitatea și calitatea evenimentelor. Săptămâna a devenit mult mai atractivă pentru media locală și națională, cât și pentru publicul larg și parteneriatele permanente, care merg mai departe de scopul pe care LLW-l-ă creat.

Spania.
2. Exemple de planificare și coordonare a evenimentelor și exemple ale unor festivaluri de succes în țările partenere.
Exemple de planificare și coordonare a evenimentelor
Slovenia:
În general, evenimentele starea artei și a practicii în domeniul educației permanente din Slovenia. Toate ideile care se potrivesc definiției largi a educației permanente sunt bine venite chiar dacă ultimele s-au desfășurat în instituții formale sau în viața de zi cu zi a tuturor generațiilor și nici o limită nu este pusă pentru realizările imaginative și inventive de la evenimentele de planificare și implementare a LLW.

Pentru motivele evaluării, noi am grupat evenimentele LLW în patru categorii:
Prezentarea programelor, proiectelor și a altor activități de educare
Prezența participării audienței
Activități de însoțire
Activități de informare și consultare.

Bulgaria:
Identificarea grupului țintă și a temei centrale
Temele centrale în Bulgaria au fost identificate de instituțiile partenere. În 2001 au existat 4 topici: Limbi și Cultură, Educație Profesională, Educația Adulților Generală și Educația Civică. În 2002 am formulat următoarele accente: Universitățile și Educația Permanentă, Al treilea sector și Educația Non-formală; Femeile și Educația; Limbi străine; recunoașterea și acreditarea instituțiilor pentru educație și formare non-formală; Piața muncii și educația; Proiecte de succes în domeniul educației permanente.

2. Organizarea evenimentelor colective

3. Organizarea evenimentelor colective și locale- la nivel regional
În toate cele 5 districte ale Bulgariei în timpul SEP 2002 s-au organizat ceremonii de deschidere, conferințe de presă și unele prezentări, acordări de diplome și certificate. Unii organizatori locali au invitat oaspeți din evenimentele centrale din capitală, alții au accentuat învățarea meșteșugurilor tradiționale sau pe întâlniri cu angajatorii.

4. Planul calendaristic al SEP, evenimente dincolo de planul calendaristic

Germania:

Exemple de planificare temporală a festivalului Învățării (Bonn, Germania)
Următoarea planificare este un extras din proiectul primului Festival al Învățării din Bonn (evenimente speciale în luna septembrie și o zi comună de festival în piața orașului). S-a folosit un soft special care a ajutat la vizualizarea, controlul și evaluarea planului proiectului.
Octombrie-Decembrie:
Căutarea de parteneri:
Pe internet, studiul documentelor și a bazelor de date (actualizarea permanentă a bazei de date a proiectului)
Culegerea de argumente pentru a convinge/motiva potențialii parteneri (cu ajutor de la coordonatorul național sau regional sau de la alți coordonatori mai experimentați).
Contactarea potențialilor parteneri
Contactarea potențialilor sponsori
Contactarea potențialilor patroni ai SEP (ex. Primarul Orașului)
Comunicate de presă pentru a ajunge la potențiali parteneri

- Invitația pentru o întâlnire preliminară pe cât posibil cu suportul unor VIP-uri

Ianuarie:
Prima întâlnire cu organizațiile interesate/potențialii parteneri
Explicarea scopurilor Festivalului
Colectarea ideilor tuturor participanților (evenimente, realizare, logo, potențialii parteneri, etc)
Discuții despre finanțare
Stabilirea coordonării și a sarcinilor
Stabilirea unui plan temporal
Stabilirea unui termen limită pentru confirmarea participării
Stabilirea rolurilor și responsabilităților partenerilor
Idei pentru moto
Transmiterea minutelor întâlnirii tuturor participanților și a listei de participanți împreună cu datele lor de contact
Stabiliți o bază de date prin poștă (permanentă actualizare)
Comunicate de presă despre întâlnire
Contact permanent cu partenerii

Aprilie / Mai:
A doua întâlnire a organizațiilor interesate sau care au confirmat deja participarea - raportul coordonatorului
Inventarierea resurselor fiecăruia patronarea
scena pentru acțiuni în timpul zilei comune de festival?
Planificare concretă (pe zi, pe săptămână, pe o lună, unde, cine, ce)
campainia de relații publice
orarul
stabilirea de termene limită pentru contributorii la program
alegerea moto-ului
decizia asupra sprijinului unei campanii internaționale actuale
decizia asupra aspectelor financiare
decizia asupra logo-ului comun
decizia asupra deschiderii festivalului (cine/ce/unde)
informații asupra instrumentelor de evaluare
Trimiterea minutelor întâlnirii și baza de date completă și actualizată cu toți partenerii contactați și/sau înregistrați
Comunicate de presă despre întâlnire
Contact permanent cu partenerii

Mai / lunie / Iulie:
Colectarea înregistrărilor
Planificarea organizării financiare
Atragerea sponsorilor
Pagina web cu toate informațiile (bază de date, orar, minute)
Comunicați datele hotărâte în reviste, calendare web, presa locală, radio și TV
Colecția contribuțiilor pentru programul SEP
Realizarea concretă a fluturașilor (conținuturi, aspect)
Realizarea concretă a afișului
realizarea concretă a bannerului
realizarea concretă a info – ecranelor
rezervarea camerelor/spațiilor necesare
informarea și implicarea magazinelor apropiate locului de desfășurare a evenimentelor
inventariați nevoile tehnice pentru ziua comună a Festivalului (asigurare, electricitate, gunoi, pompieri, poliție, alte permise oficiale)
angajarea unui fotograf, organizarea documentării zilei de festival
continuul contact și însemnarea continuă de informații printre parteneri

Iulie / August:
Distribuirea generală a fluturașilor și a afișelor
Întâlnirea organizațiilor înregistrate
Raportul coordonatorului
Prezentarea festivalului programului: evenimentele din fiecare zi și evenimentele din ziua comună
Distribuirea fluturașilor și posterelor
Prezentarea poziției standurilor în ziua comună de festival
Distribuirea planurilor standurilor
Ultimelor detalii pentru ziua comună ( ridicarea și montarea standurilor/corturilor, locurile de parcare, reguli de igienă pentru mâncare, gunoi, etc)
Trimiterea minutei întâlnirii și o invitație de a participa la întâlnirea de evaluare din octombrie
Organizarea unui stand de informare pentru ziua comună
Conferințe de presă cu aproximativ o lună înainte de început
Invitații speciale pentru VIP-urile pentru ziua comună a festivalului
Invitarea presei la Festival aprox. cu o săptămână înainte

Septembrie:
Colecția de informații despre festival pentru
Comunicate de presă despre ziua comună de festival
Comunicate de presă la sfârșitul festivalului (luna Septembrie)

Octombrie:
Întâlnirea de evaluare și petrecere
- Raportul coordonatorului
raportul tuturor partenerilor
următorul festival?
Întâlnirea contactelor între parteneri
Trimiterea minutelor întâlnirii
Trimiterea documentării complete asupra festivalului (partenerilor, sponsorilor și patronilor)
Comunicat de presă despre întâlnire și despre festivalul viitor

România
Exemplul numărul 1 pentru Tema Centrală și Grupul țintă

Comitetul național pentru organizarea SEP în 2001 a hotărât ca subtitlul evenimentului să fie „Piața Educațională în educația continuă” centruându-se asupra două arii de interes: adulții (ca potențiali cursanți) și instituțiile furnizoare de EP. Am numit aceste două categorii „centre de interes” și nu grupuri țintă pentru că nu am vrut să restrângem aria EP la categorii specifice deoarece în România EP trebuie să fie puternic promovată la toate nivelele și în rândul tuturor categoriilor de populație. Este ceea ce s-a reușit în 2001 prin implicarea ONG-urilor, a autorităților naționale, regionale și locale, a inspectoratelor teritoriale pentru învățământul preuniversitar a centrelor zonele pentru educația adulților, a furnizorilor privați, etc.

Exemplul numărul 2 pentru Stabilirea legăturilor și a cooperării transfrontalere

În 2002 SEP a valorificat legăturile transfrontaliere existente între România și Bulgaria, în particular între orașele Giurgiu și Ruse.

În cadrul SEP din Giurgiu au luat parte reprezentanții diferitelor ONG-uri și Asociații din Bulgaria. Unul dintre participanții bulgari a declarat „SEP în Giurgiu reprezintă o mare oportunitate pentru cooperarea transfrontalieră. Participarea la întâlniri comune creează cadrul pentru dezvoltarea în viitor a unor proiecte comune în domeniul educației și culturii” (Ghioghi Nicolov- Organizatia “Knowledge” din Russe).


Exemplul nr. 3 pentru promovarea EP în locuri netraditionale

Centrul Zonal de Educație a Adulților din Tg. Mureș, sub titulatura „Educația este acolo unde sunt și eu”, a promovat educația permanente în spații neconvenționale precum: mijloace de transport în comun, tren de navetă și autobuze și locuri publice, în penitenciare, în azilul de bătrâni. O atenție deosebită s-a acordat deținuților din penitenciariul Tg. Mureș, prin căutarea de soluții operaționale pentru ca cei condamnați să aibă șanse de reintegrare în societate. Au avut loc discuții cu deținuții pentru a-i informa despre mijloacele de educare la care pot apela după ieșirea din penitenciari. Organizatorii evenimentului au hotărât să își învețeze un club al comunicării prin care persoanele aflate în detenție, dar și alte categorii sociale, să beneficieze de consiliere pentru a se putea adapta cerințelor societății. La Centrul Zonal de Educație a Adulților din Giurgiu a devenit o tradiție participarea în cadrul Săptămânii Educației Permanente a organizațiilor din Macedonia și Bulgaria. Anual au loc seminare de schimb de bune practici în domeniul educației adulților, evenimente culturale și artistice la nivel transfrontalier.

Exemple ale unor evenimente de succes din cadrul SEP

Slovenia: Eveniment la nivel național: prezentarea premiilor pentru adulții cu realizări remarcabile în educație.

În Slovenia, Institutul Sloven Pentru Educația Adulților (SIAE), o organizație non-guvernamentală în domeniul educației adulte prezintă premiile indivizilor cu realizări remarcabile în îmbogățirea cunoștințelor proprii, precum și organizațiilor, grupurilor, indivizilor, mediei... pentru îmbunătățirea cunoștințelor altor persoane sau pentru contribuirea la promovarea educației permanente. Experiența de șase ani a înmânerii premiilor duce la următoarele concluzii:
Prezentarea premiilor este o importantă parte a deschiderii Săptămânii Slovene a Educației Permanente- de când este un eveniment de importanță națională, politicieni, academicieni, profesioniști în domeniul educației adulte și alte multe personalități proemintene sunt invitate. Deschiderea este o excelentă ocazie pentru promovare și sprijinire. Poveștiile de viață a câștigătorilor atrag atenția mediului la nivel local și național. Câștigătorii de premiiies din anonimat și devin exemple pentru ceilalți din vecinătatea lor, de la locul de muncă și pentru comunitate. În 2001 și 2002 SIAE a pregătit prezentări video a câștigătorilor de premii.

Bulgaria:


**Exemple din 2002:** În Burgas o idee foarte bună a fost de a accentua pe seminarii și pe programe cultural-educative. Să înveți ceva despre meșteșugurile tradiționale (a organizat un bazar de artă pentru copii și tineri și s-a organizat minilecții de meșteșuguri tradiționale) aparține educației permanente în aceeași măsură ca și tema „Educație și gender”. O altă idee bună a fost de a organiza O Piață de Cunoaștere începând cu pregătirea testului și analizei, precum și angajații. În Pleven s-au prezentat bune practici din unele proiecte europene:LECȚII EUROPEȘTI ÎN “LECTII EUROPENE ȘI COPII DIN PLEVEN ÎN EUA”. Toate inițiativele din locuri diferite au dat exemplu pentru excelenta idee de a extinde SEP la nivel național.

Germania:


În 2001 festivalul de la Bonn s-a alăturat Anului Națiunilor Unite pentru Dialog între Civilizații și Anului european pentru limbi străine. Principalul suject a fost educația interculturală și învățarea. Pentru că ziua comună centrală a Festivalului a avut loc după 11 septembrie, spectacolele de scenă au fost anulate pentru a lăsa loc discuțiilor și dezbaterilor publice. Festivalul a fost în mod oficial acceptat ca una dintre contribuțiile Germaniei la Anul Dialogului între civilizații.
România

Două evenimente de succes în cadrul SEP

În 2001 un eveniment de succes a fost expoziția organizată la ROMEXPO în cadrul cărei au fost prezentate ofertele educaționale ale unor furnizori de pe teritoriul întregii țări. A fost proiectată și implementată o mare ceremonie de deschidere care a fost onorată de: doi directori generali de la Ministerul Educației și Cercetării, Ministerul Culturii și Cultelor, Ministerul Muncii și Solidarității Sociale, directorul general al Consiliului Național de Formare Profesională a Adulților. Au participat 29 de organizații guvernamentale și non-guvernamentale și furnizori privați care au organizat activități ad-hoc, și-au prezentat programele și proiectele furnizând informații despre învățarea individualizată și alte oportunități. A fost înființat un „Punct de întâlnire pentru obținerea unei slujbe” care a fost vizitat de 172 de persoane. Ministerul Educației și Cercetării a prezentat „Ghidul legislativ în domeniul EP” care conținea legi și ordine ministeriale referitoare la EP.

FESTIVALUL ȘANSELOR TALE – CLUJ-NAPOCA

7 – 12 octombrie 2002

O activitate reușită din cadrul festivalului:

“FEMEIA SECOLULUI XXI”, activitate desfășurată de Casa de Cultură a Municipiului Cluj-Napoca, Universitatea Populară Cluj-Napoca și CZEA Cluj.

Atelierul: Educația – premisă a egalității de șanse pentru afirmarea femeii în plan social și politic

Activitatea a avut loc în parteneriat cu trei asociații neguvernamentale: AVIF-ARTEMIS, ARDOR-Transilvania, ProVobis și cu organizații de femei din cadrul diferitelor parti politice.

Activitatea s-a adresat femeilor – segment de populație pentru care nu există încă programe specifice de educație care să o promoveze și să o propulseze ca actor important în viața socio-culturală și politică.

Atelierul desfășurat în cadrul FST a fost precedat de aplicarea unui chestionar prin care s-a urmărit identificarea rolurilor pe care le are femeia în societatea românească la ora actuală și rolurile pe care ar dori/ar putea să le aibă în viitor

Chestionarul a fost aplicat la un grup de 200 de femei, provenite din medii sociale diferite, cuprinse între 18 și 65 de ani. Această acțiune s-a realizat cu ajutorul voluntarilor din cadrul Centrului de voluntariat ProVobis. Rezultatele acestui chestionar au fost punctul de plecare pentru desfășurarea atelierului.

Realitatea a pus în evidență faptul că femeia nu conștientizează încă nevoia implicării sale, ca leader, în domenii considerate a fi apanajul bărbatului și, în egală măsură, faptul că nu este orientată suficient în ceea ce privește posibilitățile de a-și forma competențe specifice pentru asumarea unor roluri noi.

La atelier au participat peste 50 de persoane, de vârste diferite care au reprezentat medii profesionale din cele mai diverse: femei de afaceri, femei din mediul universitar sau cultural, femei cu rol politic în
comunitate, studente, muncitoare și chiar șomere. Acestea au lucrat pe grupe, în care s-au abordat trei aspecte diferite ale temei principale:

**Gr.1**

“De ce nu?” în cadrul căreia au fost analizate cauzele care împiedică femeia să-și asume roluri sociale și politice.

**Gr.2**

“De ce da?” unde s-au identificat calitățile și competențele specifice femeii, ce o îndreptățesc să-și asume acest tip de roluri

**Gr.3**

“Ce și cum?” în care accentul s-a pus pe ideea de învățare ca sursă pentru dobândirea de noi competențe în vederea asumării responsabile și eficiente a acestor roluri.

Participarea interactivă în grupele de lucru a dat posibilitatea realizării unui schimb de experiență, a lansării unor informații noi, dar mai ales, a descoperirii și structurării unor idei care vor constitui un punct de plecare solid pentru conceperea unui program complex de educație și a unei oferte de viitor a Casei Municipale de Cultură și Universității Populare.

În plus, în ideea realizării unei educații “mai aproape de noi”, grupul de inițiativă a decis să itinereze această activitate în diferite mediile cum ar fi: licee, universități, asociații neguvernamentale, diferite asociații de femei din comunitate.

Activitatea s-a încheiat cu un moment festiv în care au fost decernate un număr de 16 femei, “Diplome de excelentă” pentru aportul remarcabil pe care l-au avut în viața comunității.

**Spania**

2.2 Exemple ale unor evenimente de succes din cadrul SEP

În Spania, mai precis în Catalania se desfășoară două festivaluri legate de educația democratică a adulților. Două dintre organizațiile principale care le organizează sunt Asociația Cursanților din Educația Adulților și federația Universităților Populare.

Festivalul Primăverii (Festa de la primavera) Este un festival anual la care sunt invitate să participe toate instituțiile furnizoare de educația adulților. În fiecare an festivalul are o temă principală cu conotații sociale (ex. feminism, multiculturalism, educație pentru democrație, etc)

Festivalul limbilor (Festival de les llengues) Este un festival organizat de instituția furnizoare de educația adulților La Verneda-Sant Martí din Barcelona. Se centrează pe schimburile culturale și pe învățarea altor limbi. El organizează pe parcursul unei zile colocvii și workshopuri în cadrul cărora oamenii vorbesc în alte limbi și participă la evenimente culturale specifice țării respective (dans, muzică populară, arta, gastronomie). Festivalul este de succes pentru că participă mulți reprezentanți ai unor grupuri etnice minoritare

Exemple de promovare media de succes în țările partenere

**Slovenia:** Temele și poveștile LLW, în special cele în legătură cu câștigătorii premiilor au atras atenția crescândă a mass-mediei - ele au ajutat la schimbarea attitudinilor publicului în ceea ce privește educația.

Un important eveniment în procesul de implicare a mediei în Săptămâna de Educație Permanentă a fost masa rotundă din 1998 intitulată „Media și Educația Permanentă”, organizată de SIAE și de canalul
televiziunii naționale. Scopul acestei mese rotunde a fost încurajarea implicării mediei în promovarea educației permanente în general și în întărirea cooperării între media, guvern și SIAE. De fapt, influența mediei a crescut și a căștigat în calitate în ultimii ani, dar rămâne unul din factorii cei mai critici ai succesului LLW.

Bulgaria:

Germania:
În timpul coordonării naționale a Festivalului acesta și ideea de EP au constituit subiectul câtorva articole, apariții în media națională. Exemple ale festivalurilor naționale și internaționale au fost prezentate la Expoziția Mondială de la Hanovra 2000 și mai ales în 8 septembrie (Ziua Mondială a Alfabetizării) au avut loc dezbateri și prezentări speciale. National and international examples of Learning Festivals have been presented at the World Exposition 2000 in Hannover and especially on the 8th of September (World Alphabetisation Day)
Festivalul Învățării din Bonn a apărut în presa națională și internațională de când a contribuit cu moto-ul și evenimentele sale la Anul Națiunilor Unite pentru Dialog între Civilizații (UNESCO Web site, UNESCO heute and the publication of the Federal Agency of Work “Markt und Chance”).

România
Conferința de presă a celei de-a doua ediții a SEP în România s-a ținut în sala de conferințe a Ministerului Educației și Cercetării, pentru că impactul va fi mai mare asupra jurnaliștilor dacă vor fi invitați într-o instituție importantă. Prezența a numeroși ziaristi și a importante companii de televiziunea demonstrat dorința organizatorilor de a încuraja media să ia mai în serios promovarea SEP și să obțină sprijin direct în întărirea cooperării cu canalele naționale de televiziune și de radio. Mas-media a fost principală modalitate de a promova SEP în rândul populației. Răspunsurile participanților la expoziția de la Romexpo au dovedit acest lucru. 51,09% dintre participanți au aflat despre festival din mass-media. Toate canalele de televiziune și cotidianele importante au inclus în păgini lor relațări zilnice despre SEP. Presa locală a fost și mai activă în unele orașe fiind parteneri ai evenimentelor (ex. Giurgiu, Târgu-Mureș, Târgu-Jiu și Constanța). O importanță specială a avut-o postul România Cultural. Timp de o oră pe acest post s-au realizat transmisiile directe de la locurile de desfășurare a SEP, interviuri cu vizitatorii și furnizori.

Spania
În 2001 Centrul de Cercetări Educaționale de pe lângă Universitatea din Barcelona a organizat un simpozion de reflecție asupra feminismului (Schimbări educative și sociale: femeile și transformările sociale). După criza modernității mișcarea feministă și-a pierdut progresiv sensul pentru multe femei, în special pentru acelea care nu dețin un titlu universitar sau diplomă academică. În actualul context al schimbărilor sociale
apare un nou feminism care se bazează pe includerea tutorelor categoriilor de femei: cu diplomă academică sau nu, aparținând minorităților etnice, etc.

Importanța simpozionului a fost dată de participarea unor autori relevanți la nivel mondial care scriu despre educația sexelor: Judith Butler, Lidia Puigvert și Elisabeth Beck. Diseminarea acestui simpozion s-a realizat și prin publicarea unui articol în unul dintre cele mai prestigioase ziare ale țării (La Vanguardia). Acest articol a deschis poți și spre alte mijloace de informare la nivel regional și național.

Exemple de finanțare a SEP în țările partenere

Slovenia: Furnizorii LLW au văzut participarea lor în LLW ca o investiție în promovarea activității lor pentru a obține o mai mare participare în programele lor, deci ei erau domni să investească timpul, banii și resursele proprii. În ultimii ani, câțiva furnizori de LLW, mai ales cei care au creat parteneriatele au fost capabili să atragă ajutor moral și financiar din partea municipiilor. SIAE în cooperare cu Comitetul Național LLW încearcă să convingă ministerele și alte organizații publice să recunoască rolul LLW și să ajute financiar pe organizatori la nivel local.

Bulgaria: În Bulgaria principali organizatori au IIZ/DVV-Proiect Bulgaria, Programul Gopa Bulgaria, Ministerul Educației și Autoritățile publice.

Germania
În Germania, Ministerul Federal al Educației și Cercetării împreună cu Regiunile Federale au finanțat coordonarea unui Festival al Învățării naționale și au susținut implementarea evenimentului din 1998 până în 2000. Încă de la începutul festivalului în Germania organizații locale au trebuit să găsească diferite posibilități de finanțare depinzând de regiune și de interesul acordat educației permanente. Cele mai multe Festivaluri locale s-au autofinanțat printr-o finanțare mixtă de la diferite surse: organizații locale (taxă de participare, suport tehnic, etc), autorități publice locale și/sau regionale, sponsorizări de la firme, etc.

O bună modalitate de a organiza un Festival al Învățării în ciuda bugetului scăzute, este de a utiliza toate tipurile de resurse ale organizațiilor participante: autoritățile publice pot contribui cu suportul de relații publice, instituțiile furnizoare de formare profesională pot contribui cu printarea materialelor în atelierele proprie, studenții de la Calculatoare pot ajuta la crearea unei pagini web, a instrumentelor de documentare sau cu logo; în acest fel studenții sunt direct implicați în proiect, pot câștiga ceva bani, pot obține experiență și pot intra în contact cu potențiali angajatori

România
În 2001 sponsorii evenimentului desfășurat la ROEXPO au fost: Centrul de Educație la Distanță pentru Societatea Civilă (CODECS), IRECSON (un furnizor privat de EP), Școala Română de Afaceri și ROMEXPO. După cum se vede toți sponsorii au fost din domeniul educației. Principala finanțare este oferită de autoritățile publice (la nivel național: diferite ministeri, la nivel regional: consiliile județene și locale și IIZ/DVV; Proiect România)

Spania
În Spania, activitățile legate de educația adulților sunt în general finanțate de către instituțiile guvernamentale de la nivel național și regional. De exemplu Festivalul Primăverii este finanțat de către Consiliul Local Al orașului Barcelona- Departamentul de Drepturi Civile și de către Departamentul de Probleme Sociale al Guvernului Catalan.

Crearea materialelor informative și promoționale comune în țările partenere

**Slovenia:** Cel mai proeminent element al promoției vizuale este posterul LLW, deși în fiecare an o serie de mici materiale promovatoriale au fost disponibile. Rolul informativ –promoțional este preluat de către buletinul LLW-Novicke, de broșura LLW, de web-situl LLW și de către calendarul evenimentelor pe internet. Materialele promovatoriale sunt bazate pe imaginea LLW pentru a asigura recunoașterea clară a evenimentului atât în interiorul țării cât și în străinătate.

Furnizorii LLW pregătesc materialele promovatoriale și informative cu multă imaginație: postere și broșuri, buletine de prezentare și informare, prospecte, invitații atractive, programele evenimentului, poster, cataloage ale programelor de educație.

**Bulgaria:** Materialele promovatoriale și informative comune au fost create în Sofia și distribuite în țară de către coordonatorii locali. Posterele au putut fi individualizate de către furnizorii. Toată munca de pregătire (programul evenimentelor, formularele de înregistrare, etc) a fost disponibilă al următoare adresa de internet: [www.lifelonglearning-bulgaria.org](http://www.lifelonglearning-bulgaria.org)

**Germania:** Materialele informative comune și un logo național al Festivalului au fost create și distribuite de către coordonatorul național (Institutul Adolf Grimme). Toate informațiile au fost distribuite prin poștă și pe pagina web centrală. Chiar și după ce coordonarea națională nu a mai existat multe festivaluri locale au continuat să folosească logoul original. Acesta a lăsat loc pentru abordări creative privind materialele promovatoriale locale.

O modalitate de a crea materialele promovatoriale comune poate fi organizarea de concursuri locale și naționale. Acest gen de concursuri poate ajuta atunci când este disponibil un buget mic și este o bună modalitate de a implica organizațiile partenere și grupurile țintă. Există nenumărate posibilități. Câteva exemple:

un concurs de desene școlare pe tema festivalului Învățării și/ sau EP; cele mai bune desene pot fi premiate și toate desenele pot fi folosite pentru a decora orașul pe parcursul festivalului promovând astfel festivalul.

Un concurs școlar de programare și design web pe tema „site-ul festivalului” și / sau „Logo-ul festivalului” și / sau „documentarea festivalului”;
Concursuri printre elevi, studenți sau cursanți adulți legate de tema: Evenimente speciale pentru SEP, etc.

**România:** Crearea materialelor comune informative este foarte importantă pentru succesul Sep. Fiind conștiinți de acest lucru, în comitetul de coordonare a fost inclus și un designer a cărui sarcină a fost de a crea imaginea corporativă ținând cont de tema SEP, publicul țintă, semnificația conceptului de EP. Încă de la prima ediție SEP în România s-a folosit un logo național: apropape.ro și materiale promovatoriale naționale (postere, broșuri cu programele din toată țara) precum și locale adaptate caracteristicilor locale.

**Spania:**
În elaborarea materialelor promoţionale este importantă participarea practicienilor din educaţia adulţilor. Astfel adulţii îşi vor vedea reprezentate intereselor şi poate participarea lor la alte evenimente va fi mai mare. O mare importanţă o are şi crearea unei pagini web la care pot avea acces persoanele interesate de domeniu.

6. Exemple ale monitorizării, evaluării şi raportării în țările partenere

**Slovenia:** Realizările scopurilor Săptămânii Slovene de Educaţie Permanență au fost monitorizate și evaluate pe următoarele nivele:
- evaluare națională internă, condusă regulat în fiecare an de către SIAE,
- evaluare externă națională condusă de principalul ziar sloven Delo, ocazional.

Principalii indicatori folosiți în evaluare, monitorizare și raportare
- Furnizorii evenimentelor LLW furnizează informația necesară pentru evaluarea procesului de evaluare printr-un chestionar, cât și printr-un feedback pe alte topici, comentarii critice și cereri pentru a îmbunătăți organizarea LLW pe workshops organizate regulat în fiecare iarnă.
- Principalii indicatori acoperă furnizorii, evenimentele și suportul media al LLW, precum și participanții la evenimentele LLW. Evaluarea participanților la eveniment este cea mai cerută parte pentru evaluatori.
- Pentru început, participanții sunt grupați în trei categorii:
  - oamenii care vizitează evenimentele de educație LLW
  - audiția căreia i se adresează media
  - oamenii implicați în planificarea și conducerea evenimentelor LLW.

Credem că participarea la Festivalul de Educație LLW reprezintă o lecție educativă și reprezintă o provocare pentru îmbunătățirea constantă a aptitudinilor sociale și comunicative și a respectului de sine și a înțelegerii mutuale.

SIAE a monotorizat impactul teoretic al LLW în dezvoltarea și practica educației.

**Germania:**
Fostul coordonator național obișnuia să raporteze despre Festival pe pagina web centrală. A fost foarte folosit pentru toți partenerii locali și potențialii coordonatori regionali din moment ce aceste pagini au fost pline de exemple regionale. Rapoartele au inclus metode de planificare, chestionare de evaluare dar și fotografii. O documentare locală (printată sau digitală) conținând o scurtă descriere a festivalului local, lista organizațiilor participante, documente despre evenimente, toate articolele și o multime de poze sunt foarte folosite pentru a îmbunătăți sentimentul identității comune, pentru a motiva organizarea următorului festival, pentru a arăta sponsorilor și VIP-urilor rezultatelor și pentru a câștiga noi parteneri.

**România**
A se vedea anexa 3

**Spania**
Supliment 1: Lista potențialilor parteneri ai SEP (în ordine alfabetică)

Grupuri artistice
Grupurile Agenda 21
Centre comunitare
Centre pentru bătrâni
Grupuri comunitare
Universități populare
Unități sanitare/spitale
ONG-uri în domeniul cooperării internaționale
Organizații ale persoanelor cu dizabilități
Centre de informare și consiliere
Grădinițe
Furnizori de educație
Centre pentru petrecerea timpului liber
Biblioteci
Grupuri de interes local
Presa locală
Muzee
Agenții de dezvoltare regională
Scoli, primare, secundare...
Servicii sociale
Cercuri de studii
Teatre/Cinematografe
Grupuri de voluntari
ONG-uri
Centre de formare profesională
Administrație locală
Reprezentanți locali ai Ministerului Educației și Cercetării, ai Ministerului Muncii, ai Ministerului Culturii și Cultelor, Ministerul Tineretului și Sportului
Biserici și centre ecumenice
Centre de asistență psihopedagogică județene
Centre zonale de educație a adulților
Centre județene pentru valorificarea tradițiilor populare și educație permanentă
Agenții locale de muncă
Grupuri religioase
Universități
Organizații ale femeilor

Supliment 2: Lista indicatorilor calitativi și cantitativi*
Indicatori cantitativi:

**Numărul furnizorilor**
- total
- pe regiune
- pe municipiu
- pe tip de organizație
- pe număr de locuitori (național, regional)

**Numărul coordonatorilor**
- total
- pe regiune
- pe tip de organizație

**Numărul evenimentelor**
- total
- pe regiune
- pe municipiu
- pe tip de organizație
- pe număr de locuitori (național, regional)

**Numărul aparițiilor în presă**
- total
- pe regiune
- pe tipul de presă

**Numărul participantilor la SEP**
- total
- pe regiune
- pe municipiu
- pe tip de eveniment

Indicatori calitativi:

**Parteneriate și forme de cooperare**

**Conceptul SEP**

**Rolul și performanța coordonatorului național**

**Suportul autorităților locale și județene (financiar, în natură, participare la evenimente, etc)**

**Suportul guvernului**

**Opiniile vizitatorilor**

**Evaluarea materialelor promoționale (afișe, pagini web, calendare web)**

**Descrierea propriului material promoțional**

**Idei, remarci critice**

**Planuri pentru anul viitor**

**Contribuții pentru rapoartele (exemple de bune practici, povești de o viață ale unor cursanți de succes)**

**Părerea practicienilor**

**Aspecte care nu au fost luate în considerare la organizarea evenimentului**

**Lucruri satisfăcătoare și greșeli care s-au găsit în organizarea SEP**

**Contributia SEP la egalitatea de șansă și coeziunea socială**

**Grupuri sociale cu nevoi speciale (femei, minorități etnice, tineri) captate în SEP**

*Sursă: Conform chestionarului SIAE pentru furnizorii din cadrul SEP.*
Manual for Lifelong Learning Week / Learning Festival (LLW/LF) Co-ordination

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within the framework of the ‘Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement’ Project (Ref. No 100924-CP-1-2002-1-SI-GRUNDTVIG-G1).

Colleagues have drawn from their own personal and professional experiences as well as from experiences of other people and institutions involved in the Lifelong Learning Week/Learning Festival movement. We would like to express our gratitude to all who have directly or indirectly contributed to this process and will continue to do so in the future.
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2. References:
   3. Learning Festival Suitcase (Lernfestkoffer) - A Guide for planning and organising a Learning Festival, Adolf Grimme Institut, Marl, Germany 1999

3. Videos:
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Manual for Lifelong Learning Week / Learning Festival (LLW/LF) Co-ordination

Introduction

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

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

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

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

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

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

Dear reader, before you begin reading about tasks and work packages, I would like to draw your attention to the joy of organising Learning Festivals / Lifelong Learning Weeks, Days or Months in co-operation with different people and organisations. Yes, it is a lot of work, but it is also a great positive experience of co-operation and networking in the region. The enthusiasm about spreading and implementing practice of lifelong / lifewide learning is typical for learning festival partners and participants. In many cases, LLW/LF partners develop even personal ties and start also other projects together. Organising and co-ordinating Learning Festivals or Lifelong Learning Weeks, Days or Months is a big energy investment but everybody gets back a lot. It is important never to forget this aspect. That is why
we are still working in this field. I wish you and your team an enthusiastic co-ordination work and a lot of success in combining “Learning” with “Festival”!

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

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

Others: in preparation

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

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

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

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

The role and competencies of regional and thematic co-ordinators:
- identifying developmental trends in the region/branches and the role of LLW in improving human and social capital;
- launching initiatives at the regional level or within a thematic area;
- searching for potential partners at the regional level or within a thematic area (not necessarily directly associated with education);
- declaring the benefits of becoming involved and getting harmonised (e.g. opportunities for promotion, sharing information, establishing partnerships that go beyond the scope of LLW/LF, cost effectiveness, etc.);
- identifying barriers to co-operation through discussions, questionnaires, conversations (e.g. reasons for competition or co-operation, etc.) and trying to overcome them;
- assuring the support of local authorities and other important decision makers at this level;
- involving the voice of the learners;
- identifying financial resources for LLW/LF at the regional/local level;
- contacting potential financiers and convincing them about the benefits of sustaining LLW/LF;
- creating a strategy and action plan of the event at the regional/local level;
- organising activities for training, identifying, preparing and informing potential actors at the local level interested in participating in LLW/LF (seminars, conferences, public sessions, etc.);
- assuring good publicity of the event and the involvement of local VIPs in LLW/LF;
- involving local public authorities as active community leaders and making them responsible for the promotion of LLW/LF;
- contacting federations and groups that work with cultural and educational adult learning associations;
- working in an egalitarian dialogue with participants in adult education connected with lifelong learning and with the social movements in order to take into account and include their voices;
- pointing out and using the resources of the participating organisations (know how, "man-/woman power", technical support, etc.).

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

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

Forms of co-operation and ways of co-ordination:
- deciding upon the degree of (de)centralisation and assuring co-operation on equal terms;
- spreading out roles and responsibilities;
- always working on an operational level;
- organising smaller groups for specific tasks according to people’s strengths;
- organising an initial meeting to establish who is who and share tasks and responsibilities;
- organising regular meetings to ensure flexible planning and sound implementation;
organising a final evaluation to identify outcomes, benefits, shortcomings and the way forward - for each partner as well as for the partnership/network itself;

- creating a functional network and a tool for communication among the partners before, during and after the LLW/LF;

- publishing and promoting best results and good practices within LLW/LF in order to stimulate and encourage potential partners to get involved;

- encouraging the network to co-operate actively and become a real “society of partners” in the area of the LLW/LF movement;

- organising work commissions in associations involving participants engaged in lifelong learning;

If there is no national co-ordination:

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

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

2) Planning and co-ordinating of events

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

Tasks:
Definition of target groups and central themes:

- identifying national and international strategic goals of the lifelong learning strategy and the resulting aims of the promotional campaign, i.e. the LLW/LF (needs analysis);

- identifying target groups which should be addressed by LLW/LF events specifically – particular sections of the community, particular geographic areas, existing learners, new learners, media, learning providers, decision makers (needs analysis);

- reaching out to people who currently benefit least from education;

- declaring central themes – nationally and regionally;

- assuring proper publicity of the declared themes (usually linked to central themes of the EU year – for example: languages, health, environment, culture, active citizenship, women, racism, equality of opportunities, social cohesion, democratic values…., and those identified by questionnaires, interviews, etc);

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

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

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

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

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

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

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

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

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

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

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

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

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

4) Funding

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

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

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

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

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

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

**Tasks:**

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

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

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

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

6) Monitoring, evaluating and reporting

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

Tasks:

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

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

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

Questionnaire for learning brokers (providing targeted product information):
- information brokers who respond to these people’s interests in articulation of qualifications and availability of learning pathways, brokers who deal with enterprises including support networks, products to show “return on investment”; brokers who package work related learning products for articulation into qualifications.

Questionnaire for participants:
- setting up of a questionnaire for LLW/LF visitors/participants that will cover their opinions, viewpoints and demands for the future;
- performing interviews with learners;
- performing interviews with would-be learners;
- identifying obstacles to learning;
- identifying learner needs and aspirations;
- investigating the structure of participants according to age, gender, educational attainment, etc.;
- identifying the degree to which target groups have been reached and whether their interests have been covered;
- identifying the training needs of potential learners;
- including some possible proposals that practitioners introduce in the questionnaires.

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

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

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

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

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Ljubljana, March 31, 2003
Part 2: Examples of good practice

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

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

Examples have been presented according to the number of participating institution – PI No:
- Slovenia (examples provided by Slovenian Institute for Adult Education, Ljubljana – PI No 1)
- Bulgaria (examples provided by FSSK Znanie – PI No 2 and IIZ/DVV Office Sofia)
- Germany (examples provided by IIZ/DVV, Bonn – PI No 3)
- Spain (examples provided by UB CREA, Barcelona – PI No 4)
- Spain (examples provided by FEUP, Madrid – PI No 5)
- Romania (examples provided by AN CZEA, Arad – PI No 6 and IIZ/DVV Office Bucharest)

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

See Supplement 1: List of potential LLW partners

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

Network of co-ordinators: In the beginning, the majority of LLW providers collaborated with SIAE directly and carried out their events independently from other institutions within their area. However, the last four implementations of the Slovenian LLW have witnessed the building of alliances among various institutions, NGOs, groups and individuals involved in the campaign. Municipalities and larger educational organizations, especially folk high schools have assumed a linking and co-ordinating role based on regional and/or thematic kinship of partners. A network of LLW co-ordinators has been
established and their harmonized endeavours have been transforming towns, municipalities and even regions into learning venues for all generations. For example, a municipality co-ordinated a large number of LLW providers – schools of different levels, private educational organisations, the local library, music school, museum, various clubs and associations, local TV and radio station, etc.

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

**Bulgaria**

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

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

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

**Germany:**

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

At the regional / local level: The local Festivals of Learning developed according to regional differences: in some towns there was more than one, in some other there was a central local coordination, some festivals last one day, others one month. Various and sometimes unusual partnerships have been built: education and training providers together with cultural institutions such as museums and libraries,
international cooperation organisations, employment agencies, NGOs, community based groups and not last, the economic sector. The local/regional differences enriched the festival movement; the different experiences enhanced the exchange and discussion and contributed to the further development of the festivals’ goals and focus.

In general it is very useful to find at first some important partners (for example well known organisations, public authorities, etc.) and write the first letter / invitation to further potential partners mentioning the joint effort. If an organisation starts alone it may be more difficult to convince / motivate others. It can be easier to meet personally some potential partners, motivate them for co-operation in a face to face dialogue and after that begin to look for other participants with double (or even more!) power! Some Learning Festivals are now organised at the regional level through a new program of the Federal Ministry of Education and Research supported also by the European Union called “Learning regions”.

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

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

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

2.1 Examples of planning and co-ordinating of events

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

- **presentations of learning programmes, projects and other activities:** open days or open weeks, lectures and meetings, group and individual presentations, exhibitions of materials and products, and similar occasions with the aim of presenting activities to the widest public and to particular target groups;

- **presentations involving audience participation:** learning and creative workshops for designing ceramic products, painting on glass or silk, lace-making, carving, artistic, musical and computer workshops, creative workshops for the elderly and for children, practical knowledge and skills testing, conversations in foreign languages, organised debates, round tables, lectures with discussion on the theme of job-seeking, self-employment, business management, meetings, relaxation for quality life, learning various skills such as oriental dances and other subjects;

- **accompanying activities:** opening ceremonies, social and cultural events, presentations of books and publications, journals and collections, literary evenings, concerts, meetings with talks and music, theatrical and film presentations, puppet shows, receptions, award ceremonies, diploma presentations, press conferences, club meetings, taster sessions, visits to natural and cultural attractions, professional outings, guided tours, competitions, sports meetings, football matches, meetings of municipal councils, celebrations of anniversaries, closing events with a review of LLW events and others;

- **information-consultation activities:** telephone hotlines, advice centres, information days, stalls with information and other direct means of providing information and consultation on opportunities for lifelong learning.

**Bulgaria:**

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

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

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

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

**Germany:**

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

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

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

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

2.2 Examples of successful learning festival events

Slovenia:
Event at the national level: presenting awards to adults with outstanding learning achievements
In Slovenia, the Slovenian Institute for Adult Education (SIAE), a non-government umbrella organisation in the field of adult education, presents awards to individuals and groups for outstanding achievements in enriching their own knowledge and to organisations, groups, individuals, media… for enriching the knowledge of others or contributing to the promotion of lifelong learning. The six-year experience of giving away awards leads us to the following conclusions:
- The presentation of awards is an important part of the grand opening of the Slovenian Lifelong Learning Week – since it is an event of national importance, politicians, academicians, professionals in the field of adult education and many other prominent personalities are invited. The opening is an excellent opportunity for promotion and advocacy.
- Life stories of award winners attract media attention at the national and local level. Reports, portrays, interviews are broadcast and award winners’ life stories are published in newspapers and magazines which all immensely contributes to the process of awareness raising among the widest public.
- Award winners get out of anonymity and become examples for others in their neighbourhood, at work, and in the larger community. They either had to overcome difficult circumstances and through
learning they improved living conditions of their own as well as of their families, or their ways of living manifest the constant thirst for knowledge, the joy of learning, etc.

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

Bulgaria:

Highlights of 2001: the input from KNSB, the biggest trade-union in the country, described the trade union policy on education and training. Two initiatives were launched in the field of LLL:
- LLL and the New Opportunities for Older Workers
- Support for LLL among Refugees and Immigrants

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

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

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

Germany:

It is almost impossible to mention single Learning Festivals: During the last year of national co-ordination (2000) around 200 Festivals took place nationwide! Following LF titles show the variety of the local Festivals:
- Stade learns day and night!
- Continuing education: the window on the world
- Do something new!
- Fit for the future through learning!
- Subtenant computer: A very special relationship
- Win through learning!
- Our region doesn’t sleep – Learning night in Bochum
- Culture fair in Taunusstein
- Agenda 21: From Rio to Regensburg

In 2001 the Festival of Bonn joined the UN Year of Dialogue among the Civilisations and the European Year of Languages; intercultural education and learning were the main topic. As the central Festival Day took place some days after the 11th of September, the stage performances were cancelled to give space
to public discussion and exchange. The festival was officially accepted as one of the German contributions to the UN Year of Dialogue among the Civilisations.

Video 1: Example of the “Land” (Federal region) Bayern, Germany
Video 2: Example of a local LF without national coordination

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

1) *Festa de la primavera (spring festival)*: It is an annual festival where all adult people schools of Catalonia are summoned. Every year the festival has a principal subject that generally is socially relevant (feminism, multiculturalism, adult people democratic education). The link of the festival is the organisation of workshops and activities involved in lifelong learning.

2) *Festival de les llengues (language festival)*: It is a festival that is organised by the Adult People School of La Verneda-Sant Martí of Barcelona. Its interest lies in the cultural exchange and the learning of other languages. This way they organise, throughout the day, colloquiums and workshops where people talk in other languages, and they can participate in different cultural practices of several countries (dance, folklore, art, cooking, etc.). The success of this festival is the participation of many people of different ethnic groups.

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

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

In LLW 2002, CZEA Cluj together with the Municipal House of Culture Cluj and the Popular University Cluj, they have developed the activity “The women of the 21th century” and the workshop ‘Education – premise for equality of chances for promotion of the women in the social and political field’. The activity was developed in partnership with three NGOs: AVIF-ARTEMIS, ARDOR- Transilvania, Pro Vobis and women’ organisations within the political organisations. The activity was addressed to the women target group who don’t benefit from educational programmes whose aims should be to increase the role of
women in the social and political field. The workshop developed within LLW was preceded by a questionnaire whose aim was to identify the roles of women in Romanian society at present and their potential/desirable roles in the future. The questionnaire was applied on 200 women, living in different social environments, aged between 18 and 65 years old. This action was accomplished with the help of volunteers from the Volunteers Centre ProVobis. The results of this questionnaire were the starting point of the workshop. Answers revealed that women do not realise the need to involve themselves as leaders in fields considered to be “only for men”. Women are not sufficiently orientated regarding their opportunities to develop specific competencies in order for them to assume new roles. In the workshop 50 persons of different ages and different social status have participated: business women, women in higher education or in culture, women involved in politics, students, workers and unemployed women.

They have worked in teams covering the following themes:
Group No. 1: “Why not?” They have analysed the causes which stop women to assume new roles in politics and social life.
Group No.2: “Why yes?” They have identified the qualities and the competencies of women which enable them to assume new roles
Group No. 3: “What and how?” The emphasis was given to the idea of lifelong learning as the source for obtaining new competencies in order for them to assume these new roles with responsibility and efficiency.

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

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

3. Examples of successful media promotion in partner countries

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

An important milestone in the process of drawing the media into involvement in the Lifelong Learning Week was the 1998 round table entitled ‘The Media and Lifelong Learning’ organised by the SIAE and the national TV broadcaster. The purpose of the round table was to encourage the involvement of the media in the promotion of lifelong learning in general, and to strengthen cooperation among the media, the government and the SIAE.
In the past few years, some local authorities either in the role of regional LLW co-ordinator or working in close co-operation with them have helped attracting media attention by organising a press conference at the municipal level, enabling all LLW/LF providers to introduce themselves; they have supported the publishing of the local LLW calendar of events in the local newspaper and/or at the municipal web site; they have organised or participated at closing events with the aim of identifying the contribution of LLW/LF to local development processes.

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

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

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

Examples from the Learning Festival Suitcase:
[See Supplement 4: Time schedule for press releases (and possible titles)]
[See Supplement 5: Draft press release for the Festival start]
[See Supplement 6: Draft press release for the Festival end]

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

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

**Spain, FEUP:**
In previous years, the Spanish Popular Universities have developed the “Day of Participants”. The participant’s life histories expressed in UU.PP., and the descriptions of their advancement through the educational processes has been of great interest to the public. It is our experience that these histories
can be used as an important part of the publicity to attract newspapers, T.V. and radio, because they are usually interested in histories of human interest.

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

**Romania:**
The press conference of the second LLW in Romania was held in the conference room of the Ministry of Education and Research, because we thought that inviting journalists to an official important institution will have a greater impact on them. The presence of numerous journalists and TV companies demonstrated the organisers’ desire to encourage the media to take the promotion of LL more seriously and to obtain direct support in strengthening co-operation with national televisions broadcasters and radio stations. Media was the main way to promote LLW among the people. This was proved by the answers of the participants at the exhibition from ROMEXPO. 51.09% of the participants learned about the festival from mass-media. All the TV channels and the major daily newspapers gave coverage every day during the festival and the local media was yet more active, in some towns being partners of the events (e.g. Giurgiu, Targu-Mures, Targu-Jiu and Constanta). Special importance had the national public TV channel (Romani-Cultural). For an hour they offered live transmission from LLW venues, interviewing visitors and providers.

**4. Examples of funding learning festivals in partner countries**

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

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

**Germany:**
In Germany, the Federal Ministry of Education and Research financed the national LF co-ordination together with the “Laender” (Federal regions) from 1998 until 2000 to spread and implement the movement. From the very beginning of the German LF movement local organisers had to find different possibilities of funding depending of the region and focus of the LLW (since the public federal authorities were supporting only the national co-ordination).
Most of the German local LLW/LFs get financial support via mixed funding from different sources: participating organisations (participation fee, technical support etc.), local public authorities and/or the federal region (Land), enterprises sponsoring etc. A good way to organise a LF in spite of a low budget is to use all kinds of resources of the participating organisations: the public authorities can help the LF with its PR support; vocational training institutes may contribute with the printing of materials in their own workshops; students in ICT courses may help develop the web page, the documentation tools or the logo; in this way the students are directly involved in the project, may gain some money, collect experience and get in contact with potential employers.

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

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

5. Examples of informative and promotional material in partner countries

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

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

Bulgaria:
Common informative materials were created in Sofia and distributed through the country by the local coordinators. On the poster it was possible for each district/town to write its announcements separately.
from the activities in the capital city. All the preparatory work (program of the events, registration form etc.) was available on the special LLL-Site: www.lifelonglearning-bulgaria.org.

Germany:
Common informative materials and a national LF logo were created and distributed by the national co-ordination (Adolf Grimme Institut). All information has been distributed per post and through the central web page. Even after the national co-ordination stopped existing, many local LF continued using the original LF logo. This logo let a lot of creative possibilities for the development of local promotional materials.
A special way of creating joint informative and promoting material can be the organisation of local or even national contests. This kind of contests may help handling with a low budget and are a very good method of involving participating organisations and the target groups themselves. There are innumerable possibilities. Here just some examples:
- A school drawing contest on the subject Learning Festival and/or Lifelong Learning; the best drawings could be awarded and all drawings could be used to decorate the town and help promote the LF;
- An IT school contest on the subject “LF web site” and/or “LF logo” and/or “LF documentation”;
- Contest among pupils and/or students of further schools and/or Adult Education participants on the subject: Special events for the LF around Lifelong Learning; and so on.

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

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

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

Slovenia:
The accomplishments of goals of the Slovenian Lifelong Learning Week (LLW) have been monitored and evaluated on the following levels
- national internal evaluation, conducted regularly each year by SIAE,
- local level, conducted by providers of events,
- national external evaluation conducted by the main Slovenian newspaper Delo, occasionally (two times so far).

Main indictors used in evaluation, monitoring and reporting
Providers of LLW events provide the data required for the evaluation process through a questionnaire as well as feedback information on other topics, critical comments and proposals to improve the organisation of the LLW on workshops regularly held each winter.
Main indicators cover LLW providers, events, media support (their number, structure, geographical locations, partnerships and content) and participants to LLW events. The evaluation of event participants is the most demanding part for the evaluators. Efforts have been devoted to both aspects - how to record visitors, and how to report on them. For the time being, participants are grouped into three categories:
- population visiting LLW learning events,
- the audience addressed by media,
- people involved in the planning and conducting of LLW events.

How to evaluate the competencies acquired by participating in LLW - either in the process of preparing a LLW event or visiting a LLW venue remains a challenge for future evaluation studies and research. We believe that participating in the LLW/LF is a learning lesson in itself and represents a challenge to constantly improve our social and communication skills as well as self-esteem and mutual understanding.

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

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

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

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

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

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

Germany:

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

A local documentation (printed or digital) containing a short local LF story, the list of the participating organisations, documents about the events, all the articles and a lot of pictures are very useful to
improve the feeling of a common identity, to motivate the organisation of the next festival, to show to sponsors and VIPs the results and to gain new partners.

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

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

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

Romania:
See Supplement 9: Romanian example of questionnaire for providers

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

1. Examples of good practice:
   - PI No 1: Zvonka Pangerl Pahernik and Olga Drofenik (SIAE, Ljubljana, Slovenia),
   - PI No 2: Milka Atanasova (FSSK Znanje, Sofia, Bulgaria) and Maria Todorova (IIZ/DVV Office Sofia, Bulgaria),
   - PI No 3: Sabrina Boscolo Lips (IIZ/DVV Bonn, Germany),
   - PI No 4: Elena Duque (UB-CREA, Barcelona, Spain),
   - PI No 5: Montserrat Morales and Isabel García-Longoria (FEUP, Madrid, Spain),
   - PI No 6: Mariana Matache (IIZ/DVV Office Bucharest, Romania) and Camelia Bran (AN CZEA, Arad, Romania).

2. Internet realisation:
   - Franci Lajovic (Niainsis, Ljubljana, Slovenia)

Ljubljana, March 31, 2003
Part 3: Supplements, references, videos

1. Supplements

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

- Adult education or lifelong learning centres
- Agenda 21 groups
- Arts groups
- Centres for the elderly
- Community centres
- Community groups
- Employers organisations
- Folk high schools
- Governmental organisations on the field of international co-operation
- Groups / organisations of people with disabilities
- Health units/hospitals
- Information and guidance centres
- Internet-Clubs, Internet-Cafes
- Kindergartens
- Learning providers
- Leisure centres
- Libraries
- Local interest groups
- Local media
- Local public administration
- Local work agencies
- Ministries
- Mobile learning centres
- Multimedia centres (tele-centres)
- Museums
- NGOs (international co-operation etc.)
- Patronage (VIPs in general, mayors, ministers etc.)
- Practitioners associations
- Regional development agencies
- Religious groups
- Schools (primary, secondary…)
- Social movements
- Social movements organisations
- Social services
- Study circles
- Theatres/cinemas
- Trade unions
- Universities
- Vocational training centres
- Volunteer groups
- Women groups
Supplement 2: Arguments for the Learning Festival: How to motivate, convince and win multipliers, promoters, decision-makers and prospects

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

Learning Festival
2000
Shaping - Unfolding - Educating

Arguments for the Learning Festival:

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

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

on

8 September 2000

- and on the days before and after -
as part of the “Global Dialogue” of UNESCO
at EXPO 2000 in Hanover
Explanatory notes
and advice on how to use the arguments

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

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

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

I
"World Literacy Day"
8 September 2000

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

1\textsuperscript{st} Event
6 September 2000: "Focus Earth"
(Public dialogue on "knowledge, learning and sustainable development")

2\textsuperscript{nd} Event
7 September 2000: "This Is the World Speaking"
(Discussion on development of information societies in various cultures)

3\textsuperscript{rd} Event
8 September 2000: "Platform for the Future" / Learning Festival - UN Week of Continuing Education.
What is a Learning Festival?

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

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

A Learning Festival should

• Inform the public about possibilities of continuing education,

• Highlight the importance of continuing education for education policies,

• Address new target groups and spur their interest in continuing education and lifelong learning through hands-on examples,

• Motivate people to use educational offerings more intensively and open new forms of access to the new media such as the Internet,

• Inspire continuing education institutions, companies and organisations to collaborate

• And last but not least:

  Show that learning is fun!
Why is organising a Learning Festival both effective and rewarding?

There are various reasons:

• It shows those interested in learning the array of continuing education opportunities in their field and helps them decide to participate.

• Local and regional politicians obtain a lasting and insightful impression of the capacities of continuing education "at home".

• A Learning Festival boosts the willingness of continuing education institutions to collaborate with other providers and with industrial players.

• Co-operations provide new experience and new insights.

• Collaboration helps promote the quality of continuing education, because every participating institution wants to give "its best".
What co-operations could/should be launched?

- Continuing education institutions co-operate with various different providers

- Continuing education institutions co-operate "across boundaries" with authorities, museums and libraries

- Continuing education institutions co-operate "across sectors" with companies, associations, chambers, etc.

- A Learning Festival can/should be combined with other public occasions and events.

- However, you must not lose sight of your goals.
What could be the focal activities of a Learning Festival?

- Activities that provide media skills and professional education, that focus on issues and future developments of the knowledge and information society;

- Cross-over activities such as "Health and Ecology" or "Technology and Conservation";

- Combinations such as exhibitions, city tours or ecological explorations (e.g. on nature, history, architecture, etc.) with a learning content;

- Motivating activities, e.g. for people who have never entered an educational institution of their own accord before;

- Shared activities for people with different educational, social or cultural backgrounds; activities for different generations;

- Activities for special target groups such as for young people.
What were the results of the Learning Festival 99?

1. Almost 3000 institutions from the fields of continuing education, culture and industry took part in the local and regional Learning Festival ’99 events.

2. Great response from participants/visitors. Almost 100,000 people visited the Learning Festivals.

3. A big response in the local and regional media.

4. Image boost for continuing education and co-operation partners (companies, organisations, authorities, etc.)

5. Positive experience with co-operations. 70% of all Learning Festivals were organised by co-operations.

6. Improvement of political importance of continuing education.

7. Inspiration for education policy discussions, affirmation of the idea of lifelong learning, creation of new learning cultures.

8. Learning Festival ’98: 120 to 130 Learning Festivals
   Learning Festival ’99: 140 to 150 Learning Festivals
Why is lifelong learning indispensable?

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

Partly adapted quotations from:

Karlheinz A. Geißler/Frank-Michael Orthey: Am Ende des Berufs (At the End of Your Career)
Dealing with pluralism and confusion

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

It also means that everybody must learn to interpret the world from several different points of view.
Dealing with breaks and transitions

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

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

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

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

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

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

Against this background, virtually all forms of continuing education are becoming ever more important!
Learning means more than just acquiring knowledge:

1. Learning is a lifestyle.

2. Learning gets people moving.

3. If many (all) people are learning, society gets moving.

4. Learning is fun.

5. Learning helps you become creative.

6. Learning gives you opportunities to cope better with personal and career challenges.

7. Learning improves the social (learning) climate; and that benefits everybody!
A Learning Festival offers new prospects, avenues and qualifications for continuing education

- Learning region
- Co-operation / networking
- New learning cultures
- Integration of new media
- Motivating continuing education
Supplement 3: Example of a LLW/LF time schedule (Learning Festival of Bonn)

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

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

April / May:
- Second meeting of interested and / or already registered organisations
  - report of co-ordination
  - checking everyone’s resources
  - patronage
  - stage for performances during the common Festival Day?
  - concrete planning (one LF day / one week / one month / where / who / what)
  - PR campaign
  - concrete time schedule
  - setting deadline for program contributions
  - decision about motto
  - decision about support of an actual international campaign
  - decision about financial frame
  - decision about common logo
  - decision about Festival opening (who / what / where)
  - exchange about evaluation tools
- Sending the minutes of the meeting and the actual and complete database of all contacted and / or registered organisations to all the invited
- Press release about the meeting
- Permanent contact to the potential and already registered partners (E-mail/telephone)
May / June / July:
- Collecting registrations
- Setting up financial organisation
- Gaining sponsors
- Web site with all informations (database, schedule, minutes)
- Communicate the developments or the decided dates through professional magazines, web calendars, local press, radio and TV
- Collecting contributions for the LF/LLW program
  - concrete realisation of leaflet (contents, layout)
  - concrete realisation of poster
  - concrete realisation of banner
  - concrete realisation of info screens
- Booking of necessary rooms / squares
- Informsing and involving shops close to the events places
- Checking the technical needs for the common Festival Day (insurance, electricity, garbage, fire brigade, police, other official permits)
- Engaging a photographer / organising documentation for the common Learning Festival Day
- Continuously spreading of the developments / new informations among the registered partners

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

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

October:
- Evaluation meeting and after work “party”
  - report of co-ordination
  - report of all partners
  - next Festival?
  - dining together
- Sending the minutes of the meeting
- Sending the complete documentation of the Learning Festival (to partners, sponsors and patrons)
Press release about the evaluation meeting and the next Festival
Supplement 4: Time schedule for press releases (and possible titles)

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

Learning Festival 2000: 8 September at EXPO

Calendar week 36:
10 Sept.  End of Learning Festival,
XX p.m.: Final press conference, conclusions
8 Sept.  Press release: Learning Festival a public success already at half-time
6 Sept.  Opening of Learning Festival by Mayor XY 12 noon: press conference with XY (send manuscript of speech to press, walkabout with journalists)

Calendar week 35:
1 - 2 Sept.  Press release: Learning Festival kicks off this weekend (send layout plan and updated event programme to press and regional radio and TV stations)

Calendar week 34:
25 Aug.  Background talks with select press representatives: preparations for Learning Festival well under way. XYZ accepts invitation to come.

Calendar week 33:

Calendar week 31:

Calendar week 30:
28 Jul.  Press conference: Learning Festival 2000 from ... to ... Initiatives work together. (Submit basic press folder with logo, press release on Learning Festival goals and programme, with description of involved groups and institutions, possible background info on continuing education and photos of speakers at press conference)
Supplement 5: Draft press release for the Festival start

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

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

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

One aim of the Learning Festival is to make things more transparent. It will be staged not just in ABC town but will coincide with similar events in numerous locations nationwide. The Learning Festival Initiative was founded in 1997 by the German Ministry of Research and Education. And the initiative was soon crowned by success: Almost 2,000 education institutions already took part in the Learning Festival 1998 and hundreds of thousands of visitors came seeking information on continuing education activities. These figures were exceeded in 1999. And the Learning Festival 1999 was also a huge success. Over 140 Learning Festivals were staged nationwide. And many educational organisations will be presenting their offerings to the public all over Germany at the next Learning Festival in September 2000.
Supplement 6: Draft press release for the Festival end

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

Draft press release 2
About the Learning Festival events

Information and entertainment.
Learning Festival for the people was a great success.

ABC town, 00 month XXX.
Around xxx visitors attended the Learning Festival in XXX (location) on 8 September 2000 to find out about a wide array of learning activities. "Many people were surprised in what fields you can still go on learning even into old age", explained xx of xxx (co-operation representative). "Vice versa, talks with visitors gave us lots of inspiration and ideas, which we will incorporate in planning continuing education programmes." At the info stand of xy learning institute course attendees talked about their experiences with continuing education. And there was a mobile office where employees were demonstrating telework options. The information stand on multimedia learning attracted lots of young people. And valuable advice on new part-time adult education schemes was offered by Chamber of Commerce representatives. There was also a great entertainment programme. From XXX through XXX to XXX it offered something for everybody. In the end, all participants sounded very happy with the outcome of the event. "We never expected such a great response to the Learning Festival."
Supplement 7: List of quantitative and qualitative indicators (Slovenian questionnaire)

Quantitative indicators:
Number of providers
- total
- by region
- by municipality
- by type of organisation
- by number of inhabitants (national, regional)

Number of co-ordinators
- total
- by region
- by type of organisation

Number of events
- total
- by region
- by municipality
- by type of events
- by content
- by number of inhabitants (national, regional)

Number of media items
- (articles, radio and TV broadcasts and similar)
  - total
  - by region
  - by type of media

Number of LLW participants to events
- total
- by region
- by municipality
- by type of events

Qualitative indicators – LLW providers’ opinion on:
Partnerships and forms of co-operation
The LLW concept
The role and performance of the national co-ordinator
Municipalities’ support (financial, in kind, attending events, etc.)
Government support
Visitors’ opinions
Evaluation of promotional material (poster, web pages, web calendar)**
Description of own promotional material
Ideas, critical remarks
Plans for next year
Contribution for the newsletter (examples of good practice, life histories of successful learners)
EVALUATION - LEARNING FESTIVAL 2000
(print out form, please tick or complete where appropriate)

Please return by fax up to 21 June 2000

Andreas Käter / Susanne Haas
Franzmühle - Salzstr. 1
83646 Bad Tölz
Tel.: 08041/60 90
Phone: 0171 / 798 11 96
Fax. 08041/732 93
E-mail: bildungswerk.toelz@ilo.de

Learning Festival project management:
Responsible institution:
Co-organiser:
Learning Festival venue /date:
Total attendance:

I. Background information
What were your aims when initiating the Learning Festival project?

Whom did you want to reach?

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

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

Our Learning Festival was realised in co-operation with the following partners from the fields of administration, industry, initiatives, organisations, associations, social groups, etc.:
What did you think of this co-operation? □ Good □ Not so good
For the following reasons:

Our Learning Festival was realised on our own responsibility □ Yes

Education sponsoring by Deutsche Telekom/3Com:

Were you satisfied with the sponsors' support?

Activities of Deutsche Telekom at your Learning Festival:
□ Good □ Not so good
For the following reasons:

Joint campaign: posters/flyers/advertisements
□ Good □ Not so good
For the following reasons:

Idea competition
□ Good □ Not so good
For the following reasons:

III. Evaluation of contents

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

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

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

______________________________________________________________________

IV. Public relations/impact

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

______________________________________________________________________

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

□ Large □ Small □ Fair □ Marginal

Number of reports/mentions in the local media?

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

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

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

Other:

______________________________________________________________________

V. Inspiration gained from Learning Festival

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

______________________________________________________________________

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

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

______________________________________________________________________

□ No, because

______________________________________________________________________

VI. General appraisal of your Learning Festival 2000

□ Successful, future-forward because

______________________________________________________________________

□ Not so successful (obstacles and barriers), because
VII. Suggestions and improvements for future Learning Festivals:

Would you like to organise Learning Festivals in the future?

□ Yes    □ No

Reasons:
______________________________________________________________________

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

VIII. Support by the Learning Festival 2000 Coordination Bureau

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

Presentation of Learning Festival concept prior to the event

□ Very good    □ Good    □ Not so good    □ Poor

Information and advice

□ Very good    □ Good    □ Not so good    □ Poor

Preparation of idea competition by sponsors Deutsche Telekom and 3Com

□ Very good    □ Good    □ Not so good    □ Poor

Training workshops

□ Very good    □ Good    □ Not so good    □ Poor

Coordination of press and PR work

□ Very good    □ Good    □ Not so good    □ Poor

Please make some suggestions how we can improve our work:
______________________________________________________________________
Do you think a Coordination Bureau for Bavarian Learning Festivals will still make sense in future?

☐ Yes    ☐ No

Reasons:
______________________________________________________________________

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

☐ Yes    ☐ No

Other remarks, criticism and suggestions:
______________________________________________________________________

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

Thank you very much and best regards from the Coordination Bureau

Andreas Käter and Susanne Haas
Supplement 9: Romanian example of questionnaire for providers

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

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

<table>
<thead>
<tr>
<th>Very weak</th>
<th>Weak</th>
<th>Normal</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Very weak</th>
<th>Weak</th>
<th>Normal</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Very inadequate</th>
<th>Inadequate</th>
<th>Not inadequate, not adequate</th>
<th>Adequate</th>
<th>Very adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3.1. Why?

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

<table>
<thead>
<tr>
<th>Very malcontent</th>
<th>Malcontent</th>
<th>Not malcontent, not content</th>
<th>Content</th>
<th>Very content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

4.1. Why?

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

<table>
<thead>
<tr>
<th>Very malcontent</th>
<th>Malcontent</th>
<th>Not malcontent, not content</th>
<th>Content</th>
<th>Very content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5.1 Their variety 1 2 3 4 5
5.2 Their number 1 2 3 4 5

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

1. written media 5. the organisers
2. television 6. friends
3. radio 7. other companies
4. posters 8. other sources………………
7. What do you expect from this festival? (you can choose more than one answer)

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

8. Were your expectations met during the festival?

<table>
<thead>
<tr>
<th>Not at all</th>
<th>In a small measure</th>
<th>In a certain measure</th>
<th>In a big measure</th>
<th>In very big measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Very unsuccessful</th>
<th>Unsuccessful</th>
<th>Not successful, not unsuccessful</th>
<th>Successful</th>
<th>Very successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Very unsuccessful</th>
<th>Unsuccessful</th>
<th>Not successful, not unsuccessful</th>
<th>Successful</th>
<th>Very successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Very malcontent</th>
<th>Malcontent</th>
<th>Not malcontent, not content</th>
<th>Content</th>
<th>Very content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

11.1 Why?

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

<table>
<thead>
<tr>
<th>In a very small measure</th>
<th>In a small measure</th>
<th>In some measure</th>
<th>In a big measure</th>
<th>In very big measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>For sure I will not participate</th>
<th>Probably I will not participate</th>
<th>Maybe I will participate</th>
<th>Probably I will participate</th>
<th>For sure I will participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
14. Will you participate to the organization of the festival next year?

<table>
<thead>
<tr>
<th>For sure I will not participate</th>
<th>Probably I will not participate</th>
<th>Maybe I will participate</th>
<th>Probably I will participate</th>
<th>For sure I will participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

14.1 What will be your contribution?

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

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

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

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

Total: ...........................................

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

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

20. Contact person .................................................................

21. Tel/fax.............................................

22. Year of establishment of your institution ........

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

24. Number of employees ........

25. Number of part-time lecturers/trainers ........

26. Number of full-time lecturers/trainers ........

27. The estimate number of your learners in
27.1. 2000 ..................... learners, most of them were in the field of............., representing ......%
27.2. 2001 ..................... learners, most of them were in the field of............., representing ......%


Thank you very much for completing this questionnaire!
2. References:
3. Learning Festival Suitcase (Lernfestkoffer) - A Guide for planning and organising a Learning Festival, Adolf Grimme Institut, Marl, Germany 1999

3. Videos:
Video 1: Example of the “Land” (Federal region) Bavaria, Germany - in preparation!
Video 2: Example of a local LF (Bonn, Germany) without national coordination - in preparation!
PRODUCT No 3

NETWORKS OF LLW CO-ORDINATORS – NATIONAL, REGIONAL AND THEMATIC REPORTS SI, BG, ES
Network of LLW co-ordinators

Introduction

The decentralised approach to organising Lifelong Learning Weeks / Learning Festivals in partner countries is based on the establishment of networks consisting of institutions, associations and other actors in the field of adult education / lifelong learning. These actors (larger educational institutions, municipalities, associations and federations, governmental bodies, etc.) will take the role of regional or thematic co-ordinators which means that they will assume certain responsibilities concerning the preparation, implementation and evaluation of LLW.

In order to enable potential co-ordinators to design and carry out their tasks, training seminars have been/will be organised by national co-ordinators in partner countries (Bulgaria, Slovenia – see enclosed reports; Romania, Spain – see plans for training of co-ordinators) using the Manual for LLW/LF co-ordination as a reference tool.

The already established network of LLW co-ordinators in Slovenia will benefit directly or at least indirectly from some of the project outputs (especially from the Manual which is an internationally enriched version of the Recommendations to LLW co-ordinators in Slovenia), whereas networks in Romania and Bulgaria will be expanded and strengthened, and the network of LLW co-ordinators in Spain will be established to assist in the organisation of the first LLW in this country.
Network of LLW co-ordinators in Slovenia

Introduction

The network of regional and thematic LLW co-ordinators was first established in 2001. In fact this was a formalisation, a strengthening and widening of endeavours which had already been present in the last few years. LLW co-ordinators have emerged spontaneously due to the fact that the initiative, co-ordinative and to a certain degree the managing role has been assumed by folk highschools, larger educational, administrative or other organisations at the local level. LLW providers have been linking either according to their geographical allegiance or to their thematic kinship. The degree of co-ordination varied: in some places co-ordinators animated other institutions and provided them with all the necessary information, whereas further activities were left to providers. In other areas, co-ordination was related also to the contents of events and their timing, in many cases also to the provision of joint media and visual promotion. As a result, the communication of SIAE with LLW providers gained new dimensions – in some cases all tasks were taken over by co-ordinators (registration of providers and events, distribution of promotional material, reporting).

The network of LLW co-ordinators has been active ever since, their work was based on Recommendations to LLW co-ordinators – a document produced by SIAE in co-operation with the most experienced co-ordinators. Experience has shown that the combined and co-ordinated approach to LLW at the local level can significantly enhance the successfulness of the Week: the number and variety of LLW providers grows, so does the diversity and quality of events, the Week becomes more attractive for the media and the larger public, and partnerships are created which last long after the Week is over.

In 2003, activities concerning the network of LLW co-ordinators in Slovenia will be strongly influenced by the parallel endeavours within the ‘Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement’ Project. Throughout the year, Slovenian LLW co-ordinators will be informed about the progress of the LLW Grundtvig project and via the Slovenian Institute for Adult Education which renders professional guidance to the LLW network in Slovenia, co-ordinators will be able to gain insight into approaches taken by their counterparts in partner countries. Consequently, they will be able to benefit directly or at least indirectly from some of the project outputs. For example, the above mentioned Recommendations to LLW co-ordinators (2001) have already served as a starting point for the elaboration of the Manual for Lifelong Learning Week / Learning Festival (LLW/LF) Co-ordination which will be used as a tool for training of regional and thematic co-ordinators in partner countries: Bulgaria, Romania and Spain. In turn, contents of the Manual will serve as input for an improved version of the Slovenian recommendations, and examples of good practice from partner countries will inspire their Slovenian counterparts and provide them with fresh approaches to LLW co-ordination.

In spring 2003 the network of LLW co-ordinators met at the Slovenian institute for adult education (SIAE) in order to outline its LLW 2003 activities and define priorities.

Report on the training of LLW 2003 co-ordinators

The first meeting of LLW 2003 co-ordinators took place on March 14 at SIAE. It was attended by representatives of institutions which assumed the role of regional or thematic co-ordinator within LLW 2002, by potential new co-ordinators of LLW 2003 and by representatives of the Ministry of education, science and sports, Ministry of labour, family and social affairs, the Employment Service of Slovenia and the EU Programmes Agency.
First, the report on LLW 2002 and then the LLW 2003 annual plan was presented to them with special emphasis paid to the role of the network of LLW co-ordinators. With regard to this year’s events, co-ordinators were invited to participate in:

the public tender for SIAE awards in order to nominate adults with outstanding learning achievements;
the public tender for registering LLW 2003 events (via application forms from May 5 to September 1, and via internet from June 5 to September 19);
the 7th Adult Education Colloquium on the theme Current issues in adult education and motivation (October 17 - 18);
the grand LLW 2003 opening (October 10)

E-promotional activities – the LLW e-postcard was introduced as a new tool for spreading news on LLW.

LLW 2003 will focus on several themes that were introduced by representatives of institutions competent for respective fields:

**European year of people with disabilities** – the representative of the organisational board at the Ministry of labour, family and social affairs presented their year long activities, especially the central event that will take place on June 4 in Ljubljana and will be an opportunity for the promotion of LLW as well. The board has taken the role of LLW thematic co-ordinator and will encourage clubs, associations and other groups of people with disabilities to participate in LLW events in October.

**Lifelong learning and greater employment** - the representative of the Employment Service of Slovenia presented their programmes designed for the lifelong learning and training of the unemployed and employed people as well as information and guidance activities carried out by regional and local employment offices. The ESS has also taken the role of thematic co-ordinator in LLW 2003 in order to ensure greater and co-ordinated appearance of employment offices in LLW 2003.

**Knowledge, youth and tourism** – the representative of the Tourist association of Slovenia presented activities of their members and expressed the intention to act as thematic co-ordinator of LLW 2003 as well.

All other co-ordinators were invited to establish links with relevant institutions at the local level in the field of people with disabilities, regional and local employment offices and tourist societies in order to tune their events according to the above mentioned central themes of LLW 2003.

In addition, some information concerning international co-operation in the field of LLW, i.e. the ‘Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement’ Project, and the first regional learning festival in South Eastern Europe was presented as well. Co-ordinators were invited to design LLW events which would promote topics such as culture of peace, tolerance, respect for differences, international, cross-border and intercultural co-operation, social inclusion and democracy.

The representative of the EU Programmes Agency offered his willingness for co-operation within the Socrates Grundtvig framework; at local LLW venues he will present EU programmes and help institutions in preparing applications.

The representative of the Ministry of education, science and sports presented the following guidelines concerning one of the most important issues – the financing of LLW events and LLW co-ordination:

the public invitation for co-financing of adult education infrastructural activities for the school year 2003/2004 (LLW is one of these projects) will be published by the end of May;
the Ministry is keen to know the impacts of its investments therefore indicators will have to be developed in order to measure short and long term impacts of LLW;
After May 2004 access to several EU funds will be opened (European social fund, European structural funds etc.) therefore in future domestic financing of LLW will depend on successful applications for EU resources.

Some highlights of the ensuing debate by experienced co-ordinators were as follows:

- measuring the importance and impacts of LLW by quantitative indicators (such as increase of participation in education) would create a one-sided impression – the most important results are the shift of people’s minds, better awareness, greater mutual understanding, awakened curiosity, self-affirmation and confidence and similar ‘soft’ categories;
- LLW impacts are long-term and hard to measure – examples of good practice, life histories and other qualitative indicators are the most appropriate ways of illustrating LLW impacts;
- LLW promotes various forms of learning – formal as well as non-formal ones; it introduces a new (or maybe old) value – knowledge that enables people to live a high quality life, to cope with constant change and development; for evaluating this new indicators have to be introduced beside the ones that simply measure the increase of participants in institutional forms of learning;
- LLW is not the competency of the Ministry of education, science and sports only – other sectors such as labour, health, environmental issues, culture, etc. are involved as well, and these impacts cannot be measured by increased participation in education only;
- literacy (in the widest sense) would be a better indicator than participation;
- if co-financing will depend on EU funds ‘the strong ones will go on, the weak ones will remain where they are’; however, applying for EU funds also introduces systematic, methodological approaches to project planning and should therefore be welcomed;
- the Ministry of education, science and sports does not cover all LLW costs by far; co-ordinators invest a lot of voluntary work because they are committed to the project, they believe in its mission – by applying restrictions, conditions etc. they might not continue to work on such voluntary basis anymore.

The LLW national co-ordinator closed the debate by calling attention to the fact that at the European level a new project regarding the evaluation of learning festivals’ impacts is being prepared - a system of indicators will be developed, a databank of examples of good practice and life histories will be established and the role of media will be explored. For national LLW evaluation that surpasses the already established LLW evaluation system, additional resources will have to be ensured and profound research work will have to be performed.

**Follow-up**

The LLW web site was expanded in order to cover the work of LLW co-ordinators over the past three years, and a forum was established to enable their discussion on topics of mutual interest. In addition to professional guidance offered to LLW co-ordinators by SIAE, graphic solutions of promotional material have been developed to enable co-ordinators to publish and disseminate it at reasonable costs. The LLW mission statement, circular letters to mayors and other authorities have been prepared to empower co-ordinators for advocacy at the regional and local level.

Zvonka Pangerc Pahemnik, national LLW co-ordinator
Network of LLW co-ordinators in Bulgaria

Ministry of Education and Science

Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), Sofia

Federation of Societies for Spread of Knowledge

"WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT"
Project Reference No (100924-CP-1-2002-1-SI-GRUNDTVIG-G1)

Training-Session for the regional and thematic LLL-coordinators

( based on the Manual for coordinators)

1. Election procedure of LLL-regional and thematic coordinators; sending a letter of invitation for participation in the training sessions

2. Working up the information from the different towns and regions and defining the places/towns for the training sessions: Veliko Tarnovo for Eastern Bulgaria and Sofia for Western Bulgaria.

3. Elaborating the "work package" for the training

( reduction the content of the Manual, preparing slides (PP) and a questionnaire for the LLL-coordinators

4. Training sessions:

   i. 23. April – Veliko Tarnovo
   ii. 29. April – Sofia, in the building of the Ministry of Education and Science

4.1. Introducing the participating organizations

4.2. Report on the LLW 2002

4.3. Foreign experience: Bonn, Slovenia, Rumania

4.4. Our suggestions for the year 2003 /plus poster/

4.5. Questionnaire

4.6. Training of the LLL-coordinators

The Training of the coordinators was implemented in two cities. The participants (40 persons – App. 1) were representatives of the NGO-sector, governmental institutions and ministries, trade-unions and employers organizations.
The training has have a pilot character – next sessions will be based on the analysis and the conclusions, conceptualized as a result of the fulfilled questionnaires.

Aims of the training:

- Research of the needs of the target groups – the coordinators from the different cities (questionnaire)

Defining advantages and experience of organizing former Days, as well as difficulties and problems accompanying different activities /personal profiling on the base of the reflection on former experience/. Presenting the key-messages in the separate packages (presenting the Manual, visualizing the most important issues via PP)

Approbating of the Manual (short version)

Training-methods

“Socrates Seminar” /Structured discussion/

Brain Storming

Analyses of the responses/information in the questionnaires

Annex 1

Списък на участниците в срещата по стартиране на подготовката за Дни на ученето през целия живот, България 2003
Велико Търново, 23.04. 2003 г.

Юлия Йорданова, Знание, Плевен
Донка Михайлова, Знание, Ловеч
Генчо Маринов, Габрово
Любомир Сивков, зам. кмет по образованието и културата, Добрич
Арнел Якуб, Знание, Русе
doц. Дора Стефанова, Знание, Русе
Трифон Николов, Знание, Стара Загора
Надя Котова, Знание, Стара Загора
Тодора Павлова, ДРЗ Мисъл, г. Оряховица
Йорданка Василева, ДРЗ Мисъл, Велико Търново
Тодор Найденов, ДРЗ Мисъл Велико Търново
Представител на ВТУ

Списък на участниците в срещата на 29-ти април 2003 г. в МОН, зас. зала, ет. 5

По повод на подготовката на Дни на ученето през целия живот в България, 2003

Виолета Влахова, Джендър Проект
Кремена Гочева, Българска търговско-промишлена палата
Вулф Бroke, Фондация Конрад Аденауер
Преводач за г-н Бroke, Фондация Конрад Аденауер
Росица Пенкова, Национален институт по образование
Даниела Ангелова, СУ, Департамент за информация и усъвършенстване на учители
Поли Атанасова, СУ, Департамент за информация и усъвършенстване на учители
Марина Хлебарова, Служба по заетостта
Емил Стефанов, Служба по заетостта
Ани Ляпчева, Учебен център, ЖАР
Нели Николаева Господинова – Дружество на учителите по немски език
12. Дария Анастасова Маврудиева, Център на учебно-тренировъчните фирми
Димитринка Вълкова Вълкова, Център на учебно-тренировъчните фирми
Милка Иванова Вълчева, Община Търговище
Рут Леви, Дружество Знание, София
Лили Доброславска, Министерство на труда и социалната политика
Бетина Микенбекер, Гьоте-Институт – Интернационес, София
Любов Попова, ГОПА
Тодорка Тодорова Жекова, Знание Бургас
Стели Петева, Проект “Читалища”
Кристиане Щюрман, Верден, Германия
Бероника Йегер, Германия
Роза Николова Петрова, Знание Монтана
Милка Атанасова, ФДРЗ
Мария Тодорова, IIZDVV
Йохан Теесен, IIZDVV
Бела Александрова, IIZDVV
Оля Василева, ФДРЗ
Network of LLW co-ordinators in Spain

The training for coordinators for Lifelong Learning Week in Spain will be developed before it is held in November 2003. The training forms part of a proposal put forward by FEUP (Spanish Federation of Popular Universities) [Federación Española de Universidades Populares] and CREA (Centre for Social and Educational Research at the University of Barcelona) [Centre de Recerca Social i Educativa de la Universitat de Barcelona]. These two organisations will foster the coordination process to carry out the first ever Adult Education learning week/ Learning Festival to be held in Spain.

Training for those individuals involved in organising LLW will be carried out from different localities and will be co-ordinated within the framework of two meetings. The first meeting will be held in June 2003 (in Barcelona or Madrid) and will aim to establish the basic thematic lines around which Lifelong Learning Week will revolve. In these meetings, it is the intention to count on the participation of CREA and FEUP with other movements and associations linked to Adult Education at a national level, for example: FACEPA Federation of Adult Cultural and Educational Associations [Federación de Asociaciones Culturales y Educativas de Personas Adultas], FAEA, Federation of Adult Education Associations [Federación de Asociaciones de Educación de personas adultas], CONFAPA, Confederation of Federations and Associations of Participants in Adult Education and Democratic Culture [Confederación de Federaciones y Asociaciones de Participantes en Educación y Cultura Democrática de Personas Adultas], UNESCO and various adult education centres and educational and cultural associations, etc.

Once the basics for coordinator training have been covered, the training process will make use of the project Manual and email contact to set a follow-up process from FEUP and CREA. These organisations will be able to assess coordinators as a result of their experience in organising festivals. The second meeting will take place at the end of September or the beginning of October 2003 (in Madrid or Barcelona) and, some of the main objectives are to continue and finish the training of the coordinating staff at a regional and local level and to prepare the launching of the campaign for the Learning Festival in Spain.

The main aspects of regional co-ordinator training to be covered in the meetings will start from the guidelines established in the project manual: (Widening and Strengthening of the European dimension of the lifelong learning movement):

- Setting up of associations, co-operation, co-ordination
- Planning and co-ordination of activities
- Promotional campaign
- Creation of informative and promotional materials or publicity
- Follow-up, evaluation and writing of reports

The training process has been delayed up until this time because of a delay in the finalization and translation of the manual. This has meant planning a later start date for the training for co-ordinators and people involved in Lifelong Learning Week.
PRODUCT No 4

CORPORATE IMAGE AND VISUAL PROMOTION

PROJECT LOGOS
TYPICAL PAGE FOR THE WEB SITE AND
POWERPOINT PRESENTATION
POSTER
Corporate image – Project logos

Introduction

The Corporate image is a common denominator of all the activities that will take place within this project which encompass:

- the project logo as the basic graphic element, and the following derived graphic solutions:
  - typical pages for the project web pages and Power Point Presentations,
  - a poster.

The work on this product started on our 1st Team meeting in Ljubljana (October 2002), where we have formulated terms of reference important for the product. All the partners have searched for professional designers who were ready to prepare the graphic solutions. We were able to attract three designers who have presented four proposals for our corporate image. The proposals were posted on our web site in order to present them to all the members of our team who have voted and selected their favourite solution. The selected solution is already being used as the typical page of our web site and as the logo. This leading graphic elements should later on be used when creating the poster and the leaflet as well. The proposal of the poster was put on our web site and discussed on our meeting in Bonn, where some additional changes were agreed and are being implemented at the moment. The discussions about the realisation of the leaflet have already started and will be finished until September 2003. The posters and the leaflets have to be printed before the national festivals and collective event

*see Internet page [http://www.llw5.org](http://www.llw5.org)
Project Reference No. 100924 – CP – 1 – SI – GRUNDTVIG – G1
‘WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT’
Project logo in different varieties:

Project logo:

llw5logo.jpg (jpg, 47 kB)
llw5logo.doc (word, 68 kB)
llw5logo.cdr (corel 10, 218 kB)

Project logo with names:

llw5logo_c.jpg (jpg, 64 kB)
llw5logo_c.doc (word, 84 kB)
llw5logo_c.cdr (corel 10, 234 kB)

Powerpoint background:

llw5pp.jpg (jpg, 58 kB)
llw5pp.ppt (powerpoint, 94 kB)
llw5pp.cdr (corel 10, 375 kB)

Project logo with names and Bulgarian title:

llw5logo_title_bu.cdr (corel 10, 242 kB)
llw5logo_title_bu.doc (word, 136 kB)
llw5logo_title_bu.jpg (jpg, 115 kB)

Project Bulgarian title:

llw5title_bu.cdr (corel 10, 20 kB)
llw5title_bu.doc (word, 70 kB)
llw5title_bu.jpg (jpg, 49 kB)

Project logo with names and German title:
Project logo with names and Slovenian title:
llw5logo_title_si.cdr (corel 10, 251 kB)
llw5logo_title_si.doc (word, 143 kB)
llw5logo_title_si.jpg (jpg, 122 kB)

Project Slovenian title:
llw5title_si.cdr (corel 10, 28 kB)
llw5title_si.doc (word, 78 kB)
llw5title_si.jpg (jpg, 58 kB)

You can download all files at once: LLW5graphics.zip (4.4 Mb)

Project logo in different sizes:
logo-10x6.gif (7 kB)
logo-15x9.gif (46 kB)
logo-6x4.gif (5 kB)
logo-8x5.gif (6 kB)

Proposals for the project logo >>
Proposals for the project logo and typical web, powerpoint pages. (order of precedence was drawed)

1. NINA - G1
2. DAVID
3. NINA - STARS WINNER!
4. ANDREA

You need Macromedia Flash 6 Player to see movies below! Install it >>

http://www.llw5.org/logo/proposals.html

22.7.2003
Typical page for the web site and PowerPoint presentation

Place for articles, text, graphics, photos and so on... (without the hidden line)...

The clickable menu is on the left. Links change color in dark yellow. When we choose Graphics for example, the more elaborate menu comes up in the upper right corner. The link that we are currently in is highlighted in dark yellow.

To illustrate: we are now in the Graphics section under Logo.
WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT

BULGARIA  GERMANY  ROMANIA  SLOVENIA  SPAIN

13.10.-19.10.2008

Poster
PRODUCT No 5

ICT TOOLS AND MATERIALS
WEB PAGE
FORUM
E-BULLETIN
DATA BASES AND COMPUTER APPLICATION FOR REGISTRATION OF LLW EVENTS
Web page

Introduction

The project web site is providing partners, other institutions, groups and individuals interested in the project as well as the widest public, nationally and internationally, with relevant information on the project and its progress, on products and outcomes, on partner profiles, and the LLW movement in general. Also links to the partners as well as to sites of further interest to the viewer were established. Further on, it is providing news on the project as well as national evaluations of LLWs, the reports and project synthesis. This structure was presented and agreed at our 1st team meeting in Ljubljana (October 2002). Since then it was complemented with inputs provided by all partners on a regular basis. The web site will be maintained until the end of the project and beyond in order to enhance communicating, informing, promoting and disseminating the idea of lifelong learning movement.

The web site is presented in English language and is using the corporate image of the project. It is hosting a number of other products of the project, namely calendar of national and collective events, the e-bulletin and the communication tool or forum.

The project web site can be accessed on the following address: http://www.llw5.org/.
WELCOME TO THE PAGES OF WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT

Project Reference No. 100524-CP-1-SI-GRUNDTVIG-G1
The project is based on the European dimension of lifelong learning (see the Memorandum on lifelong learning, 2000, and Making a European area of lifelong learning a reality, 2001) and on the-state-of-practice concerning the implementation of learning festivals as tools for advocacy and promotion of adult education and lifelong learning in participating countries. Until now, Slovenia has been organising its Lifelong Learning Week since 1996, Germany its Adult Learners’ Week since 1998, Romania its learning festival since 2000, and Bulgaria its Lifelong Learning Days since 2001.

The project’s global aim is to take stock of this accumulated expertise, create a strategy and develop an action plan so as to strengthen and widen the European dimension of the Lifelong Learning Week (LLW) movement. As a result, the first learning festival will be initiated in Spain whereas learning festivals in Bulgaria, Germany, Romania and Slovenia will be expanded and further enriched.
Partners representing five countries (Bulgaria, Germany, Romania, Spain - CREA, Spain - FEUP and Slovenia) will join their forces in order to achieve the following objectives:

- experience and expertise of four partner countries will be shared and know-how related to the promotion of adult education and lifelong learning will be transferred to the fifth partner country;
- frameworks for planning and implementing national LLWs, evaluating their impacts and disseminating their results will be established and strengthened;
- national celebrations of learning will be organised and a collective event will take place in Spain (2003);
- high-quality informative and promotional material and services, mainly web-based will be produced and disseminated;
- results will be disseminated nationally and internationally;
- cross-country as well as national networks for the promotion of the ‘lifelong learning for all’ strategy will be established, thus creating partnerships which will be able to continue their mission well beyond the project's lifetime.

Consequently, endeavours towards widening and strengthening the European dimension of the LLW movement will develop advocacy tools for promoting and raising the profile of adult education and lifelong learning in participating countries and broader. This will have an important impact on the democratisation and popularisation of adult education, civil society participation on the whole and the establishment of a culture of mutual understanding. Additionally, it will affect strategies and policies of adult education and lifelong learning in Europe.
WP1: Identification of the state-of-art and needs’ analysis

- (01) National reports with synthetic introduction
  1. Setting up of analysis framework
  2. Producing draft national reports
  3. Debating draft national reports
  4. Producing statistics for national reports
  5. Producing 2nd draft national reports
  6. Debating draft national reports
  7. Producing final national reports
  8. Producing synthetic introduction to national reports
  9. Using outcomes for project justifications, evaluations and reporting

WP2: Training of national and regional / thematic co-ordinators

- (02) Trained national (2 per country) and regional/thematic co-ordinators (15 per country – BG, ES, RO)
  1. Training of national co-ordinators
  2. Training of regional/thematic co-ordinators

- (03) Manual for co-ordinators
  1. The structure of the manual
  2. Debating the structure
  3. Producing 1st draft of the manual
  4. Debating the 1st draft of the manual
  5. Producing 2nd draft of the manual
  6. Debating 2nd draft of the manual
  7. Producing the final manual

WP3: Creation of corporate image and visual promotion

- (04) Corporate image: graphic solutions for logo, typical web pages, poster and leaflet
  1. Formulating terms of reference
  2. Preparing terms of reference
  3. Production of proposals of logo and other typical elements
  4. Selection of proposals of graphic solutions (logo and other typical elements)
  5. Providing contents for derived elements (poster, leaflet)
  6. Producing graphic solutions for derived elements
  7. Using elements of the corporate image

- (05) Printed posters and leaflets
  1. Publishing derived elements
WP4: Creation of IC tools and materials

- (06) Web page
  1. Establishing the joint communication / discussion tool
  2. Debating the structure of the website
  3. Producing of the initial website
  4. Debating the initial website
  5. Producing the final website
  6. Maintaining the website

- (07) E-Bulletin
  1. Production of the 1st draft of e-bulletin
  2. Debating the 1st draft of E-bulletin
  3. Production of the 1st edition
  4. Providing articles

- (08) Web calendar events
  1. Creating data bases and computer application for registration of events
  2. Providing information about events
  3. Producing web-based calendars of LLWs

WP5: Organisation of national events

- (09) 5 national LLW plans and weeks organised
  1. Defining LLW models (target groups)
  2. Establishing national LLW plans
  3. Debating plans and defining areas of co-operation
  4. Organising national LLWs
  5. Evaluating national LLWs
  6. Reports on National LLW

WP6: Organisation of collective event

- (10) 1 collective event
  1. Setting up the preliminary plan
  2. Exchanging and debating the plan and defining areas of co-operation
  3. Producing the collective LLW plan
  4. Organising workshop and TF meeting
  5. Organising the collective event
  6. Evaluating the collective event
  7. Report on collective event

WP7: Monitoring, evaluation and reporting

- (11) Monitoring and national evaluations of learning festivals and collective event
  1. Setting up the monitoring and evaluation plan – LLW related
  2. Implementing monitoring and evaluation: collecting data, performing analysis

- (12) Overall evaluation of the project
1. Setting up the evaluation plan – project related
2. Implementing evaluation

- **(13) Project reports (Interim, Final)**
  
  1. Setting up reporting instruments – project related
  2. Editorial work and printing of the summary of national and collective LLW report
  3. Organising workshop

**WP8: Dissemination and media promotion**

- **(14) Dissemination plan**
  
  1. Setting up the plan for dissemination of project results and findings at three levels
  2. Organising workshop
  3. Implementing dissemination

- **(15) Media promotion plan**
  
  1. Setting up the media promotion plan
  2. Promoting and advocating at national and international level
### WORKSHOPS

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Workshop</td>
<td>October 2002</td>
<td>Ljubljana, Slovenia</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Workshop</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; - 14&lt;sup&gt;th&lt;/sup&gt; May 2003</td>
<td>Bonn, Germany</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Workshop</td>
<td>May 2004</td>
<td>Romania</td>
</tr>
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</table>

### TASK FORCE MEETINGS

<table>
<thead>
<tr>
<th>Task Force Meeting</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Task Force Meeting</td>
<td>October 2002</td>
<td>Ljubljana, Slovenia</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Task Force Meeting</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; - 14&lt;sup&gt;th&lt;/sup&gt; May 2003</td>
<td>Bonn, Germany</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Task Force Meeting</td>
<td>November 2003</td>
<td>Barcelona, Spain</td>
</tr>
</tbody>
</table>

- accomplished
LEARNING FESTIVALS

International ALW web site
http://www.unesco.org/education/uie/InternationalALW

INEBiS Learning Festivals in South Eastern Europe
http://www.inebis.com

Web sites of learning festivals in partner countries:
* Slovenia: Lifelong Learning Week
  http://llw.acs.si
* Bulgaria: Lifelong Learning Days
  www.lifelonglearning-bulgaria.org
* Romania
  http://www.inebis.com

Web sites of learning festivals in other countries:
* Albania: Festival of Lifelong Learning
  http://www.inebis.com
* Australia: Adult Learners' Week
  http://adultlearnersweek.org
* Austria: Info Days for Continuing Education
  http://www.erwachsenebildung.at
* Bosnia and Herzegovina: Festival of Lifelong Learning
  http://www.bhfestival.org
* Brazil: Literacy Week
  http://www.alphabetizacao.org.br
* Denmark: Adult Learners' Week
  http://www.laer-som-voksen.dk
* Estonia: Adult Learners' Week
  http://www.andras.ee
* Finland: Adult Learners' Week
  http://www.aike.fi/aov/aov_english.htm
* Flanders (Belgium): Adult Learners' Week
  http://www.groteleerweek.be
* Great Britain: Adult Learners' Week
  http://www.niace.org.uk/alw/default.htm
* Iceland: Week of Lifelong Learning
  http://www.mennt.is/simenntun
* The Netherlands: Week of Learning
  http://www.weekvanhetleren.nl
* New Zealand: Adult Learners' Week
  http://www.waikato.ac.nz/events/adult_learn.shtml
* Norway: Adult Learners' Week
  http://www.vofo.no/uka
* Russia: Adult Learners' Week
  http://www.adweek.cv.ua
* Sweden: Adult Learners' Week
  http://www.vuxenutbildning.gv.se
* Switzerland: Learning festival
  www.alice.ch
* Yugoslavia: Adult Education Festival
  http://www.inebis.com
RELEVANT DOCUMENTS

* Sofia Conference on Adult Education, Call to Action (2002)

* Detailed Work Programme on the Follow up of the Report on the Concrete

* Making European Area of Lifelong Learning a Reality for All (2001)


* The Learning Festivals Guide

* The European Memorandum on Lifelong Learning (October 2000)

* CONFINTEA V (Fifth International Conference on Adult Education,
  Hamburg, July 14 -18, 1997) -
  http://www.unesco.org/education/uie/confintea

* International Council for Adult Education:
  Ocho Rios Declaration on Adult Learning:
  A Key to Democratic Citizenship and Global Action (August 2001)
  http://www.web.net/icae/ordeceng.html

* UNESCO’s Education-for-All website, including the Dakar
  (World Education Forum) Framework for Action (April 2000)
  http://www.unesco.org/education/efa/index.shtml

* United Nations Literacy Decade (2003 -2010)
  http://www.unesco.org/education/litdecade

(C) 2003 Slovenian Institute for Adult Education and LLW5 group, last edited: 03.07.2003
Graphics: Nina Špolar, Computer realization: Franci Lajovic
editors: Zvonka Panger Pahernik, Darjan Novak
Project co-ordinator: Olga Drofenik, Slovenian Institute for Adult Education

<table>
<thead>
<tr>
<th>Country</th>
<th>Project contact person</th>
<th>LLW co-ordinator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulgaria</td>
<td>Nikolaj Ovcharov</td>
<td>Milka Atanasova,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maria Todorova</td>
</tr>
<tr>
<td>Germany</td>
<td>Sebastian Welter</td>
<td>Sabrina Boscolo Lips</td>
</tr>
<tr>
<td>Romania</td>
<td>Camelia Bran</td>
<td>Mariana Matache</td>
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<tr>
<td>Slovenia</td>
<td>Darijan Novak</td>
<td>Zvonka Pangerc Pahernik</td>
</tr>
<tr>
<td>Spain - CREA</td>
<td>Lidia Puigvert</td>
<td>Elena Duque Sanchez</td>
</tr>
<tr>
<td>Spain - FEUP</td>
<td>Isabel Garcia-Longoria</td>
<td>Montserrat Morales Corraliza, Manuel Perez Castell</td>
</tr>
</tbody>
</table>

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http://www.llw5.org/team/index_p.html 22.7.2003
Website: http://www.fssk-bg.org

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**Last name:** Novak  
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Fax: 0093 403 51 71
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Fax: 0093 403 51 71

http://www.llw5.org/team/index_p.html
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Fax: 0034 91 5231087
E-mail: feup00@terra.es
Website: http://www.feup.org

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Last name: Perez Castell
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Website: http://www.feup.org
On this page you can find forms which are to be used for reporting to the Commission. They are intended above all for project partners, but will have some informative value also for incidental visitors interested in this matter.

They were prepared in accordance with

**Administrative and Financial Handbook**
(http://europa.eu.int/comm/education/socrates/downfile/handbook_en.pdf) and

**A Survival Kit for European Project Management**

You are advised to read the documents carefully!

---

**SUMMARY OF THE COSTS OF THE PROJECT**

**Table 3.1** provides a summary of the costs of the project and supporting forms for reporting for:

1. staff costs
2. direct costs and
3. general costs

---

LLW5_all_tables.xls (excel, 48 kB)

LLW5_table_3-1.xls (excel, 16 kB)
Table 3.1 Summary of the costs on the project for the period

Full name of the institution: ______________________________________

Person: __________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Approved budget € (1)</th>
<th>Declared expenditure (2)</th>
<th>% use of approved budget (3)</th>
<th>Future expenditure € (4)</th>
<th>Total expenditure € (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Staff costs</strong></td>
<td></td>
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<tr>
<td>EU grant</td>
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<tr>
<td>Partner contribution</td>
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<tr>
<td>Subtotal for staff</td>
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<tr>
<td>costs</td>
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<td><strong>2. Direct costs</strong></td>
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<tr>
<td>2.1 Travel and</td>
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<tr>
<td>subsistence</td>
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<tr>
<td>2.2 Equipment and</td>
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<tr>
<td>materials</td>
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<td>2.3 Subcontracting,</td>
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<tr>
<td>consultancy and other</td>
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<td>external services</td>
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<td>2.4 Other costs</td>
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<tr>
<td>Subtotal for direct</td>
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<tr>
<td>costs</td>
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<tr>
<td><strong>3. General costs</strong></td>
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<tr>
<td>Total</td>
<td></td>
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</table>

Date: ___________________________ Signature: ___________________________

Table 3.3 gives details of bank transfers for the distribution of the Community Grant between the partners.

LLW5_table_3-3.xls (excel, 14 kB)

Table 3.3: Details of bank transfer

<table>
<thead>
<tr>
<th>Number</th>
<th>Partner</th>
<th>Date the SI AE made the payment to the partner</th>
<th>Amount of the payment (€)</th>
<th>Date the partner received payment</th>
<th>Currency used</th>
<th>Exchange rate (copy of bank transfer)</th>
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</thead>
<tbody>
<tr>
<td>N 2</td>
<td>Big Bolgaria</td>
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<td></td>
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<tr>
<td>N 3</td>
<td>DE Germany</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>N 4</td>
<td>ES Barcelona</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>N 5</td>
<td>ES Madrid</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>N 6</td>
<td>Ro Romania</td>
<td></td>
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</tbody>
</table>

Date: ___________________________ Signature: ___________________________

22.7.2003
SUPPORTING FORMS FOR STAFF COSTS

Staff costs are covered by EU grant and participating partners. The co-financing principle has to be respected and documented.

Supporting documents for staff costs:

1.1. Time sheet (appendix 1.1)

![LLW5_table_app1-1.xls](excel, 15 kB)

**Report Sheet Appendix 1.1: Time Sheet for Staff Costs**

Full name of the institution: 

Person: 

Function of the Person: 

Time Sheet for the Period: 

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities (Work Package)</th>
<th>Total days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Total for the reporting period**

I certify that the above is a correct record of the hours worked on this project.

Date: 

Signature: 

1.2. Staff costs (appendix 1.2)

![LLW5_table_1-2.xls](excel, 15 kB)
1.2 Personnel costs

Project:__________________________________________

Institution:________________________________________

Period:__________________________________________

Personnel involved in the project:________________________________________

<table>
<thead>
<tr>
<th>Names of staff</th>
<th>No. of days</th>
<th>Rate per day (National currency)</th>
<th>Exchange rate</th>
<th>Total € (1x4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Date: ____________________________

Signature: _______________________

SUPPORTING FORMS FOR DIRECT COSTS

2.1 Travel and subsistence

These costs are eligible only when they are directly related to the project and concern activities, which must be clearly identifiable.

Travel and normal travel insurance costs are based on the actual costs incurred. The most economical fares must be used. Several travel agencies should be contacted in order to obtain the best possible prices.

Accommodation and subsistence costs may not exceed the maximum amounts per person per day as indicated in the following table:

Country Maximum in €
SI, Slovenia 148
BG, Bulgaria 157
DE, Germany 127
ES, Spain 141
RO, Romania 185

Handbook, page 7

The amounts specified in this table include all costs associated with the stay in the country concerned. If there is no overnight stay, the amounts are reduced by 50%.

Within these limits, the reimbursement of accommodation and subsistence expenses may be made on an actual or fixed cost basis. However, if the internal regulations of the institution of the person making the journey impose a lower limit than the amounts detailed in the above table, the former must be used as a basis of calculation.

LLW5_table_2-1.xls (excel, 16 kB)
2.2. Equipment and Materials

The choice of purchasing of hardware and equipment must be based on the least expensive methods. Several suppliers must be locked in order to obtain the most economic terms. Copies of invoices or the purchase of hardware and equipment (stamped and signed) must be enclosed. Only actual costs will be covered by the Grundtvig programme. This means that there must be a suitable system for identifying the costs arising from the use of equipment (Handbook, page 18).

Appendix 2.1: Travel and subsistence costs

<table>
<thead>
<tr>
<th>No (1)</th>
<th>Partner organisation and name of the person (2)</th>
<th>Dates (including travel)</th>
<th>Duration in days</th>
<th>Origin (City, country code)</th>
<th>Destination (City, country code)</th>
<th>Purpose of the journey</th>
<th>Means of transport (+type of fare)</th>
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</thead>
<tbody>
<tr>
<td></td>
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*Copies of invoices for accommodation and travel ticket claiming for reimbursement must be stamped and signed by the legal representative.

Date:
2.3. Subcontracting, consultancy and other external services costs

Any amount paid to an outside body, which is not part of a member organisation of the partnership and which carries out specific and limited work for the project, must be charged to the heading “Subcontracting costs”. This includes work such as translation, interpretation and printing.

Such expenditure may only be allowed if the staff of the member organisations of the partnership do not have the skills required for the performance of the work concerned. In order to be eligible, the subcontracting must have been foreseen in the application.

If the beneficiary and/or the partners in the project use the services of a subcontractor, they must be able to produce:
- the Agreement concluded with the latter,
- the invoice(s) paid and any other supporting document connected with the subcontracting costs.

Subcontracting Agreements must contain at least the following information:
- subject of the subcontracting,
- dates of start and end of subcontracting,
- amount to be paid,
- detailed description of costs,
- work schedule or phases,
- payment procedures (one or more instalments),
- penalty clause(s) in the event of non-fulfilment of the Agreement or delays in the performance of work (if this is feasible or possible).

For translations, only expenditure directly related to translations from and into the official languages of the countries formally participating in the Socrates Programme is eligible.
## 2.4. Other costs

Other costs, not covered by those indicated above, may be allowed, provided they are:
- necessary for the performance of the project,
- reasonable in amount,
- fully documented and clearly itemised,
- not indicated under another category or item of expenditure.

Expenditure types eligible under this heading include:
- bank charges relating to bank transfer and exchange costs relating to receipts and payments for eligible expenditure under the project;
- costs incurred in producing, translating and publishing documents, when those activities are performed by one of the member organisations of the partnership. However, these costs may not exceed those that would be normally charged on a commercial basis. They must also be fully supported by invoices from the partner concerned showing clearly how the costs have been arrived at;
internet communication costs in duly justified cases for projects where activities require very intensive use of this type of communication. However, general communication costs for the project should be included in general costs.

Appendix 2.4: Internal Report Sheet – Other Costs

| Project: | |
| Partner institution: | |
| Period: | |

Production costs for products: Outcome 1:

<table>
<thead>
<tr>
<th>Printing</th>
<th>Number</th>
<th>Cost per unit</th>
<th>Nat. Currency</th>
<th>Exc. Rate</th>
<th>€</th>
<th>Total costs in €</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation</td>
<td>Pages/lines</td>
<td>Costs per page/line</td>
<td>Nat. Currency</td>
<td>Exc. Rate</td>
<td>€</td>
<td>Total costs in €</td>
</tr>
<tr>
<td>Dissemination</td>
<td>Number</td>
<td>Costs per unit</td>
<td>Nat. Currency</td>
<td>Exc. Rate</td>
<td>€</td>
<td>Total costs in €</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Other: (please specify)

<table>
<thead>
<tr>
<th>Type of cost</th>
<th>Description of activity</th>
<th>Total cost in €</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nat. Currency</td>
<td>Exc. Rate</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
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</tbody>
</table>

*Only actual costs can be charged. Copies of invoices must be stamped, signed and endorsed.

Date: Signature:

http://www.llw5.org/forms/index_p.html
SUPPORTING FORMS FOR GENERAL COSTS

General costs may not exceed 7% of the total eligible costs of the project. They include the costs such as:

- communication costs (postage, fax, telephone, mailing, etc.),
- infrastructure costs (rent, electricity, etc.) of the premises where the project is being carried out, in proportion to the use of these premises by the project,
- office supplies,
- photocopies (administration, copies of products, handbooks, promotion material) are part of other costs.

General costs do not have to be detailed in the final report, and must be entirely financed by the partnership. However, in order to ensure that the co-funding principle has been respected, the Beneficiary will have to declare the amount spent by the partnership for General costs on the project.

![LLW5_table_3.xls](http://www.llw5.org/forms/index_p.html)
Appendix 3: General costs

Project: ______________________________

Partner institution: ______________________________

Period: ______________________________

<table>
<thead>
<tr>
<th>General costs</th>
<th>Nat. Currency</th>
<th>Excl. Rate</th>
<th>€</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure costs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Office supplies</td>
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<td></td>
<td></td>
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<tr>
<td>Photocopies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other (specify):</td>
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<td></td>
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<tr>
<td>Total</td>
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</table>

Date: ________________________ Signature: ________________________
Forum

Introduction

The forum is a common communication tool intended exclusively for partners of the Grundtvig G1 'Widening and strengthening the European dimension of the Lifelong Learning Week movement' Project. It can be accessed only by those who own the password. Discussion board was designed to facilitate our discussion related to our project. It also enables us to exchange opinions and documents, which will all be archived during the course of the project. In addition, all the documents are available and accessible to the partners all the time and from every place.

The forum consists of the following sections: Review if questions / opinions, Post new question / opinion, Files, Photo gallery and List of participants. This structure was presented to the partners on our first Team meeting in Ljubljana (October, 2002), and we had some introductory practice in order to get acquainted with it. The partners are using it since then. We got only positive feedback on it from the partners. Nevertheless we are of opinion, that it became rather complicated, due to a large quantity of questions / opinions. We are looking for the best way to make in more transparent and usable.
Welcome to LLW5 forum. It is intended exclusively for partners of the Grundtvig G1 'Widening and strengthening the European dimension of the Lifelong Learning Week movement' Project. Discussion board was designed to facilitate our discussion related to our project. It also enables us to exchange opinions and documents, which will all be archived during the course of the project.

⭐ REVIEW OF QUESTIONS/OPINIONS

* POSTER (ans: 1)
  Olga Drofenik, 22.07.2003, 10:29:25
* DATE OF COMMON EVENT (ans: 0)
  Sabrina Boscolo Lips, 22.07.2003, 08:31:09
* Time sheet June (ans: 0)
  Elena Duque Sanchez, 21.07.2003, 12:56:17
* comments to dissemination draft (ans: 1)
  Elena Duque Sanchez, 15.07.2003, 18:31:24
* answers to issues concerning the corporate image (ans: 2)
  Mariana Matache, 10.07.2003, 12:28:51
* Common video presentation (ans: 3)
  Zvonka Pangerc Pahernik, 09.07.2003, 13:18:34
* Some news and requests concerning our corporate image and website (ans: 4)
  Zvonka Pangerc Pahernik, 09.07.2003, 10:40:35
* Logos of institutions (ans: 0)
  Zvonka Pangerc Pahernik, 04.07.2003, 10:29:36
* HAPPY BIRTHDAY! (ans: 1)
  Sabrina Boscolo Lips, 30.06.2003, 19:26:51
* E-bulletin - 2nd Issue!!! (ans: 1)
  Sabrina Boscolo Lips, 30.06.2003, 19:21:22
* CONTACT (ans: 0)
  Sabrina Boscolo Lips, 30.06.2003, 19:11:41
* Country Profiles and more... (ans: 0)
  Sabrina Boscolo Lips, 30.06.2003, 19:00:53
* SORRY !!! (ans: 0)
  Sabrina Boscolo Lips, 28.06.2003, 19:50:37
* Pictures for the Learning Festivals in Germany (ans: 2)
  Sabrina Boscolo Lips, 28.06.2003, 19:24:37
* The Learning Festivals in GE for our National Pages (ans: 0)
  Sabrina Boscolo Lips, 28.06.2003, 19:10:44
* callendar of events (ans: 0)
  Elena Duque Sanchez, 20.06.2003, 17:46:01
* Interim report (ans: 2)
  Darijan Novak, 20.06.2003, 17:36:31
* Happy to announce new outcomes of our project (ans: 3)
  Zvonka Pangerc Pahernik, 20.06.2003, 11:25:10
* other attachment (ans: 0)

http://www.llw5.org/forum/?nolimit=1
Camelia Bran, 17.06.2003, 18:32:43
* Interim rapport, RO 📜 (ans: 0)
Camelia Bran, 17.06.2003, 18:28:57
* Dialogic evaluation 📜 (ans: 0)
Elena Duque Sanchez, 17.06.2003, 16:45:49
* Interim report - 2nd draft with ES and BG inputs 📜 (ans: 0)
Olga Drofenik, 16.06.2003, 17:34:43
* financial report FEUP, input to interim report 📜 (ans: 0)
Olga Drofenik, 16.06.2003, 15:15:08
* Back again! 📜 (ans: 0)
Sabrina Boscolo Lips, 16.06.2003, 11:19:11
* staff cost 📜 (ans: 1)
Camelia Bran, 13.06.2003, 15:32:12
* staff cost 2 📜 (ans: 0)
Camelia Bran, 13.06.2003, 15:06:02
* staff cost 📜 (ans: 0)
Camelia Bran, 13.06.2003, 15:03:55
* RO Interim financial report 📜 (ans: 0)
Olga Drofenik, 13.06.2003, 11:45:22
* Time sheet for April and May 📜 (ans: 0)
Camelia Bran, 12.06.2003, 14:40:52
* Financial report April-May 📜 (ans: 1)
Camelia Bran, 12.06.2003, 14:37:24
* other attachements 📜 (ans: 0)
Camelia Bran, 12.06.2003, 11:03:22
* report Jan.-February 📜 (ans: 3)
Camelia Bran, 12.06.2003, 10:58:49
* interim report -draft 📜 (ans: 1)
Olga Drofenik, 11.06.2003, 14:08:52
* Spanish Plan of Lifelong Learning Week 📜 (ans: 6)
Elena Duque Sanchez, 10.06.2003, 19:59:52
* Translation of the title of the project 📜 (ans: 0)
Camelia Bran, 09.06.2003, 11:11:34
* two month financial report 📜 (ans: 2)
Elena Duque Sanchez, 06.06.2003, 17:49:04
* New coordinators of this project 📜 (ans: 1)
Camelia Bran, 05.06.2003, 18:41:50
* Logo, RO 📜 (ans: 0)
Camelia Bran, 05.06.2003, 18:25:55
* Dialogic evalutation 📜 (ans: 0)
Elena Duque Sanchez, 03.06.2003, 20:52:01
* Translation of the manual 📜 (ans: 0)
Camelia Bran, 03.06.2003, 20:17:52
* A message from Ro 📜 (ans: 1)
Camelia Bran, 02.06.2003, 21:35:26
* LLW5 Web site - News 📜 (ans: 1)
Zvonka Pangerc Pahernik, 02.06.2003, 14:29:01
* Barcelona Workshop 📜 (ans: 1)
Elena Duque Sanchez, 30.05.2003, 17:38:55
* Coordinators training 📜 (ans: 0)
Elena Duque Sanchez, 30.05.2003, 17:15:47
* E-BULLETIN 📜 (ans: 0)
Nikolaj Ovcharov, 30.05.2003, 13:34:28
* financial report, e bulletin 📜 (ans: 9)
Olga Drofenik, 29.05.2003, 09:59:13
* Spanish versions of our project name 📜 (ans: 1)
Isabel Garcia-Longoria, 27.05.2003, 13:24:52
* FEUP-Logo 📜 (ans: 0)
Isabel Garcia-Longoria, 27.05.2003, 13:17:44
* Urgent tasks! 📜 📜 (ans: 2)
Darijan Novak, 26.05.2003, 13:38:19

http://www.llw5.org/forum/?nolimit=1
* Comments on \ (ans: 1)
  Sebastian Welter, 26.05.2003, 11:22:34
* Logo IIZ/DVV (ans: 0)
  Sebastian Welter, 26.05.2003, 11:20:13
* E-bulletin (ans: 0)
  Darijan Novak, 23.05.2003, 21:50:26
* HOLIDAYS!!! (ans: 1)
  Sabrina Boscolo Lips, 23.05.2003, 19:35:14
* Contributions to the web (ans: 3)
  Elena Duque Sanchez, 23.05.2003, 16:52:44
* Minutes (ans: 0)
  Maria Todorova, 23.05.2003, 12:50:55
* Contributions for the e-bulletin (ans: 1)
  Zvonka Pangerc Pahernik, 23.05.2003, 12:45:24
* Logo & graphics (ans: 3)
  Sabrina Boscolo Lips, 22.05.2003, 21:22:43
* DISSEMINATION & pictures (ans: 2)
  Sabrina Boscolo Lips, 22.05.2003, 20:37:58
* Planning the collective event and LLW (ans: 2)
  Elena Duque Sanchez, 22.05.2003, 16:56:29
* Documents of FEUP about Manual for Training for Coordinators of LLLW (ans: 0)
  Isabel Garcia-Longoria, 22.05.2003, 15:28:23
* Improved version of national reports (ans: 0)
  Sabrina Boscolo Lips, 21.05.2003, 23:01:53
* Translation of the project title (ans: 0)
  Sabrina Boscolo Lips, 21.05.2003, 22:33:34
* E-bulletin (ans: 2)
  Elena Duque Sanchez, 21.05.2003, 19:07:31
* Our projekt in internet (ans: 1)
  Sabrina Boscolo Lips, 21.05.2003, 09:10:07
* Some information (ans: 0)
  Elena Duque Sanchez, 20.05.2003, 18:49:15
* some new ideas (ans: 2)
  Mariana Matache, 20.05.2003, 13:01:57
* dialogic evaluation (ans: 0)
  Elena Duque Sanchez, 19.05.2003, 12:47:45
* Meeting in Bonn (ans: 1)
  Elena Duque Sanchez, 19.05.2003, 10:33:07
* BRAVO TO US LLW TEAM! (ans: 0)
  Mariana Matache, 19.05.2003, 10:05:24
* explanation on LLW situation in Germany (ans: 1)
  Olga Drofenik, 18.05.2003, 23:13:11
* thanks Sabrini for the remarks, minutes of the meeting and partnership meeting form (ans: 1)
  Olga Drofenik, 18.05.2003, 22:55:11
* EXPLANATION on the shifting of German LLW plan (ans: 0)
  Sabrina Boscolo Lips, 18.05.2003, 13:14:03
* MINUTES of the meeting in Bonn, PARTNERSHIP meeting form (ans: 1)
  Sabrina Boscolo Lips, 18.05.2003, 13:09:37
* ACTION PLAN (ans: 1)
  Darijan Novak, 17.05.2003, 13:54:19
* a letter to brussels - poster and reference number of our project (ans: 0)
  Olga Drofenik, 16.05.2003, 15:23:31
* Calendar of events, PPT presentation (ans: 2)
  Franci Lajovic, 11.05.2003, 10:40:31
* Interim Report (ans: 0)
  Elena Duque Sanchez, 08.05.2003, 21:08:00
* About the powerpoint projector to the CREA evaluation presentation (ans: 1)
Elena Duque Sanchez, 08.05.2003, 13:06:12
* No title given (ans: 0)

Elena Duque Sanchez, 08.05.2003, 12:28:45
* No title given (ans: 0)

Elena Duque Sanchez, 08.05.2003, 12:26:12
* About the powerpoint projector (ans: 0)

Elena Duque Sanchez, 08.05.2003, 11:44:13
* Introduction to the National reports (ans: 0)

Olga Drofenik, 08.05.2003, 10:02:13
* Introduction to National reports (ans: 0)

Elena Duque Sanchez, 08.05.2003, 09:39:36
* Promotion (ans: 5)

Sabrina Boscolo Lips, 08.05.2003, 08:34:15
* Arrivals and departures (ans: 2)

Sabrina Boscolo Lips, 08.05.2003, 08:19:44
* introduction to National reports (ans: 1)

Olga Drofenik, 06.05.2003, 19:57:42
* introduction to National reports (ans: 0)

Olga Drofenik, 06.05.2003, 19:57:33
* National Reports (ans: 3)

Darijan Novak, 06.05.2003, 19:16:14
* Marketing Training on Learning Regions / Learning Festivals (ans: 0)

Sabrina Boscolo Lips, 05.05.2003, 11:36:42
* Questions about the agenda (ans: 2)

Elena Duque Sanchez, 02.05.2003, 13:52:27
* national reports - imporved versions (ans: 0)

Olga Drofenik, 02.05.2003, 08:27:38
* national reports - imporved versions (ans: 0)

Olga Drofenik, 02.05.2003, 08:27:23
* Spain National Report (ans: 1)

Elena Duque Sanchez, 30.04.2003, 19:36:15
* Programme of our Meeting in Bonn (ans: 0)

* Our team is expanding... (ans: 2)

* Preparing the Meeting... (ans: 2)

Sabrina Boscolo Lips, 30.04.2003, 08:25:15
* Evaluation (ans: 5)

* Practical informations for your journey to Bonn! (ans: 0)

Sabrina Boscolo Lips, 25.04.2003, 17:06:30
* National reports (ans: 2)

Olga Drofenik, 24.04.2003, 18:42:17
* Contents of the meeting (ans: 0)

Elena Duque Sanchez, 23.04.2003, 18:17:07
* Hotel reservation in Bonn (ans: 3)

Sabrina Boscolo Lips, 17.04.2003, 15:08:15
* Good bye! (ans: 4)

Camelia Bran, 08.04.2003, 14:53:04
* Manual - final version in PDF format (ans: 3)

Franci Lajovic, 07.04.2003, 14:02:19
* 3 month report (ans: 3)

Darijan Novak, 04.04.2003, 19:03:07
* Meeting in Bonn - 10-14 Mai (arrival: 9 -departure 15) (ans: 2)

Sabrina Boscolo Lips, 01.04.2003, 18:40:14
* War in Iraq (ans: 0)

Sabrina Boscolo Lips, 30.03.2003, 18:18:14
* Manual for LLW/LF Co-ordination (ans: 2)

Zvonka Pangerc Pahernik, 28.03.2003, 15:05:04
* Manual - final version (ans: 1)

Zvonka Pangerc Pahernik, 26.03.2003, 09:41:57

http://www.llw5.org/forum/?nolimit=1
* **Manual - pre-final version** 📖 (ans: 5)
  Zvonka Pangerc Pahernik, 18.03.2003, 10:04:30
* **Topics for the meeting/workshop in May** 📖 (ans: 2)
  Sabrina Boscolo Lips, 12.03.2003, 19:40:30
* **meeting in Bonn in May answer to Sabrina** 📖 (ans: 5)
  Olga Drofenik, 10.03.2003, 10:02:53
* **Manual - final version** 📖 (ans: 1)
  Sabrina Boscolo Lips, 09.03.2003, 22:57:43
* **Women's day** 📖 (ans: 1)
  Sabrina Boscolo Lips, 08.03.2003, 19:46:32
* **Time sheets** 📖 (ans: 0)
  Elena Duque Sanchez, 07.03.2003, 17:10:45
* **first instalment paid** 📖 (ans: 2)
  Olga Drofenik, 07.03.2003, 11:48:44
* **Our poster** 📖 (ans: 3)
  Zvonka Pangerc Pahernik, 05.03.2003, 08:53:34
* **Our website** 📖 (ans: 0)
  Zvonka Pangerc Pahernik, 04.03.2003, 13:57:07
* **Carnival** 📖 (ans: 4)
  Sabrina Boscolo Lips, 04.03.2003, 11:54:05
* **Test Forum in LLW5 pages** 📖 (ans: 6)
  Franci Lajovic, 28.02.2003, 14:19:24
* **payment of the first instalment** 📖 (ans: 0)
  Olga Drofenik, 21.02.2003, 19:10:59
* **Explanation to the e-billetin** 📖 (ans: 8)
  Nikolaj Ovcharov, 10.02.2003, 10:09:28
* **e-billetin** 📖 (ans: 0)
  Nikolaj Ovcharov, 10.02.2003, 10:06:46
* **excuse me** 📖 (ans: 0)
  Nikolaj Ovcharov, 07.02.2003, 17:21:38
* **E-bulletin** 📖 (ans: 0)
  Nikolaj Ovcharov, 07.02.2003, 17:00:23
* **E-bulletin** 📖 (ans: 0)
  Nikolaj Ovcharov, 07.02.2003, 16:58:18
* **2nd International Meeting** 📖 (ans: 1)
  Elena Duque Sanchez, 30.01.2003, 17:06:16
* **partners meeting in May, Germany** 📖 (ans: 2)
  Olga Drofenik, 30.01.2003, 14:11:56
* **Manual 2nd draft** 📖 (ans: 0)
  Elena Duque Sanchez, 22.01.2003, 17:49:03
* **modification of the budget** 📖 (ans: 0)
  Olga Drofenik, 22.01.2003, 08:46:23
* **E-bulletin** 📖 (ans: 0)
  Zvonka Pangerc Pahernik, 21.01.2003, 13:53:52
* **Economic issues** 📖 (ans: 0)
  Elena Duque Sanchez, 17.01.2003, 20:34:43
* **collective event proposal** 📖 (ans: 1)
  Elena Duque Sanchez, 15.01.2003, 17:07:12
* **e-bulletin comments** 📖 (ans: 0)
  Elena Duque Sanchez, 13.01.2003, 13:40:02
* **Manual - second draft** 📖 (ans: 1)
  Zvonka Pangerc Pahernik, 13.01.2003, 09:48:43
* **three month report** 📖 (ans: 0)
  Elena Duque Sanchez, 07.01.2003, 19:07:34
* **three month report Maria BG** 📖 (ans: 0)
  Olga Drofenik, 06.01.2003, 17:36:38
* **answer to Camelia** 📖 (ans: 0)
  Olga Drofenik, 06.01.2003, 17:13:35
* **National reports - comments** 📖 (ans: 0)
* **collective event** 📖 (ans: 0)

http://www.llw5.org/forum/?nolimit=1
* Minutes (ans: 3)
  Darijan Novak, 30.10.2002, 17:06:25

* The manual (ans: 2)
  Zvonka Pangerc Pahernik, 30.10.2002, 09:53:09

* POST ADDRESS (ans: 2)
  Sabrina Boscolo Lips, 29.10.2002, 11:35:08

* Corporate image (ans: 1)

* National coordination (ans: 3)
  Camelia Bran, 25.10.2002, 09:35:50

* ...and even more photos (ans: 4)

* More photos (ans: 0)
  Darijan Novak, 18.10.2002, 15:35:38

* Important dates (ans: 3)
  Darijan Novak, 18.10.2002, 15:33:00

* media strategic (ans: 1)
  Isabel Garcia-Longoria, 12.10.2002, 15:33:01

* manual (ans: 2)

* website (ans: 1)
  Darijan Novak, 12.10.2002, 15:16:36

* Testing this application (ans: 19)
  Franci Lajovic, 11.10.2002, 08:35:35
E-bulletin

Introduction

The e-bulletin is a constituent part of the project web site. For the time being only its electronic version has been posted on the web page (see http://www.llw5.org/e-bulletin/), however there will also be a version for printing of particular issues. The possibility for interested individuals to register as recipients will be added shortly. Until now a double issue has been produced, in all there are 8 issues planned.

As far as its contents are concerned, articles are provided by all project partners in order to promote our project, introduce news, important events and publications related to the Lifelong Learning Week / Learning Festival Movement. The e-bulletin gives all interested readers the opportunity to inquire about the progress and outcomes of our project, presents different facts on the history of Lifelong Learning Weeks and the most important EU documents in the field of Lifelong Learning. It also provides information on Adult Education, Learning Festivals, and different researches in the field of Lifelong Learning.
Learning festivals:

- **Bulgaria**
  - Bulgarian Lifelong Learning Days (17 Sep - 5 Oct 2003)

- **Slovenia**

- **Spain**
  - The Lifelong Learning Week and Collective Event in Spain (Nov 2003)
Data bases and computer application for registration of LLW events

Introduction

One of the foreseen outputs of our project is an internet based calendar of events covering national LLWs/LFs of participating countries as well as events of the collective manifestation in Spain. In order to produce such a calendar of events, a computer application has to be designed on the basis of a data model and relational data bases that will take into account all relevant entities and their attributes. The input of data will be internet based so as to enable partner countries to register LLW/LF events, providers of events, and their characteristics directly via the project web site. The computer application will enable the presentation of data, simple and advanced search for events according to relevant criteria as well as the export of data into other formats (for editing, printing and/or publishing).

At the meeting in Bonn, May 10-14, the idea of creating such a computer application and a resulting calendar of events was presented and discussed for the first time (see enclosed Power Point presentation). In the following weeks, the Slovenian Institute will develop a draft version of the application on the basis of their experience with ICT tools used for the Slovenian LLW project. Partner countries will be invited to provide their viewpoints in order to define partners’ needs, establish a common understanding of the tool, and ensure its further development.
LLW’s calendar of events
proposal
version 0.1, 11th May 2003
prepared by: Franci Lajovic and ...

Calendar of events (printed and web based):
• establishing a computer based information system for registering of providers and events;
• processing data according to specific criteria relevant for the calendar of events;
• publishing the calendar at the national and/or regional level;
• exporting data for partial calendars – useful for further use of co-ordinators, providers, media (to be printed in a newspaper or a local calendar, for example);
• establishing a web based calendar enabling simple and advanced search of information on providers and events.
Collective development of Calendar / benefits

- minor expenses of development and maintenance, promotion
- project is multilateral, it should be easier to get EU funds
- impulse for providers to spread events abroad
- identical graphic interface for registration and searching data
- comparable data
- widening data models with identifiable data (making reliable researches in other projects)
- ....

Necessary steps in building web based Calendar

- defining inputs and outputs of application, added value
- defining common data model
- defining specific data model for each country, e.g.: different languages, data
- choose graphic interfaces for all segments of application
- creating draft versions of application:
  - registration of providers and events
  - web redaction of data
  - web based calendar with necessary outputs
  - data analyses
- testing and improving application
- launching and promoting application
- maintaining the application
Registering of providers and events

In order to register event, provider should register itself at first. Registering should be free, web based. After filling the form, provider automatically gets username and password and can proceed with entries for events.

Events do not appear immediately on web calendar, it should be checked by local based editorial staff (on the country or region level) and confirm, complete or reject them.

Yet, if an editorial staff believes so, specific providers can be promoted to trusty providers. Their data are published in web calendar immediately, but can also be withdrawn afterwards.

Redaction of data

All data should be checked by editorial staff, defined for specific country or region. The main objective of application development is to assure agility and efficiency of redaction.

E-mail notifications about new entries should be send daily or at any optional time. Lists of all published and unpublished events should not be complicate for management.

...
Web based calendar with necessary outputs

Web calendar is - as the most exposed - the significant part of application. As such it should be designed to promote lifelong learning week movement and stimulate users to participate in events or even encourage them to organize their own events.

We should consider to consult with marketing agencies how to reach this goal.

The idea for finding events in specific area is very simple. Visitor uses map and date to simple search for desired data...

Example for country selection in Europe map.
Web based calendar with necessary outputs

Visitor selects region and define town or commune and date, time.

Example for region selection in Spain map.

Slovenian calendar: [http://www.acs.si/antk/enostavno.htm](http://www.acs.si/antk/enostavno.htm)
Web based calendar with necessary outputs

Advanced search: [http://www.acs.si/antk/zahtevno.asp](http://www.acs.si/antk/zahtevno.asp)

Using different criteria.

Application should offer some data (outputs) useful for further use of coordinators, providers, media (to be printed in a newspaper or a local calendar, for example).

We should consider exporting in text formats, depending on needs and financial capabilities:

- HTML print pages
- plain text (*.txt files)
- XML (can be imported to a variety of applications)
- PDF (de facto standard for e-book and web publishing, printing)
- serving data directly from computer database
  (offering access to some part of database to interested institutions)
Data analyses

Throughout acquiring data for web calendar we could get some important additional data and use questionnaires for providers and visitors of our web page. It could be an important feedback for maintaining and improving application.

Data should be processed automatically by application and presented in tables and charts.

...

Other ideas in this connection

• we could register a new internet domain only for web calendar purpose, for example http://www.llw-calendar.org, each county would have their own virtual address, e.g. Bulgaria - http://bulgaria.llw-calendar.org, http://bg.llw-calendar.org

• invite other countries and institutions and develop “bridges” (database connections through e.g. XML) between their applications and our application

• include internet marketing and promotion, e.g. selling banner areas in the website

• ...

...
Platform for application

The computer, where this application will be running, should be equipped with:

- Linux operating system
- Apache web server
- PHP server-side scripting language for creating dynamic Web pages
- MySQL Database Software
- SSH secure remote access to administrate data
- ...

Other technologies:

- HTML/XML/CSS
- javascript
- Macromedia Flash
- ...

LLW's calendar of events / proposal
PRODUCT No 6

LLW PLANS
LLW/LF PLANS FOR SLOVENIA, BULGARIA
EXPLANATION ON LLW SITUATION IN GERMANY
SPANISH FIRST DRAFT FOR LLW AND
COLLECTIVE EVENT
LLW Plans

Introduction

It is the overall aim of our project to take stock of accumulated expertise, share experiences and develop action plans in order to strengthen and widen the Lifelong Learning Week (LLW) / Learning festival (LF) movement in participating countries. As a result, project partners have joined forces in order to contribute to the realisation of concrete project objectives, i.e. to initiate the first learning festival and at the same time organise a collective event in Spain, to expand festivals in Bulgaria and Romania, and enrich them in Germany and Slovenia all the while respecting countries' educational, cultural and economic contexts.

National frameworks have been developed in order to ensure the implementation of the above aims and objectives. An important part of these national frameworks are so-called LLW/LF plans which define main actors, activities and timetables for the implementation of learning festivals in partner countries. Preparatory activities, events during the time-frameworks of the learning festivals as well as concluding activities have been defined. As envisaged in the project proposal, innovative approaches have been taken into account in the process of planning LLWs/LFs: the shift from the concept of Adult Learners’ Week to Lifelong Learning Week, the shift from traditional education to equal valuing and promoting of formal and informal learning, encompassing learning opportunities 'hidden' in activities beyond the education sector, and the shift from competition among education providers to partnerships and collaboration.

LLW/LF plans will present the basis not only for concrete action but also for the ensuing evaluation of the entire process. As a result, LLW models (generalised versions of LLW/LF plans) will be formulated in order to facilitate implementations of learning festivals in partner countries in the coming years.

Slovenia: Lifelong learning week (LLW) – Annual plan 2003

Introduction

During the past eight years, the Slovenian Lifelong Learning Week has become a well established country-wide manifestation. Traditionally organised in the third week of October, it enables numerous providers of educational, cultural and social events to join their forces with the aim of implementing the slogan 'Slovenia, a learning country'. The mission of LLW can be depicted as follows:

- public awareness-raising related to the meaning, importance and omnipresence of learning in all stages of life and in various roles one has;
- developing a positive attitude towards all forms of formal, non-formal and informal learning and overcoming stereotyped notions of learning;
- awaking curiosity and creating new demand for learning;
- presenting numerous and multifarious learning, education and training possibilities and initiating high-quality learning and education supply;
- providing information and counselling;
- rethinking the state-of-art and state-of-theory in the field of education and learning;
creating mutual acceptance and understanding of sometimes conflicting parties: the formal and non-formal sector of education, government and non-government institutions, various generations, religions, cultures, nationalities, etc;

- establishing grounds for getting to know and creating long-lasting partnerships of various actors within or across geographic or thematic areas;

- celebrating outstanding achievements related to learning and creativity, and motivating the public to get involved themselves.

Some of the above described aspects of the LLW mission as well as new ones developing in the process of LLW implementation pertain to the widest public, others to providers of learning opportunities; some relate to seekers of learning possibilities, to professionals or to individuals, groups and institutions which find themselves in one of the before mentioned roles. Nevertheless, LLW is becoming a movement in which nearly everybody can find an opportunity for his/her active involvement. In accordance with a steadily growing number of LLW providers, events and other indicators (see table below), the dimensions of the LLW project are growing as well, enabling a constant development of various perspectives mentioned above.

<table>
<thead>
<tr>
<th>Number\Year</th>
<th>1996</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providers</td>
<td>74</td>
<td>137</td>
<td>267</td>
<td>374</td>
<td>500</td>
<td>545</td>
<td>563</td>
</tr>
<tr>
<td>Events</td>
<td>500</td>
<td>1,000</td>
<td>1,500</td>
<td>1,900</td>
<td>1,900</td>
<td>3,400</td>
<td>3,072</td>
</tr>
<tr>
<td>Media items</td>
<td>163</td>
<td>623</td>
<td>457</td>
<td>600</td>
<td>820</td>
<td>1,400</td>
<td>1,230</td>
</tr>
<tr>
<td>Visitors to events</td>
<td>10,000</td>
<td>22,320</td>
<td>30,000</td>
<td>35,000</td>
<td>40,000</td>
<td>40,000</td>
<td>50,600</td>
</tr>
</tbody>
</table>

In 2003 the Slovenian Institute for Adult Education (SIAE) in cooperation with the National LLW Committee and providers of events at the national and local level will carry out the eighth Lifelong Learning Week in Slovenia from October 13-19 2003.

STRUCTURE OF LLW ACTIVITIES

The work of the Slovenian Institute for Adult Education for the LLW project consists of two groups of activities:

National LLW co-ordination which encompasses:
- conceptual and development activities
- co-operation with LLW providers at the local level
- national LLW promotion
- international co-operation

Organisation of SIAE events which encompasses:
- presentation of SIAE Awards for outstanding achievements in adult education
- grand LLW opening at the national level
- 7th Adult Education Colloquium

DESCRIPTION OF LLW 2003 ACTIVITIES

National LLW 2003 co-ordination

Conceptual and development activities performed by SIAE encompass the management of the project, the implementation of the strategy of lifelong learning, the establishment and empowering of the network
of regional and thematic LLW coordinators, and activities linked to the implementation of central LLW themes.

The LLW working team is in charge of the management of the LLW project – they prepare the preliminary annual plan and introduce it to the National LLW Committee for adoption. All year long activities are being carried out in accordance with the defined timetable. Members of the LLW working team meet regularly in order to harmonise their tasks. Part of the project management is the establishing of contacts with competent ministries and other authorities at the national level. The aim of these activities is to encourage them for taking over a co-ordinative role in their fields of work and helping spread the idea of LL(W). The acquisition of financial resources is part of LLW management work as well. In the closing phase of the project, the evaluation of LLW impacts and the presentation of the report to relevant authorities at the national level, to LLW co-ordinators and providers of events as well as to the international public also belongs to this group of activities.

<table>
<thead>
<tr>
<th>National LLW Committee</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st meeting</td>
<td>May 2003</td>
<td>Adopted LLW 2003 annual plan</td>
</tr>
<tr>
<td>2nd meeting</td>
<td>December 2003</td>
<td>Evaluation of LLW 2003</td>
</tr>
<tr>
<td></td>
<td>/ January 2004</td>
<td></td>
</tr>
</tbody>
</table>

The basic LLW mission is the implementation of the strategy of lifelong learning therefore the preparation of promotional and advocacy documentation for dissemination to the professional as well as large public presents one of the most important conceptual tasks.

The establishment and empowerment of the network of LLW co-ordinators is a development task with the aim of introducing a decentralised approach to the organisation of LLW based on the principle of voluntary cooperation and integration of contents and providers of events. In 2003, the network will update and enrich the Recommendations to LLW co-ordinators created in 2001. Co-ordinators will meet two or three times in order to discuss LLW topics of mutual interest, exchange experience and standpoints, and establish grounds for cooperation. SIAE will offer professional support all year long.

<table>
<thead>
<tr>
<th>LLW Co-ordinators</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st meeting</td>
<td>March 14</td>
<td>Concept of co-operation</td>
</tr>
<tr>
<td>2nd meeting</td>
<td>September 11</td>
<td>Exchange of latest information</td>
</tr>
<tr>
<td>3rd meeting</td>
<td>December 2003</td>
<td>Evaluation of LLW 2003 and of the network of LLW co-ordinators</td>
</tr>
<tr>
<td></td>
<td>/ January 2004</td>
<td></td>
</tr>
</tbody>
</table>

LLW 2003 will focus on the following themes:

LLW 2003 is the European year of people with disabilities therefore the organisational board at the Ministry of labour, family and social affairs and SIAE will carry out a series of activities related to this theme. All co-ordinators and providers of LLW events are invited to focus at least some of their events on the importance of lifelong learning for people with disabilities.

For the first time in the history of LLW, the Employment Service of Slovenia will take the role of thematic co-ordinator and will encourage regional and local offices to organise open days and other manifestations within LLW 2003. All co-ordinators and providers of LLW events are invited to join forces with local employment offices to organise events that shed light on the topic of employability and lifelong learning.
Another leading theme of LLW 2003 is related to the first regional learning festival for South Eastern Europe. Representatives of Slovenia will participate at the central event in Skopje and all co-ordinators and providers of LLW events are invited to design LLW events which promote topics such as: culture of peace, tolerance, respect for differences, international, cross-border and intercultural co-operation, social inclusion and democracy.

Co-operation with LLW 2003 providers encompasses preliminary and closing activities.

Preliminary activities take place between February and the beginning of October. SIAE encourages, co-ordinates and offers information and guidance to providers of LLW events at the local level – either via phone, internet or at meetings. Co-operation is based upon registration of events.

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public call for registration of LLW events</td>
<td></td>
<td>Preliminary data on LLW 2003 providers and events</td>
</tr>
<tr>
<td>- via mail</td>
<td>May 5 – September 1</td>
<td></td>
</tr>
<tr>
<td>- via internet</td>
<td>June 5 – September 19</td>
<td></td>
</tr>
<tr>
<td>1st meeting of providers</td>
<td>September 11</td>
<td>Exchange of information</td>
</tr>
</tbody>
</table>

Closing activities consist of collecting feedback information concerning LLW events via questionnaire. These data will be the basis for analysis and establishment of quantitative and qualitative indicators of LLW.

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of feedback information</td>
<td>Until November 15</td>
<td>Final data on LLW 2003 providers and events</td>
</tr>
<tr>
<td>2nd meeting of LLW providers</td>
<td>December 2003 / January 2004</td>
<td>Evaluation of LLW 2003</td>
</tr>
</tbody>
</table>

National LLW 2003 promotion encompasses media promotion, common graphic image of LLW 2003 and visual promotion, including the LLW web site, LLW-Novičke, e-promotion and internet Calendar of events.

SIAE will try to gain media attention for LLW all year long by fostering personal and professional contacts with media representatives, preparing documentation on LLW and lifelong learning in general, appearing in radio and TV interviews and other broadcasts, and by organizing the LLW press conference at the national level.

The LLW corporate image will be used for creating the LLW 2003 logo, poster, title page of LLW-Novičke, application form, leaflet, invitation to the grand opening and other informative and promotional material. New in 2003 will be elements for e-promotion such as the LLW e-postcard.

The LLW web site (http://llw.acs.si) will feature general data on LLW, inform all interested parties about latest news concerning LLW 2003 and enable providers to register events via internet. It is available in Slovenian (full version) and English language (shortened version).
The internet Calendar of LLW 2003 events (http://tvu.acs.si/koledar - in Slovenian only) will present all LLW events at the national and local level. It will offer the possibility of seeking information according to various criteria (location, date of event, name of provider, topic, etc.) as well as export of data into various formats adequate for further processing and publishing.

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updating of the Slovenian web site</td>
<td>Until March 15</td>
<td>Updated Slovenian web site</td>
</tr>
<tr>
<td>Updating of the English web site</td>
<td>Until April 15</td>
<td>Updated English web site</td>
</tr>
</tbody>
</table>

The bulletin TVU-Novičke will accompany the implementation of LLW 2003 throughout the year. In the first issue, the annual plan and other data relevant for the preliminary stage of the project will be published. In the second issue, life histories of SIAE Award winners will be presented and latest information concerning LLW 2003 will be given. The third issue will be dedicated to the report and analysis, and the fourth issue (called LLW-Novičke) will be the summary of the project, published in English and used for dissemination at the international level.

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting of the first version of the Calendar</td>
<td>October 6</td>
<td></td>
</tr>
<tr>
<td>Posting of the second version of the Calendar</td>
<td>October 10</td>
<td></td>
</tr>
</tbody>
</table>

International co-operation encompasses active participation in the international ALW/LF movement, participation in the first regional learning festival for South Eastern Europe, in the EU project ‘Widening and strengthening the European dimension of the LLW movement’, participation at international meetings and preparation of articles and other material for publications at the international level.

The international ALW/LF movement is being co-ordinated by the Unesco Institute for Education in Hamburg. They edit the joint web site (see http://www.unesco.org/education/uie/InternationalALW), encourage the exchange of information and experience, organise meetings of national co-ordinators and perform other tasks of joint interest. The Slovenian LLW will take active part in all these activities.

The first regional learning festival for South Eastern Europe will take place in Skopje, however, national learning festivals of eight partner countries1 co-operating in the EBIS (Erwachsenenbildung in Suedosteuropa) Project co-ordinated by IIIZ/DVV, Bonn will be constituent parts of the event as well. Slovenia has played a crucial role in the development of learning festivals in the SEE region and will participate in the organisation of the regional festival as well. For more information see http://www.inebis.com.

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1 Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Macedonia, Romania, Serbia and Montenegro, and Slovenia.
Within the EU Grundtvig project ‘Widening and strengthening the European dimension of the LLW movement’ five countries: Bulgaria, Germany, Romania, Spain and Slovenia are co-operating with the aim to exchange experiences, enrich approaches to the organisation of learning festivals, and initiate the first learning festival and a collective event in Spain. SIAE acts as project co-ordinator; for more information see http://www.llw5.org.

### Organisation of SIAE events in LLW 2003

**Presentation of SIAE Awards 2003 for outstanding achievements in adult education** – tasks encompass the preparation of the public tender and the nomination forms, the publishing of the public tender in various media, encouraging of nominators and guidance work, collecting of nominations, editing and preparation of documentation for the Awards Committee which will select max 15 award winners in accordance with the Standing Orders.

The informing of nominators and nominees, interviews with award winners and preparation of their portraits for posting on the LLW web site and publishing in TVU-Novičke are additional tasks in this group. For the nation-wide promotion of the award winners, a video presentation will be prepared suitable for broadcasting on national and local TV stations and at LLW venues. Awards will be presented at the grand LLW 2003 opening and life histories will be posted on the LLW web site (http://llw.acs.si/awards).

The conceptual work regarding awards for best diploma works in the field of adult education and lifelong learning will be carried out in this group of activities as well.

### Event schedule

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central event in Skopje</td>
<td>October 16 - 19</td>
<td>Grand opening, presentation of awards and examples of good practice in the region</td>
</tr>
<tr>
<td>Regional workshops in partner countries</td>
<td>September – November</td>
<td>Meetings of AE experts</td>
</tr>
<tr>
<td>National festivals in partner countries</td>
<td>September – November</td>
<td>Events in the whole region</td>
</tr>
</tbody>
</table>

Grand LLW 2003 opening at the national level – the national press conference as well as the grand opening of LLW 2003 will be organised by SIAE on October 10. For the first time in eight years, the
grand opening will take place before the Week starts officially as to enable co-ordinators and providers at the local level to attend this national event. Again, one of the most attractive parts of the grand opening will be the presentation of SIAE Awards.

In addition, SIAE will look into the possibility of transferring the grand opening of next LLWs to the regional level and will prepare criteria for one of the LLW co-ordinators to take over the organisation of the event. This will be an important step of decentralising the implementation of LLW and bringing it even closer to the learners. This scenario will be discussed and adopted by the National LLW Committee.

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
</tr>
</thead>
<tbody>
<tr>
<td>National press conference</td>
<td>October 10</td>
</tr>
<tr>
<td>Grand LLW 2003 opening</td>
<td>October 10</td>
</tr>
</tbody>
</table>

Organization of the 7th Adult Education Colloquium – activities encompass the organisational and comprehensive aspect of this traditional professional event carried out by SIAE. The conceptualisation of the theme, preparation of the call for papers, conducting meetings of the programme board, promotion of the colloquium, preparation of materials and their posting on the AE Colloquium web site (http://tvu.acs.si/ak in Slovenian and http://llw.acs.si/ac in English), the implementation of the two-day event and its evaluation are tasks that will be carried out.

The 7th Adult Education Colloquium will enable a debate of several domestic and foreign professionals on the theme of Current issues in adult education and motivation. It is also one of the workshops in the series of professional events that will be organised within the framework of the first regional learning festival for South Eastern Europe.

<table>
<thead>
<tr>
<th>Event</th>
<th>Expected date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of paper abstracts</td>
<td>March 31</td>
</tr>
<tr>
<td>Registration without paper presentation</td>
<td>May 31</td>
</tr>
<tr>
<td>Full-paper submission</td>
<td>June 30</td>
</tr>
<tr>
<td>Deadline for confirmation of registration</td>
<td>August/September</td>
</tr>
<tr>
<td>7th Adult Education Colloquium</td>
<td>October 17-18</td>
</tr>
</tbody>
</table>

Validity

The preliminary LLW 2003 plan was prepared by the LLW project team at SIAE as part of SIAE’s annual Work plan for 2003. The LLW 2003 annual plan will be presented to the National LLW Committee and will become valid when it is confirmed by the Government of Slovenia.
### Bulgaria: LLW Plan of activities

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Activities</th>
<th>Contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. April 2003, Veliko Tarnovo</td>
<td>Regional meeting/training of the regional and thematic coordinators- LLW, 2003, Bulgaria</td>
<td>Maria Todorova, IIZDVV Milka Atanasova FSSK</td>
</tr>
<tr>
<td>29. April 2003, Sofia, MES</td>
<td>National meeting/training of the regional and thematic coordinators- LLW, 2003, Bulgaria</td>
<td>Maria Todorova, IIZDVV Milka Atanasova FSSK</td>
</tr>
<tr>
<td>8. May 2003</td>
<td>National plan for preparing LLW 2003</td>
<td>Maria Todorova, IIZDVV Milka Atanasova FSSK</td>
</tr>
</tbody>
</table>
| 31. May 2003        | 1. Collecting proposals  
2. Electing National Board of LLL-coordinators (NBC)  
3. Information on the Web-page with registration form, suggestions etc. | Maria Todorova, LLW - coordinator IIZDVV –Sofia, 1000 Sofia, “ Knjaz Boris I” I, 147  
tel. 983 6543  
fax 983 6482  
todorova@iizdvv-bg.org |
| 31. May-23 /30. June 2003 | Elaborating concept and program of the initiative, based on the collected proposals | NBC                                                                             |
| 1-2. July 2003 r    | Second coordinators meeting  
1. Discussions on the concept; Elaborating the final version  
2. Working plan: defining working groups and distributing roles (for ex.: partners work, PR, organiz. and technical team…)  
3. Starting with the implementation of the concept | NBC                                                                             |
| 31 . July 2003 r    | 1. Calendar of Events (published till the end of August) and publishing in electronic version. | NBC (PR)                                                                       |
| Last week of July   | Third coordinators meeting  
1. Evaluation of the work till this moment  
2. Defining the forthcoming work: printing posters, leaflets… | NBC (PR)                                                                       |
| 01. September       | 1. Publishing Calendar of Events  
2. Publishing poster, leaflets | NBC plus PR                                                                    |
<p>| 10-15.              | Final preparation; distributing materials, press- | NBC                                                                             |</p>
<table>
<thead>
<tr>
<th>September</th>
<th>conference, starting events before the opening</th>
<th>October 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. October 2003</td>
<td></td>
<td>Maria Todorova, IIZDVV Milka Atanasova FSSK</td>
</tr>
<tr>
<td>April-November</td>
<td>Media coverage</td>
<td>PR</td>
</tr>
<tr>
<td>28. February 2004</td>
<td>Preparing publication</td>
<td>NBC</td>
</tr>
</tbody>
</table>
Germany: Explanation on LLW situation in Germany

At the time of application for this project there was in Germany a LLW movement on the way to a good development and stability. The Federal Government financed from 1998 a national co-ordination office (Adolf Grimme Institut), that succeeded in implementing and spreading the Learning Festivals throughout Germany.

In 2000 the Federal Ministry decided to support a national co-ordination only every second year, but at the end of spring 2002 the Federal Ministry declared together with the partners in the projekt, the Federal Regions (BLK), to completely cease financial support to a central national LLW co-ordination. That means that there is in Germany no national LLW coordination since 2000.

As a result, the number of Festivals strongly decreased in the last two years (approximately down to circa 60/40 in all Germany from the 200 of the year 2000, as the former national co-ordinator declares). There are no official numbers on this.

The Federal Action Programme “Lifelong Learning for All” of the Ministry of Education and Research (2001) presents the actual Lifelong learning strategy in Germany; this strategy contains a bundle of measures on the way to a learning society. The centrepiece of the above mentioned Action Programme is a sub-programme entitled Learning Regions – Providing Support for Networks, which is aimed at the creation and expansion of networks covering all educational sectors and training providers to implement innovative lifelong learning programmes. In addition, the networks are to be used for the transfer of results from the other sub-programmes of the Action Programme in order to foster broader use of innovations.

Learning Regions – Providing Support for Networks was supposed to foster the spread and stabilisation of Festivals of Learning throughout Germany, but most of the projects have other priorities. And since there is no co-ordination, there isn’t at the moment an overview of the remaining Festivals.

From the time of the project application the situation has completely changed. We cannot talk anymore of just “enrich” learning festivals in Germany (see project application page 3 and 17), but we need to give a completely new impulse and try to contribute to the birth of a new sustainable network of LLW organisators.

The project “Widening and strengthening the European Dimension of the Lifelong Learning Week Movement” is a great opportunity for us to succeed in the above mentioned goal.

We have already contacted the network-coordinator of Learning Regions and a further meeting is planned to start a joint promotion campaign for Learning Festivals. One of the first steps will be a research on the actual number of festivals in Germany.

There are 81 Learning Regions spread in all Germany, that means 81 local/regional networks, that are working with the aim of spreading and implementing the idea of lifelong learning. Our project is a good occasion for them to strengthen their own lifelong learning promotion campaign and enriching it with an European Dimension.

Bonn, 17.05.03
The project co-ordinator’s comment on the explanation regarding the LLW situation in Germany

In designing the project, the specifics of the German partner was taken into account - in Germany no central national LLW coordination was planned and that is the reason why Germany has no obligation to develop the network of regional and thematic co-ordinators. The input of the German partner to all activities and foreseen project outcomes is based on their expertise and experience in implementing learning festivals at the level of federal states. So far, experiences of the Bonn learning festival have been the source for sharing information and giving input to our project. As there will be no learning festival in Bonn this year, the German partner will not implement all of the outcomes of our project this year. It is expected that the Lernfest in Bonn will take place in May 2004 and the German partner will then implement the outcomes of our work in accordance with the foreseen project activities and finances.

However, there are some other activities that are going on in Germany, namely, the dissemination of our project and the LLW movement in the network of Learning Regions in Germany. This has contributed to the accomplishment of the concrete objectives of our project and has been opening space for creating new partnerships and thus strengthening the two European dimensions of the LL strategy. We estimate that this is of great importance for Germany, especially as the National report sets out that learning for personnel fulfilment and active citizenship is becoming less and less supported. Bringing this dimension into the focus in the network of Learning regions is a great challenge not only for the German partner but also for other partners in our project. Within our joint project as well as at the national and local levels we are all engaged in the widening and strengthening of the EU dimension of the LLW movement. We all believe that it is our mission to develop LLWs/LFs as ‘advocacy tools for promoting and rising the profile of adult education and lifelong learning in our countries, thus having an important impact on the democratisation and popularisation of adult education, civil society participation on the whole, establishment of mutual understanding and partnership, as well as initiating changes in policies of adult education and LL learning’. All partners are contributing towards the achievement of these results with great personal engagement - through their daily professional work as well as within the resources determined in this project.

However, it is important to note that some of the activities that the German partner is planning (e.g. research on the actual number of festivals in Germany) are not part of the project and the costs will not be covered from our project.

Olga Drofenik, project co-ordinator
Spain: Plan of Lifelong learning week and the collective event

The organisation of the first Lifelong Learning Week in Spain will be specified in two coordination meetings. They will be run by FEUP and CREA, along with other entities, and will be held at the end of June and at the end of September 2003. Aspects to be covered in these meetings are the following:

1st Meeting: This meeting will be the first point of contact with entities, associations and schools linked to Adult Education for their participation in Lifelong Learning Week. One of the foreseen priorities for this meeting will be to communicate the kick off of LLW in Spain, within the framework of the European project Widening and strengthening the European dimension of the Lifelong Learning Week movement. In respect to this it will be necessary to inform those assisting of the relevance of LLW in the context of the European Union. Other organisational aspects to be considered will be:

- Establish guidelines to be followed in LLW
- Ensure diffusion of information about the event
- Find ways of financing the event
- First proposal for Collective Event

In the first meeting the opportunity will be taken to run the first training seminar for co-ordinators. After, different schools and entities will work at a local level on specific activities which they want to carry out with participants.

2nd Meeting: From the starting point that the first meeting will have been coordinated between FEUP and CREA and also with other collaborating bodies, in the second meeting we will concentrate more specifically on the latter aspects of organising LLW. In this second meeting we will share information about different activities to be carried out and chosen by participants. In the same way, the activities of Collective Event and other aspects related to the diffusion of information will be specified.

As well as specific activities to be decided in the next few months we already have an initial proposal for the Collective Event. The Collective Event will take place in Madrid. To complete its running, we aim to coordinate 3 events which are described briefly in the following:

- Miguel Hernández Awards. Annual educational awards announced by the Ministry of Education, Culture and Sport. Specifically, they focus on actions to promote adult literacy skills and developments for socially underprivileged groups. (http://www.mec.es)
- The "Day for participants of Popular Universities" [día de las personas participantes en las Universidades Populares] that has successfully been developed in previous years by the UU.PP network. It is a national meeting with more than 1,000 participants every year, joining together from 11 different regions of Spain (Andalucía, Aragón, Canarias, Castilla-La Mancha, Castilla-León, Extremadura, Galicia, La Rioja, Madrid, Murcia y Valencia). The large meeting of participants and agents involved in adult education, is held every year in a different town, (for example, Almagro, Albacete, Cáceres...). The Popular University in each place is host for the day. Throughout the day there is theatre, music, story-telling, literature, arts and crafts,...and lots more. More specifically, it is a place to meet people who enjoy learning and to share the joys of learning. What’s more, it is a useful event to promote lifelong learning. (http://www.feup.org)
- Dialogic literary Circles Congress. A national meeting of individuals from different Adult Education entities and schools that run literacy Circles with a dialogic focus meet. This year it is being planned to
invite centres which are developing similar activities at an international level. The event is organised by CONFAPEA (Confederación de Federaciones de Asociaciones Culturales y Educativas en Educación Democrática de Personas Adultas) y CEA Tetúan (Centro de Educación de Adultos Tetúan). (http://www.neskes.net/confapea)

Proposed activities:

Workshop Barcelona, November 2003

As a result of the Bonn meeting and to coincide with the first Lifelong Learning Week and Collective Event to be held in Spain, the following event was planned. A workshop to be organised in Barcelona aimed at team members of the project which would include the following 2 premises:

The central theme of the seminar will be promoting active participation by all individuals in the field of Adult Education. Above all, to emphasise the fact that this consists not only in assisting in classes and activities of the centre, but also taking part in the organization and management of the centre. In other words, how to achieve inclusion of all voices in all processes: those of ethnic minorities, people without academic qualifications, etc.

The workshop must be run by adult participants

Bearing in mind the agreements established in Bonn, at CREA we have drawn up a first draft workshop proposal:

| Date: November 2003 (to be confirmed according to the dates of the Collective Event and 3rd International Meeting) |
| Place: Barcelona |
| Length: Half day or day. |

People that will run the workshop: Participants in Adult Education. They are yet to be confirmed, but we will try to include immigrants, people taking courses in literacy and people from ethnic minorities, for example Romani.

Contents: Possible aspects to be included in the workshops will be:

a) Educational model and social model of Adult education
b) Dialogic Learning
c) Democratic participation by Adults:
   la Verneda Sant-Martí School for Adults
d) Universal declaration of rights for participants.
e) Associations in Adult education: FACEPA, AEPA.
f) Research into Adult education.
PRODUCT No 7

MONITORING, EVALUATION AND REPORTING
EVALUATION OF THE PROJECT PROCESS, OUTPUTS AND PARTNERSHIP MEETINGS
EVALUATION MODEL FOR LLW AND COLLECTIVE EVENT
CONSOLIDATED PROJECT FRAMEWORK 2002-2004 ACTION PLAN
I. Evaluation of the project process, outputs and partnership meetings
   1. Project related evaluation instruments
   2. First analysis of the questionnaires
      2.1 Evidence of effects on the Target Group (Q 1)
      2.2 Evidence of effects on the Project Structure (Q 2)
      2.3 Evidence of effects on the Project Management (Q 3)
      2.4 Products (WP) – a separate evaluation of their relevance and applicability (Q 3.1)
      2.5 A separate evaluation of the meetings (Q 3.2 daily, Q 3.2. overall)
          2.5.1 Ljubljana, October 2002
          2.5.2 Bonn, May 2003
II. Evaluation model for LLW and Collective event
III. Consolidated project framework and action plan
This section consists of three parts: Evaluation of the project process, outputs and partnership meetings, Evaluation model for LLW and Collective event, Consolidated project framework 2002-2004 and Action plan.

I. Evaluation of the project process, outputs and partnership meetings

Introduction

In preparing the evaluation strategy for our project we have followed advice given in the Survival Kit for European Project Management and drawn from our previous experiences with European projects. On our team meeting in Ljubljana, October 2002, we have agreed on the evaluation model for our project (further on project related evaluation) and decided to evaluate it at four levels: (1) Target groups, (2) Project structure, (3) Project management and (4) Transnational partnership. The following aspects were adopted on each of the levels and the instruments were developed later.

Evidence of effects on the Target Group (Q 1)
- Participants in learning
- Providers of learning (formal and non-formal)
- Local/regional/national authorities
- Other social partners
- Media

Evidence of effects on the Project Structure (Q 2)
- Clarity of the objectives
- Innovation and variety of the approaches

Evidence of effects on the Project Management (Q 3)
- Quality of the project management
- Administration of the project
- Financial management
- Quality of partnership itself
- Products (WP) – a separate evaluation of their relevance and applicability (Q 3.1)
- A separate evaluation of the meetings (Q 3.2 Daily, Q 3.2. Overall)

Evidence of good Transnational Partnership (Q 4)
- Time and resources
- Strong commitments to the project by each partner
1. Project related evaluation instruments

EVIDENCE OF EFFECTS ON THE TARGET GROUP (Q 1)

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

Level of importance
1 Very high   2 High   3 Medium   4 Low

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

Level of importance
1 Very high   2 High   3 Medium   4 Low

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

a) Among providers of learning
Level of importance
1 Very high   2 High   3 Medium   4 Low

b) Participants in learning
Level of importance
1 Very high   2 High   3 Medium   4 Low

c) Among representatives of authorities, responsible for educational, cultural and employment issues
Level of importance
1 Very high   2 High   3 Medium   4 Low

d) Media
Level of importance
1 Very high   2 High   3 Medium   4 Low

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

a) Among providers of learning
Level of importance
1 Very high   2 High   3 Medium   4 Low

b) Among representatives of authorities, responsible for educational, cultural and employment issues
Level of importance
1 Very high   2 High   3 Medium   4 Low

c) Media
Level of importance
1 Very high   2 High   3 Medium   4 Low

If there are any reservations and/or comments on the questions above, please write them here
EVIDENCE OF EFFECTS ON THE PROJECT STRUCTURE (Q 2)

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

Before the meeting in Ljubljana
Level of clearness
1 Very high  2 High  3 Medium  4 Low

Please comment

After the meeting in Ljubljana
Level of clearness
1 Very high  2 High  3 Medium  4 Low

Please comment

What are the innovative aspects of our work?

__________________________________________________________

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

__________________________________________________________

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

__________________________________________________________

If there are any reservations and/or comments on the questions above, please write them here

__________________________________________________________
EVIDENCE OF EFFECTS ON THE PROJECT MANAGEMENT (Q 3)

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

Level of effectiveness

1 Very high  2 High  3 Medium  4 Low

Please comment

___________________________________________________________________________

2. To what extent are the partners treated equally?

Level of equal treatment

1 Very high  2 High  3 Medium  4 Low

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

Level of familiarity

1 Very high  2 High  3 Medium  4 Low

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

Level of coverage

1 Very high  2 High  3 Medium  4 Low

Please comment

___________________________________________________________________________

If there are any reservations and/or comments on the questions above, please write them here

________________________________________________________________________________________
Project Reference No. 100924 – CP – 1 – SI – GRUNDTVIG – G1
“WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT”

EVALUATION OF PRODUCTS (Q 3.1)

Please answer these questions:

1. To what extent is the product relevant to your needs?
   Level of importance
   1 Very high  2 High  3 Medium  4 Low

2. To what extent is it relevant to other promoters of LLL who you know but in other institutions?
   Level of importance
   1 Very high  2 High  3 Medium  4 Low

3. If you have already used it – To what extent did it help you in designing other products of the project (LLW plan, model, and training of coordinators)?
   Level of importance
   1 Very high  2 High  3 Medium  4 Low

4. If you have already used it – How likely are you to use it again in other projects?
   Level of importance
   1 Very high  2 High  3 Medium  4 Low

5. To what extent would you be able to recommend it to other professionals?
   Level of importance
   1 Very high  2 High  3 Medium  4 Low

6. If you have not used it yet – How likely are you to use it in your work lately?
   Level of importance
   1 Very high  2 High  3 Medium  4 Low

7. To what extent have you contributed to this product?
   Level of contribution
   1 Very high  2 High  3 Medium  4 Low

Please answer these questions with a comment:

1. Did the product release any innovation in your work?

2. Are you doing anything differently as a result of this product?

3. If there are any reservations and/or comments on the questions above, please write them here
EVALUATION OF THE 1st TASK FORCE MEETING (Q 3.2 – daily)
12 October 2002

Please award the following sessions a rating on a 1 to 4 scale where 4 is the highest rating. Please include a short comment if you wish

Session 1
RATING ___
Comment

Session 2
RATING ___
Comment

Session 3
RATING ___
Comment

Session 4
RATING ___
Comment
What were your expectations of this course?
__________________________________________________________________________________

To what extent have these expectations been met?
__________________________________________________________________________________

Which session(s) did you find most useful?
__________________________________________________________________________________

Which session(s) did you find least useful?
__________________________________________________________________________________

Please add any additional comments here
__________________________________________________________________________________

YOUR NAME__________________________________________________________

Thank you
OVERALL EVALUATION OF THE MEETING (Q 3.2 – overall)
12 – 16 October 2002

The extent to which each partner contributed to the event.
__________________________________________________________________________________

The extent and quality of the intercultural dimension and the extent of opportunities for participants to share information about their own countries and national LLWs.
__________________________________________________________________________________

The extent to which a reasonable representation of participants from various countries has been achieved
__________________________________________________________________________________

Organisation of the transnational event (clear planning, realistic timescales, …)
__________________________________________________________________________________

Effectiveness of content and appropriate range and balance of activities (appropriate content, related to the aims and objectives of the event; relevant mixture of activities e.g. workshops, social activities, free time).
__________________________________________________________________________________

Effectiveness of the delivery by trainers, workshop leaders (trainers and leaders have the appropriate subject competence and knowledge, trainers and leaders are good communicators with the necessary language skills, trainers and leaders have the appropriate didactic experience for delivering professional development…)
__________________________________________________________________________________

Effectiveness of shared ownership of the event (the needs and expectations of participants have been taken into account, participants have the opportunity to contribute their own expertise)
__________________________________________________________________________________

Quality of the mechanisms for evaluation.
__________________________________________________________________________________

Provision and suitability of materials, resources and equipment (appropriate prior information being issued to participants; relevance and quality of materials issued during the event; sufficiency, range and suitability of other resources, including, where appropriate, ICT, provision of support and assistance for technology users, the extent to which technology and other resources are used effectively and with innovation)
__________________________________________________________________________________

Quality and appropriateness of the domestic arrangements and the comfort factor (attention to practical details and catering; suitability of the working venue; quality of overnight accommodation, special requirements (dietary for example) being met)
__________________________________________________________________________________
**EVIDENCE OF GOOD TRANSNATIONAL PARTNERSHIP (Q 4)**

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

   Level of commitment
   
   1 Very high   2 High   3 Medium   4 Low

   Please comment_________________________________________________________________________

2. To what extent are partners committed to the project?

   Level of commitment
   
   1 Very high   2 High   3 Medium   4 Low

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

   Level of trust and positive attitude
   
   1 Very high   2 High   3 Medium   4 Low

   If there are any reservations and/or comments on the questions above, please write them here

_________________________________________________________________________________________

   Please answer these questions with a comment:

_________________________________________________________________________________________

Did the product release any innovation in your work?
_________________________________________________________________________________________

Are you doing anything differently as a result of this product?
_________________________________________________________________________________________

If there are any reservations and/or comments on the questions above, please write them here
_________________________________________________________________________________________
2. First analysis of the questionnaires

2.1 Evidence of effects on the Target Group (Q 1)

These are the results of the first evaluation with this tool, which was meant as a draft, and will therefore be amended according to partners’ suggestions in order to raise the transparency and the quality of the questionnaire. We are aiming to use this tool during the project and follow the results in time and provide longitudinal results. Four questionnaires, from four national teams, have been filled out on the meeting in Bonn.

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

Level of importance

1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low

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

Level of importance

1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low

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

a) Among providers of learning

Level of importance

1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low

b) Participants in learning

Level of importance

1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
c) Among representatives of authorities, responsible for educational, cultural and employment issues
Level of importance
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low

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

a) Among providers of learning
Level of importance
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low

b) Among representatives of authorities, responsible for educational, cultural and employment issues
Level of importance
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low
1 Very high  2 High  3 Medium  4 Low

If there are any reservations and/or comments on the questions above, please write them here
Since there is no co-ordinated and visible LLW movement in Germany, the project is a good possibility to try to re-launch it. In this first phase we are preparing the basis for it: mostly researching on the state of the arts and looking for contacts to decision makers and shareholders. The results of this work will start to be visible in the further phases of the project.

Question Nr. 4 is not very clear defined. Please give additional explanation.

The LLW movement does not work in our country yet.

Commentary
Partners of the project feel very satisfied (1 x Very high, 3 x High satisfaction) for being a part of lifelong learning week movement in general.
The project is raising their expertise for future international projects (2 x Very high, 1 x High and 1 x Medium extent of raised expertise). It is expected that our expertise is going to be even higher by the end of the project.
The question about the extent of raised familiarity with LLW movement in their countries is divided into four sections namely, the raised familiarity among providers of learning (1 x High, 1 x Medium, 1 x Low), the raised familiarity among participants in learning (1 x Very high, 1 x Medium, 1 x Low), the raised familiarity among representatives of authorities, responsible for educational, cultural and employment issues (1 x Very high, 2 x Medium) and the raised familiarity among media (1 x Very high, 2 x Low). At a very first glance we can notice that the answers are quite dispersed. We think the reason for that is that the organisation of Lifelong learning events itself is different and so is our experience with them. Consequently the established networks differ, if they are established at all. Further on, some of the partners had the training of their co-ordinators already, the others have not. To put aside all these important differences we could say that we have been most successful with raising the familiarity among representatives of authorities, responsible for educational, cultural and employment issues, and the least with the media. We should mention also that the dissemination has not really started yet. We are quite sure that the level of familiarity will be raising with the project.
If we take a closer look at the familiarity with LLW movement on the international level we can establish that the level of familiarity is lower than that on the national level. Especially we failed to raise familiarity with LLW movement among media (1 x High, 2 x Low). A bit better we have assessed the raised familiarity among providers of learning (2 x High, 1 x Low) and among representatives of authorities, responsible for educational, cultural and employment issues (1 x High, 2 x Medium). We are of opinion that the reasons and the expectations about further developments of our activities coincide with those on the national level.
2.2 Evidence of effects on the Project Structure (Q 2)

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

a) Before the meeting in Ljubljana

Level of clearness

<table>
<thead>
<tr>
<th>Level of Clearness</th>
<th>1 Very high</th>
<th>2 High</th>
<th>3 Medium</th>
<th>4 Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the meeting</td>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
<tr>
<td>After the meeting</td>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
</tbody>
</table>

Please comment

The proposal was written well enough, but anyway there were some parts of the project, that remained vague in my mind. The reason for that is that the project is quite complicated.

Thank to the clear project proposal I could develop a quite clear idea of the goals

Before the meeting, we had a general idea of aims but we do not knew them in depth.

b) After the meeting in Ljubljana

Level of clearness

<table>
<thead>
<tr>
<th>Level of Clearness</th>
<th>1 Very high</th>
<th>2 High</th>
<th>3 Medium</th>
<th>4 Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the meeting</td>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
<tr>
<td>After the meeting</td>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
</tbody>
</table>

Please comment

After the meeting everything was much more clearer. The presentations and debates can not be fully replaced with the written material.

The Task Force Meeting in Ljubljana was very useful for us because of:
- the very good structured introduction about the philosophy, objectives and technology of the project, presented by the Slovenian team;
- elaborated materials: work packages and many other forms (for evaluation and reporting)
- very good working atmosphere for fruitful discussions

- After the meeting, we can know in depth the philosophy and aims of LLW. From this way, we can begin to concrete how it will develop in Spain.
What are the innovative aspects of our work?

I find our communication tool innovative. With it each member of the team is notified when something new is added on the website. Also all the important materials are put on the website so they are accessible from each computer.

- the collection and exchange of experiences from different countries
- the search for new strong ideas to promote, strengthen and widen the LLW movement

- The new dimension for the Bulgarian experience was the international partnership;
- Creating a Manual for the purpose of training of coordinators;
- Exchange of experience of good practice about the LLW-movement.

1. Beginning of the LLW in Spain
2. To interchange good practices with other European countries
3. To organise learning festivals at a European level

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

The condition of LL in each of the respective countries.

- we gained an overview on the lifelong learning practice and policies in the partner countries
- we gained an overview and insight on LLW organisation and realisation in the partner countries and collect new ideas
- we learned possibilities of participants involvement

- The experience of the other project-partners;
- The content of the Manual
- Knowledge and skills in the field of financial aspect of international project work

- To Know the other countries experiences

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

- Former national plans;
- Former relationships with different partners (government, non-governmental, educational and media representatives);

If there are any reservations and/or comments on the questions above, please write them here
Sorry, but I don’t understand the meaning of it at all: what is meant by “traditional means”? Context of our work as project coordinators or LLW experts? Experiences in which field? In working in projects?

Should we not replace the words “we” with “you” in questions No. 2, 3, 4? Otherwise the questions are not clear.

- We do not understand the meaning of question number 4.

Commentary
The objectives of the project were clear to the partners even before the first team meeting. The partners have assessed the clearness with High (3 times) and Medium (once). From this we have drawn the conclusion that the project was well described in the proposal already. Comparing these results with those after the meeting we can conclude that the clearness of objectives was raised for ‘one level’ (3 x Very high, 1 x High). The partners have valued the debates and presentations which helped them to get acquainted with the project more in depth.

Next question was about the innovative aspects of our project where the most common answer was the exchange of our experiences and good practices. The partners also stressed the introduction of something new to their living environment. They have listed here the introduction of LLW in Spain, organising the event on international level, and being part of international partnership. The others value the concrete outcomes or products of the project as communication tool and the manual for the training of the co-ordinators.

As the most important new knowledge gained in the project the partners have mentioned the exchange of their experiences, their lifelong learning practices and policies, and their LLW organisation and realisation. Also the knowledge about financial aspects in EU projects was singled out. Further on, the contents of the manual, and more concretely the knowledge about the possibilities of involvement of participants were referred.

The question about the traditional means used at out work in the project only one answer has been given. It underlined our former national plans and the former relationships with different partners.

The partners had some difficulties with understanding the questionnaire, especially the fourth question about the traditional means. The question will be reformulated or the additional explanation will be given for the next use of the evaluation tool.
2.3 Evidence of effects on the Project Management (Q 3)

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

Level of effectiveness

<table>
<thead>
<tr>
<th>1 Very high</th>
<th>2 High</th>
<th>3 Medium</th>
<th>4 Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
</tbody>
</table>

Please comment

It all depends on the partner. In some cases I am very content with the prompt responding, in other they need to be asked again. It seems that with the project going on also the communication is getting better.

Due to the very hard time schedule we sometimes couldn’t deliver work in time, but our communication and inputs are regular

- Forum is an effective and useful tool to communication with the partners

2. To what extent are the partners treated equally?

Level of equal treatment

<table>
<thead>
<tr>
<th>1 Very high</th>
<th>2 High</th>
<th>3 Medium</th>
<th>4 Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
</tbody>
</table>

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

Level of familiarity

<table>
<thead>
<tr>
<th>1 Very high</th>
<th>2 High</th>
<th>3 Medium</th>
<th>4 Low</th>
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</thead>
<tbody>
<tr>
<td>1 Very high</td>
<td>2 High</td>
<td>3 Medium</td>
<td>4 Low</td>
</tr>
</tbody>
</table>

4. To what extent do the person / power resources cover the real time needed?
Level of coverage

1 Very high   2 High   3 Medium   4 Low
1 Very high   2 High   3 Medium   4 Low
1 Very high   2 High   3 Medium   4 Low
1 Very high   2 High   3 Medium   4 Low

Please comment

As it usually is in the European projects there is not enough money for the staff costs, or with other words, there is more work than it is paid for.

The approved staff costs are too low to effectively cover the amount of work

- Only remark the importance to treat all the partners in a egalitarian way.

If there are any reservations and/or comments on the questions above, please write them here

Not only our written contributions take time. Even much more time is needed for enlarging contacts, convincing about importance of LLW as an important tool in spreading LL, creating new countrywide networks, media promotion and so on! Actually this kind of work is of great importance for the sustainability of the project outcomes. The level of equal treatment is between High and Medium (see above)

Commentary

The partners find the communication within the project effective. We have unanimously assessed it as High (4 times). The communication is not perfect, due mostly to some delays in our work plan. Nevertheless we have noted that the communication is getting better with the project going on. The communication tool was mentioned as important for our communication.

The partners feel that they are mostly treated equally. The level of equal treatment was seen as Very high (2 times), High (once) and Medium (once).

All the partners are familiar with the project budget. Three answers at this question estimated the familiarity of partners with project budget as High and one as Medium.

The partners did not rate the resources coverage of the time needed as very satisfactory (2 x High, 1 x Medium, 1 x Low). We especially feel that the staff costs are too low to cover the amount of work planned. On the other hand partners are aware that this is a common experience in the European programmes.

An additional remark was given that the work can not be measured only by written contributions. Networking and promotion also take a lot of time and are very important for the success of the project.
2.4 Products (WP) – a separate evaluation of their relevance and applicability (Q 3.1)

Please answer these questions:

1. To what extent is the product relevant to your needs?

   Level of importance
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low

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

   Level of importance
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low

3. If you have already used it – To what extent did it help you in designing other products of the project (LLW plan, model, and training of co-ordinators)?

   Level of importance
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low

4. If you have already used it – How likely are you to use it again in other projects?

   Level of importance
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low

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

   Level of importance
   1 Very high  2 High  3 Medium  4 Low
   1 Very high  2 High  3 Medium  4 Low
6. If you have not used it yet – How likely are you to use it in your work lately?

Level of importance

1 Very high   2 High    3 Medium    4 Low
1 Very high [2 High] 3 Medium    4 Low
1 Very high   2 High    3 Medium    4 Low
1 Very high   2 High    3 Medium    4 Low

7. To what extent have you contributed to this product?

Level of contribution

1 Very high   2 High    3 Medium    4 Low
1 Very high [2 High] 3 Medium    4 Low
1 Very high   2 High    3 Medium    4 Low
1 Very high [2 High] 3 Medium    4 Low

Please answer these questions with a comment:

Did the product release any innovation in your work?

Yes, it did. I find it innovative to have all of the important documents on my reach whenever I feel like. Also good communication is crucial for undisturbed continuation of the project, and this was made possible with our tool.

Manual: the knowledge gained through the exchange with the project partners brought/will bring some innovations in my work

Nat. report: Not really innovations, but a better overview and deeper knowledge on international LL practice and policies; good new ideas from different experiences

Yes, especially the Manual, promotional materials, good practices of the partners and national reports

To organise LLW activities co-ordinated with other European countries

The possibility to training specialised co-ordinators to organise these festivals.

Are you doing anything differently as a result of this product?

I think that communication is better as it would be without the tool. Also I can access the important material from my home or wherever. Further on, all the partners are notified when something new is added on the website, which also saves bits and pieces of time.
If I will be asked to organise a LLW I will put a great focus on the need/importance of involving participants and on the European dimension as we defined it in the meeting in Bonn. I now studied well the national strategies on LL so that I can better use this knowledge in debates with decision makers.

For the needs of the training of the LLL co-ordinators we have elaborated a shorter version of the Manual (translated into Bulgarian) with emphasises on key-aspects of the content. Additionally we have created a questionnaire for LLL co-ordinators, participated in the training sessions. During the training sessions we have discussed on the posters of the Bulgarian LLW.

When the LLW program will be concreted, it will begin, for the first time, the LLW in Spain.

If there are any reservations and/or comments on the questions above, please write them here.

Manual and Nat. Report are in my opinion very different products: this makes it difficult to judge the impact of them together. In the first part of questionnaire 3.1 I missed a middle range very much (something between Medium and High).

Commentary
The co-ordinators of the project have not been thorough enough when explaining that this questionnaire was intended for each of the outputs of the project or those that the team agreed on that should be evaluated. Therefore partners have evaluated different outputs namely, the communication tool, the manual and national reports. This is the reason that this evaluation of products can not be performed as it was intended. Still we can offer some general views and observations regarding our products.
We can surely say that the mentioned outputs are more relevant for our own work than for the other promoters of lifelong learning. We expect to higher the impact of our products outwards with the dissemination which have just started. The products are useful for our further work and will be used again in other projects. The quality of our products is not under question for the partners would be quite ready to recommend it to other professionals. All the partners have contributed to the mentioned products.
The products foster the innovativeness in our work and change positively the approaches to our work.
2.5 A separate evaluation of the meetings (Q 3.2 daily, Q 3.2. overall)

2.5.1 Ljubljana, October 2002

2.5.1.1 Programme

<table>
<thead>
<tr>
<th>October 11</th>
<th>Arrivals</th>
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<table>
<thead>
<tr>
<th>October 12</th>
<th>1st Task Force Meeting</th>
<th>Implementing person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 – 10.30</td>
<td>Opening&lt;br&gt;Introductions&lt;br&gt;Our project&lt;br&gt;Review of work plan – presentation, debate and agreements</td>
<td>Dr Vida A. Mohorčič Špolar&lt;br&gt;All partners&lt;br&gt;Olga&lt;br&gt;Zvonka&lt;br&gt;All partners</td>
</tr>
<tr>
<td>10.30 – 10.45</td>
<td>Coffee break</td>
<td></td>
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<tr>
<td>10.45 – 12.45</td>
<td>Review of work plan – continuation&lt;br&gt;Review of financial plan and project administration</td>
<td>All partners&lt;br&gt;Olga</td>
</tr>
<tr>
<td>13.00 – 14.00</td>
<td>Lunch</td>
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</tr>
<tr>
<td>14.00 – 15.30</td>
<td>Presentation of common IC tools</td>
<td>Darijan and Franci</td>
</tr>
<tr>
<td>15.30 – 15.45</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>15.45 – 17.00</td>
<td>Presentation of national reports on needs' analysis&lt;br&gt;Debate and guidelines for synthesis report</td>
<td>Olga&lt;br&gt;All partners</td>
</tr>
<tr>
<td>17.00 – 17.30</td>
<td>Evaluation of first meeting</td>
<td>All partners</td>
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<table>
<thead>
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<th>October 13</th>
<th>1st Workshop</th>
<th>Implementing person(s)</th>
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<tr>
<td>9.00 – 10.30</td>
<td>International framework of the ALW/LLW movement&lt;br&gt;Presentations of learning festivals</td>
<td>Zvonka&lt;br&gt;All partners</td>
</tr>
<tr>
<td>10.30 – 10.45</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>10.45 – 12.45</td>
<td>Aspects of national coordination and LLW planning&lt;br&gt;Debate</td>
<td>Zvonka&lt;br&gt;All partners</td>
</tr>
<tr>
<td>13.00 – 14.00</td>
<td>Lunch</td>
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<tr>
<td>14.00 – 15.30</td>
<td>Identification of evaluation indicators – project related</td>
<td>Olga</td>
</tr>
<tr>
<td>15.30 – 15.45</td>
<td>Coffee break</td>
<td></td>
</tr>
<tr>
<td>15.45 – 16.30</td>
<td>Identification of evaluation indicators – LLW related</td>
<td>Zvonka</td>
</tr>
<tr>
<td>16.30 – 17.00</td>
<td>Evaluation of second meeting</td>
<td>All partners</td>
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</table>

<table>
<thead>
<tr>
<th>October 14</th>
<th>1st Day of LLW 2002</th>
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<tr>
<td>11.00</td>
<td>Grand opening of LLW 2002</td>
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<tr>
<td>13.00 – 14.00</td>
<td>Lunch&lt;br&gt;Afternoon free</td>
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<table>
<thead>
<tr>
<th>October 15</th>
<th>2nd Day of LLW 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 – 18.00</td>
<td>Visiting LLW venues&lt;br&gt;Darijan and Erika</td>
</tr>
</tbody>
</table>
### 2.5.1.2 Evaluation analysis of the Ljubljana meeting

**Evaluation of the 1st Task Force, 12 October 2002**  
N=6

1. **Our project (Olga Drofenik)**  
   **Overall rating:** 4 (out of 4)

   **Comments:**  
   I believe that the project is very interesting and can contribute a lot to organising of the lifelong learning in Europe.  
   Very clear and practical.

2. **Review of Work Plan (Zvonka Pangerc Pahernik)**  
   **Overall rating:** 4 (out of 4)

   **Comments:**  
   I think that this Review showed us a whole view of the project is very useful.  
   Draft plan project participative and very good plan of work.

3. **Presentation of common IC tools (Darijan Novak & Franci Lajovic)**  
   **Overall rating:** 4 (out of 4)

   **Comments:**  
   I think that you all have worked a lot regarding this point because the website is very elaborated.  
   We hope use it a lot. This instrument/tool is very well done.
Comments:
That is a low rate because I have spent too much time. But the content of the session was very interesting. I'm sorry for the extensive time.
Very clear presentation. It will be interesting take account more national figures and dates.

2. What were your expectations of this course?
We are very glad to have the opportunity to learn about LLW, to share experiences and to contribute to the lifelong learning for all the people.
Learn from LLW developed in order to begin in Spain. Use/develop IC tools to promote this project activities, experiences.
To learn more about the experience of the other participants.
About some details in the project – I mean more information regarding the technology of implementation of the ideas of the project.
To know more about the project work plan, responsibilities, outputs and financial aspects. To learn about the situation regarding LL in other partner countries.
Exchange with partners about different experiences. Exchange with partners about policies in the different countries. Learn about the possibilities of e-communication among the project partners.

3. To what extent have these expectations been met?
I understand more about the meaning of LLW and the project. And I think we're really having a good time to share experiences and to discuss.
Initiation of learning about experiences and tools to develop LLW.
The information was interesting and representative.
Now I can say – it was enough, but maybe I will need more information after I’m back home.
Almost maximum. For the first category of expectation. English language and the synthetic approaches were the weakness of the presentations of the needs analysis.
My expectations have been met to a great extent. The point about “different policies” will be discussed also in the next days because of its extension.

4. Which session(s) did you find most useful?
I think the most useful was the review of workplan in order to understand the whole project.
Web, project plan.
Review of work plan.
Every session was useful, but I needed to know details about Review of work plan – how it will/can work.
Presentation of the workpackages.
Review of the work plan + Our project.

5. Which session(s) did you find least useful?
All the sessions were useful, maybe the latest, the presentations of national reports because of extensive time spent by us.
None.
There was no such session.
I can not tell that a session was “least useful”.
Presentation of National reports, just because of the lack of time.

6. Additional comments.
I would like to point out the good organisation. Thank you for all.
It’s very interesting /dynamic group. We have “a little problem with the language”. 
Successful first step to the common work.
Perfect organisation at every session, every explanation was interesting for me, and useful at the same time.
Congratulations for the organisation and for this good forceful starting of the project.
It has been a very intensive and useful exchange. The overall organisation of the day and the contents presentation was very pleasant.

Evaluation of the 1st Workshop, 13 October 2002
N=6

1.
International framework of the ALW/LLW movement (Zvonka Pangerc Pahernik)
   Overall rating: 3.83 (out of 4)

Aspects of the national co-ordination and LLW planning
Slovenia
   Overall rating: 4 (out of 4)

Bulgaria
   Overall rating: 3.5 (out of 4)

Germany
   Overall rating: 3.67 (out of 4)

Romania
   Overall rating: 3.33 (out of 4)

Identification of evaluation indicators – project related (Olga Drofenik)
   Overall rating: 3.83 (out of 4)

Identification of evaluation indicators – LLW related (Zvonka Pangerc Pahernik)
Overall rating: 3.83 (out of 4)

Aspects of national co-ordination (All partners)
Overall rating: 3.67 (out of 4)

2. What were your expectations of this course?
Exchange/learn from other LLW experiences. Start to reflect about tools for (a) LLW and (b) our project. Yes. We know more about LLW and different festivals. And we get a lot of documentation. To learn about the experience of the partner countries and to start collecting ideas on the future work. To understand the meaning and the organisation and the sense of the LLW. (1) To exchange experiences regarding the LLW in the partner countries. (2) To commonly develop evaluation indicators. To know more and to understand more about the practise of the partners in the area of LLW (and about the effects to create collaboration with the government institutions).

3. To what extent have these expectations been met?
All my expectations have been met to a great extent. Yes. But it could be with more practical exercise in this group (practical activity in groups). The work was successful. I think I’ve understood it. (1) 90%. (2) 100%. Because I understand that here were presented general indicators and we will have to develop the instruments for evaluation. To what I wanted and could.

4. Which session(s) did you find most useful?
All the sessions were very important and full of information for the common and individual work. All them. Aspects of national co-ordination. The two about evaluation indicators. The presentation of the National experiences regarding LLW. LLW planning, Identification of evaluation indicators.

5. Which session(s) did you find least useful?
All the sessions were very important and full of information for the common and individual work. None. No one. None. Can’t say – everyone was important.

6. Additional comments.
The workshop was very intense and full of very useful exchange. Very well organised and structured.
The information was too much for the first meeting. It would be maybe easier to divide it into 3 parts: (1) what to know now, (2) what to prepare within ___ days at home; (3) what till the end of the first 3 months.
It was very interesting and intense work.
I expect to learn more about the financial aspect of the project. Can we have all the money for the per diem, or we can spend money for the pee diem covered by the bills? I think we can not develop instruments for maintaining all the aspects presented in evaluation of LLW.

Evaluation of the 2nd Workshop, 16 October 2002
N=2
1. Identification of evaluation indicators
   Overall rating: 3.5 (out of 4)

Conclusions
   Overall rating: 4 (out of 4)

Guidelines for upcoming activities
   Overall rating: 3.5 (out of 4)

Comment:
Lack of complete overview of the time schedule (proposal: word for projects)

2. What were your expectations of 2nd workshop?
   To find out information about the financial aspects. To find out exact deadlines for the work packages.

3. To what extent have these expectations been met?
   100%

4. Which session(s) did you find most useful?

5. Which session(s) did you find least useful?
   All

6. Additional comments.
Overall evaluation of the meeting
N=3

The extent to which each partner contributed to the event.

For this meeting SIAE has contributed most. It was normal for the coordinator to try their best to have a strong start of the project. Each partner has prepared and documented their presentation with the help, more or less, of the new technologies. Each partner brought ideas and contributed to the exchange and to the transfer of know-how.

My opinion is that every partner was very committed. A good atmosphere fostered everyone’s contribution.

All the partners had the possibility to contribute and they have taken that chance. The co-ordinators were contributing the most which is normal for the first meeting where the project is to be presented.

The extent and quality of the intercultural dimension and the extent of opportunities for participants to share information about their own countries and national LLWs

The intercultural dimension was greatly developed during this meeting. We have changed a lot of impressions, information and experiences related to our countries, in general and especially LLWs events in our countries. We had enough opportunities to do this: in a formal context (the workshops) and the informal context: the breaks, during the evenings, during the free afternoon.

We use the time in the best way possible. A full week would have been better.

The opportunities for presenting the views were offered and all partners contributed to the exchange of information. The level of international co-operation was high and we succeeded to establish good cohesion within the group.

The extent to which a reasonable representation of participants from various countries has been achieved.

Slovenia - full adequate representation
Bulgaria - full, adequate representation
Spain - full, adequate representation
Germany - incomplete representation
Romania - incomplete representation, a national co-ordinator wasn’t present, but the cause was the lack of the money. For ANCZEA it would have been adequately to start the activities after the money were received, but of course, the time table has requested to start the activities in October.

All partners have been represented.
The partners from all countries were present at the meeting. There have been only one member of the team present from Germany and Romania. The Spanish partners from Madrid were absent the last day of the meeting because of their other responsibilities.

Organisation of the transnational event (clear planning, realistic timescales)

This meeting was very god planned. A lot of work has been done by the organisers. The timescales are very demanding but I think it is necessary for the good implementation of the project.

A detailed (?) clear and concrete planning of the transnational event wasn’t possible, because other topics had the priority. We could agree on the further steps for the concrete planning.

The meeting was well prepared and the timescales were realistic. Nevertheless there was prolongation of some presentations because of the amount of information to be exchanged.

Effectiveness of content and appropriate range and balance of activities (appropriate content, related to the aims and objectives of the event; relevant mixture of activities e.g. workshops, social activities, free time).

I give you maximum points for punctuality. The content of the Task Force meeting and of the Workshops was appropriate, according to the objectives of this meeting. I would have liked to have 2 hours for lunch time because it was very difficult to concentrate very soon after the lunch. In generally it was a great mixture between the activities.

The content of all activities was very appropriate. We had very important topics to discuss and agree on, so that we all didn’t care much about “free time”. Related to the aims and objectives of the event the balance of activities was appropriate.

The effectiveness of the contents was hard to assure for there were so many information to present which is usual for the first meeting. I think the free time was a bit neglected for that reason, but some activities (the visits of LLW events) could also be considered as social activities as we were travelling around Slovenia and meeting people.

Effectiveness of the delivery by trainers, workshop leaders (trainers and leaders have the appropriate subject competence and knowledge, trainers and leaders are good communicators with the necessary language skills, trainers and leaders have the appropriate didactic experience for delivering professional development….).

The representatives of:
Slovenia had very good language skills, good knowledge and competencies, appropriate didactical experience
Bulgaria had very good language skills, good knowledge and competencies, appropriate didactical experience
Germany had very good language skills, good knowledge and competencies, appropriate didactical experience
Spain had not very good language skills and not enough synthetic approaches
Romania had not enough experience regarding the organisation of LLW

I experienced all these skills and competencies. Because of the intensity of intellectual work, I would suggest to use also some “body” oriented methods to help keep concentration and energy.

I think all the partners gave their best at the meeting and we were able to learn from each other. The language was the problem every now and then, but it only caused that additional time was spent to reach some agreements.

Effectiveness of shared ownership of the event (the needs and expectation of participants have been taken into account, participants have the opportunity to contribute their own expertise)

I consider that I had enough opportunities to contribute my own experience and expertise during the workshops and during the Task Force meeting.
My expectations were almost entirely satisfied and taken into, the exception was visiting the LLW venues where I expected to find events for the public not specially for us.

All the participants felt to be working for the same common goal. Yes (for the needs and expectation of participants have been taken into account)

The needs and expectations of all participants were taken into account and they had the opportunity to contribute.

Quality of the mechanisms for evaluation

During the meeting we were involved in formative evaluation (at the end of each day) and sumative, overall evaluation (this questionnaire). The main method for evaluation was the questionnaire but it was also used the flash-light method, free discussion, etc.

I guess that these kind of open question make the final evaluation difficult. Multiple choice questionnaires (as the ones used the days before) may be more appropriate. I'm also not sure about the effectiveness of just 4 possible marks. 6 or 8 would maybe give differentiated, more complete picture.

The mechanisms for evaluation were prepared in consistence with proposals for EU projects and with former experience. Still the evaluations on all levels are considered as work in progress so the questionnaires are to be modified according to partners suggestions.

Provision and suitability of materials, resources and equipment (appropriate prior information being issued to participants; relevance and quality of materials issued during the event; sufficiency, range and suitability of other resources, including, where appropriate, ICT provision of support and assistance for technology users, the extent to which technology and other resources are used effectively and with innovation)
There were disseminated to the partners a lot of relevant materials related to the content of the meeting and of the project. Printed materials, combined with Power Point or Multimedia presentations had contributed to the success of the meeting.

Provision and suitability of materials, resources and equipment was more than appropriate and of high quality.

All of the above was on the highest possible level.

Quality and appropriateness of the domestic arrangements and the comfort factor (attention to practical details and catering; suitability of the working venue; quality of overnight accommodation, special requirements (dietary for example) being met).

The working venue (SIAE) was great, comfortable and adequate to the purpose of the meeting. Catering services during the break was very good. The overnight accommodation was good. Special requirements (vegetarian) have been met.

The team of SIAE took a real “overall” care of the participants. This contributed to the success of the meeting to a great extent. The working venue was very comfortable. The only minus was the breakfast at the Hotel Park (very bad quality of food and no real coffee nor tea). The rooms themselves were perfect.

I think we have done everything within our power to meet the needs of participants in order to provide the best possible conditions for work. That goes for venue itself for it is well equipped and for the catering service as well.

Additional comment:

For the next meeting (!?) I would like to suggest that in the invitation should be stressed that at least one representative per country should stay during all the planned meeting days.
Table: Overview of daily evaluations, Ljubljana 12-16 October 2002

<table>
<thead>
<tr>
<th>No.</th>
<th>Session</th>
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<th>No. of answers</th>
<th>Average score</th>
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<td>Presentation of common IC tools</td>
<td>&quot;</td>
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<tr>
<td>4</td>
<td>Presentation of National reports</td>
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<td>International framework of ALW movement</td>
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### 2.5.2 Bonn, May 2003

#### 2.5.2.1 Programme

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<td>Mai 10</td>
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<tr>
<td></td>
<td>09:00 – 09:15 Opening</td>
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<td>09:15 – 10:30 Introduction of the project partners</td>
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<td>10:30 – 11:00 Task Force Meeting and Workshop Programme: Presentation and debate</td>
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<td></td>
<td>11:00 – 11:30 Coffee break</td>
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<tr>
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<td>11:30 – 13:00 The European Dimension of LLW/LF</td>
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<tr>
<td></td>
<td>13:00 – 14:00 Lunch</td>
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<td>14:00 – 15:30 The European Dimension of LLW/LF</td>
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<td>15:30 – 15:45 Coffee break</td>
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<td>15:45 – 17:15 The European Dimension of LLW/LF</td>
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Mai 13

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Mai 14

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<td>17:00 – 17:30</td>
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Mai 15

| Departures                      |
2.5.2.1 Evaluation analysis of the Bonn meeting, May 2003

Number of filled in questionnaires: 9 (missing 1 from RO, 2 from FEUP, ES)
Number of participants at the meeting: 12

In the overall evaluation of the meeting, each partner expressed her/his feelings and satisfaction concerning the following topics:
- Extent to which each partner contributed to the event,
- Extent and quality of the intercultural dimension and opportunities to share information,
- Extent to which a reasonable representation of participants has been achieved
- Organisation of the transnational event,
- Effectiveness of content and appropriate range and balance of activities,
- Effectiveness of the delivery by workshop leaders
- Effectiveness of shared ownership of the event (have the needs and expectations of participants been taken into account?),
- Quality of evaluation mechanisms,
- Provision of materials, resources and equipment as well as quality of the domestic arrangement and comfort of accommodation.

Contributions of individual partners were assessed to have been very engaged and active as each partner contributed to the event in accordance with her/his experiences and best possibilities (6 opinions out of 9). However, there were some problems that caused an imbalance in the contribution and communication among partners (5 opinions out of 9). Language problems (arose in Ljubljana already) had twofold effects: some partners were hampered in expressing their ideas, whereas others had difficulties with understanding ideas and proposals expressed by the former. Different standpoints regarding the understanding of project issues (activities and responsibilities of partners according to the project proposal, working procedures, deadlines - 8 months after the first meeting of the team in Ljubljana!) caused some problems as well, and narrowed the space for discussion and progress in designing, debating or finalising project outputs. This progress was needed urgently for two purposes: on one hand, members of the project team have been in need of these products for the designing and implementing of their LLWs, and on the other hand, according to the project timetable, outputs have to be ready for interim reporting to Brussels. The fixed roles assumed by partners at the meeting had similar effects: the Slovenian teams’ products (which resulted from initial agreements at the 1st meeting in Ljubljana) became subject of discussion, which could have happened much earlier via forum - then participants would have been able to work more efficiently.

Most of the partners (8 out of 9) agreed that they had good opportunities – during the meeting itself, throughout free time activities (such as visiting the Koenigwinter and Bonn sightseeing) or when having informal meals and evening discussions - for intercultural exchange, and presenting and sharing of information about their countries. One partner felt that in discussions concerning LLW festivals the sharing of information was to narrow and reduced mostly to technical and organisational aspects which caused that the partner had difficulties in finding the “read thread” on what others were speaking about, and on what they are planning and dreaming of in the common project.

Most of the partners (8 out of 9) believe that a reasonable representation of participants from various countries has been achieved. Two partners suggested improvements for future work: first, less improved materials for the meeting should meet the needs of the project action plan, and second, the
presentations of participants and countries should be extended to the impact of external factors, thus influencing the further development of LLW in each country. This would open up space for improving the sustainability of the project.

In evaluating the organisation of the transnational event, the question was misunderstood. 3 partners evaluated the foreseen collective event in Spain (a good starting point and input for the Spanish partners), 5 were expressing their views about the Bonn meeting itself maintaining that: there were too many changes - some of them were necessary, too much time was spent on discussing the European dimension of LLW, there were mixed opinions concerning the interrupting of the work for walking, and working late in the evening; many tasks have been concentrated at the end of the meeting; the plan itself did not fully take into account the importance of topics for the interim report and for the work of the national teams in their countries; the meeting could have been more project oriented (the planning and timescale). Problems regarding the schedule have had their reasons in different expectations of partners and in a subtle disagreement between the German and Slovenian team. In spite of that, participants believe that almost all aims of the meeting have been attained. One participant evaluated the action plan for future activities with the words: good work, bravo!

In evaluating the appropriateness of the content with regard to aims and objectives of the meeting, most partners (7 out of 9) agreed that there was a fair relation between content, aims and objectives. They even felt satisfied as both - the “soft” or more abstract issues (European dimension) as well as the concrete tasks - were discussed. Some partners (2) felt that some workshops were too long, and that the two concepts (one leaving free space for creating ideas, and the other concentrating on concrete activities as designed in the consolidated project framework) have caused some frustrations in two teams (1). Two of the partners had to leave the meeting earlier for the sake of separate appointments, which disturbed the ‘group feeling’ (1 opinion). All partners were satisfied with the mixture of work, free time and social activities.

The workshop leader, i.e. the German team did their very best in organising the event (7 opinions out of 9). It was an interesting experience to take part in the interactive approaches they used as they widened the whole group’s way of thinking. However, one participant claimed that it is a pity that at the end, no synthesis or concrete conclusions were made. Some partners thought that some sessions were too time consuming (4 opinions) and might have turned out better with a more experienced moderator (1 opinion) and better communication between the project coordinator and the organiser of the event (1 opinion). In the second part of the meeting, partners experienced the other extreme: there was too much work left in order to carry out relevant project tasks (this also resulted into working late in the evenings). The workshop leader shares the feeling that sometimes it was difficult to moderate the communication process and decision making due to the wide range of expectations. However, both workshop leaders believe that they were very flexible and open for any changes, ideas or wishes of the participants.

Four out of 9 participants agreed that they had and even used the chance to contribute to the meeting to a considerable extent. One partner was very satisfied about the fact that at the meeting many topics, such as the working plan, expectations about project outputs as well as further working procedures (structure of the web site, forum, E-bulletin) were clarified. On the other hand, the before mentioned diverse concepts/approaches to the conducting of the meeting have rendered some difficulties for the Slovenian team; e.g. due to time pressure, one of the most important topics - the evaluation of the project - was not addressed though it was planned. In addition, the expectations of one of the German partners have only been met at the technical and organisational level of the project. As it was the intention of the workshop leaders to start with some basics only, and then let participants to take active
part in the designing of the meeting, the members of the Slovenian team felt sorry for not having suggested to the German team to sit down each day after the meeting and consolidate both viewpoints. Then the meeting would have run smoother, both teams would have been more satisfied, and participants would not have had to vote for one option or another. For example: at a certain point, creating further ideas on the dissemination of project results was one option, producing the action plan for upcoming activities in May-September 2003 was the other option. The English version of the manual for LLW co-ordinators to be treated as subject to intellectual rights of all partners who had contributed to its designing, thus being posted on the web page as PDF file, and translations into national languages available in DOC files was one option, and no intellectual rights, all versions as DOC files was the other option.

7 out of 9 partners assessed the quality of mechanisms for evaluation as having been ‘good’ or even ‘very good’. As the same mechanisms were used at the former meeting, comparisons of evaluation results are feasible (2 opinions). Evaluation contributes to the clarification of the understanding of the project (1 opinion). One partner believes that evaluation methods took account of rational aspects of the seminar only, while emotional ones were left out; in his opinion, the written form of evaluation is too time-consuming, leaving no space for spontaneous expressions.

There was one critical point that no partner expected and it concerns the resources and equipment: on the first three days of the meeting, there was no access to the internet available which hampered our work considerably since the majority of the project outcomes are posted on the internet, and at the beginning, there were no paper copies available. Further more, no printing or photocopying facilities were available at our venue. The partners with insufficient ICT technology in their offices (FEUP Spain) or the ones who were newcomers to the project (Romanian partners) had no real opportunity for getting acquainted with internet-based project results and with plans concerning the use of ICT in our project in advance, therefore the lack of appropriate resources was quite an obstacle to efficient work.

All partners were very satisfied with the quality and appropriateness of the domestic arrangement, the comfort of accommodation, the food and the beautiful location.

Daily evaluations

Daily evaluations reflect two dimensions - either the discussions at the meetings themselves (sessions 2, 6, 7, 9) or the project outcomes (other sessions).

Introductory session
(Session No 1, average score 4)
The introductory session created a very pleasant and familiar atmosphere.

European dimension
(Session No 2: average score on the first day 3.5, the second day 3.3)
The German partners treated this session as the most important one therefore one whole day was dedicated to brainstorming and sorting of allusions to the European dimension of our work. They prolonged the discussion to the next day as well. Most of the partners marked the first morning session as inspiring and creative, but felt that gradually it turned over to repeating, going in circles, with no red thread, and no satisfying collection of key words. They felt that more concrete/operational results should
have been achieved (opinion of 5 partners). Four partners found the second day session as the least useful, and three partners suggested to work more concretely and intensively on the parts that are defined in the project, and to follow the original plan for the meeting. The expectations of partners were quite different: to learn more about LL, to re-identify with projects goals, and to clarify main themes of the project (2 partners), to advance in the celebration of LL festivals, to elaborate the common understanding of the European dimension of LL, to get to know the concept of European dimension closer, and to discuss the coherent strategy of LL (4 partners). Accordingly, their expectations were met in different ways: from the greatest to the less satisfactory extent.

Collective event presentation and discussion
(Session No 3 – average score for the presentation 3.9 and for the discussion 3.4)
Partners felt that the Spanish proposal would increase the value of our project and they even added some good ideas. Most of the partners were keen to get an outline and concrete proposals for the collective event so their expectations were met to the best possible degree at the current stage of the project.

Evaluation of LLW
(Session No 4 – average score 4)
It is the only session that received the highest score possible for its innovative approach in outlining the evaluation plan.

Interim report
(Session No 5 – average score 3.8)
Best scores for its clearness; one participant’s expectations were not met because the presentation of the interim report did not finish with an overview for upcoming activities.

Manual
(Session No 6 – average score 3.3)
So far, the Manual is the best outcome of the project; the first draft was created by the Slovenian partner and was later enriched by inputs from all partners, mainly by examples of good practice. The improved version was subject to debating via forum long enough which is the reason that there was no content input to it at the meeting. However, a long discussion emerged on behalf of the German partner who insisted that the English\(^1\) version of the Manual be available on the Internet in DOC instead of PDF file. The German partner gave its proposal on voting: it was supported by partners from FEUP only, partners from CREA, BG, RO and SI insisted that the property rights be respected and that the English version remain in PDF format. Four partners found the long discussion unfruitful, lacking constructive dialog and taking precious time needed for other topics on the agenda. The relatively low average rate is the result of dissatisfaction with the results of the discussion.

National reports
(Session No 7 – average score 3.4)

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\(^1\) According to the project proposal, each partner will have to translate the manual and use it for further training of regional and thematic co-ordinators in their countries; the manual in the native languages will be used as support for all festival providers.
The presentations of National reports were assessed from ‘very good’ to ‘not clear enough’; as giving interesting facts or as not identifying common issues to take into account for the further project development, and finally, as giving a summary of the main questions of the different National reports.

LLW plans and training of coordinators
(Session No 8 – average score 3.8)
The session was late in the evening - some partners disagreed with working so late (2). In spite of that, they found the session very useful, informative, interesting, and liked the work atmosphere. Spanish partners gained new ideas.

Dissemination
(Session No 9, average score 3.7)
The German partner prepared key words for collecting input for the designing of the dissemination plan. All partners were very creative (7 out of 10) and gave clear overview what has to be taken into account by dissemination of project results. Two partners felt frustrated because the majority decided to stop further creating and elaborating ideas on dissemination in order to continue with other planned sessions.

Web site
(Session No 10, average score first day 3.5, continuation on the next day 3.5)
The presentation was good and partners like the web site very much (2 out of 8). Some valuable improvements were suggested for making it even more user friendly (5 out of 8). Partners agreed on forms and contents. All comments will be sent via forum. One partner was dissatisfied as the strategic questions concerning the web site were not discussed.

Action plan
(Session No 11, average score 3.9)
One partner felt that after 8 months of working together, partners still could not get a common rhythm of work and communication. The session was necessary, important, interesting and useful (8 partners out of 9).

E-bulletin
(Session No 12, average score 3.8)
The presentation was good and partners quickly decided on the topics for the first edition.

Corporate image
(Session No 13, average score on the first day 3.9, and 3.6 on the second day)
6 out of 7 partners were satisfied with the corporate image and with the new ideas on how to widen its functionality (1). One partner gave no explanation for his dissatisfaction with the corporate image.

Web calendar of events
(Session No 14 session, average score 3.6)
7 out of 8 partners were very satisfied with the approach that will help national coordinators to structure, compare, and link within a larger framework. One partner believes that the investment in corporate identity will not render positive results.
Table: Overview of daily evaluations, Bonn, May 10 - 14 2003

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*two scores 3.5 and one 2.5; a German student was attending the meeting
** one score 3.5

Have the expectations of the participants been met?

For each day the participants expressed and explained their expectations as well as the extent to which they have been met.

For the first day – May 10 (Introduction, European dimension): partners’ expectations varied greatly; they anticipated to learn more about LLL, to advance in collaboration of LL festivals, to get together and establish the feeling of belonging to the group, to re-identify with the project and its goals, to reach an agreement concerning the European dimension, to get to know the concept of the European dimension, to elaborate key words of the European dimension, to clarify main themes of the project, to get an overview of the project, to discuss a coherent strategy of LL, to understand more about partners and ways of action. Accordingly, partners’ satisfaction with daily meetings varied as well: some of them expressed it in quantitative terms - 15%, 70%, 85% - others used qualitative terms: ‘very much’, ‘nearly to the greatest extent’, ‘partly’, ‘in a satisfactory way’.
For the second day – May 11: (European dimension, Collective event) the majority of partners expected concrete conclusions regarding topics on the agenda. Their expectations were met 54%, 60%, ‘to the best possible way’, ‘fully’, ‘satisfactory’.

For the third day – May 12 (Evaluation of LLW, Interim report, Manual, National reports, LLW plans and training of coordinators): the great majority of partners expected the finalisation of the products, getting acquainted with the progress and realisation, and elaboration of concrete details. One partner expected to gain an idea, how the European dimension is being implemented in the project. The expectations of the majority were met 80%, ‘fully’, only one partner was satisfied ‘to a low extent’ only. Four partners recommended that issues outside the project should not be discussed, and that the discussions should be more project oriented.

For the fourth day – May 13 (Dissemination, Web site, Corporate image E-bulletin, Action plan) All partners expected to work concretely on the very important topics of the day, to understand more about details, to design documents and reach agreements on the products that were elaborated, to get input on concrete outputs of the project, and to collect expertise for the dissemination plan. The expectations were met from 50% to ‘quite enough for further steps’, ‘most of them’, ‘to the greatest extent’.

For the fifth day- May 14: (Corporate image, Web calendar of events) All partners expected to get clear information and to give concrete input for future work. Their expectations were fully met.

Prepared by: Olga Drofenik and Darijan Novak

Ljubljana, November 15 2002 and May 28 2003
II. Evaluation model for LLW and Collective event

Theoretical foundation of the dialogic evaluation

The orientation of the evaluation that we defend in CREA starts from the critical and dialogic theories both in social sciences and education. They are theories that have major relevance nowadays, authors like Habermas, Beck, Freire, Giddens, Flecha, ... inscribe in these theories. The concept of evaluation that has been developed within the framework of the critical theory is characterised by contributing to the transformation of the practice, and also by the community context in which it is carried out.

From this perspective consensus, subjects and utilitarian values are emphasised. This type of evaluation is based on an intersubjective relationship and is orientated to the overcoming of social inequalities that certain groups suffer, because of reasons of gender, ethnicity, age and/or educational level. In this way, the principles on which social transformation is based are social justice and equity.

The function of evaluation has to be express judgements about the quality of the educational processes. These judgements take place in the context of action of the groups that reach the point of making agreements in the meanings that will give way to actions through egalitarian dialogue and co-operative actions. In these groups horizontal and equality relationships are established between all the people that form it, in this way the binomial between the experts that make the evaluation and the participants/learners that exist in other types of evaluation are overcome.

The evaluation forms a part of the project of the group of participants, giving agreed meanings between everyone. In this context, values and ideologies have a large importance. The learning community has to establish basic agreements about the objectives, strategies and proceedings that are stated for the evaluation along with the foundations of it.

This agreement process is made through egalitarian dialogue and critical reflection. Action and reflection are dialectically linked. Evaluation occurs in order to decide the practice and actions are taken as a result of evaluation. This evaluation has to be led by the participants/learners as they are the ones that are involved and are able to understand the situations where they are present.

Principles of the dialogic evaluation

Establishment of agreements through egalitarian dialogue. The negotiation that is established in the processes of dialogic evaluation is based on the collaboration through the egalitarian dialogue between all the participants and is produced in all the phases of the evaluation, the aspects to negotiate would be: what is being pursued with the evaluation, how it is going to be made, who are the responsible people of the evaluation, ...

Ethic principles: equality and justice. The ethic principles in which dialogic evaluation is based are equality and justice. This type of evaluation is not based in relations of power but in egalitarian relations.
Evaluation and dialogic learning. Dialogic evaluation is linked with dialogic learning and the theoretical principles in what it is based on: egalitarian dialogue, cultural intelligence, transformation, instrumental dimension, creation of sense, solidarity and equality of differences.

Evaluation and social transformation. Starting from these proposals dialogic evaluation becomes an act of creation and transformation. The evaluation provokes reflection, analysis, the critic of reality, makes the change possible, ...

Quality in the evaluating processes. Normally, the responsibility of the evaluation fall on politicians, experts, professionals, ... In the dialogic evaluation it has to be shared by all the members that have a participation in the process, starting from the fact that the participants have to have a chief role in it.

Proposal for the/of dialogic evaluation of the Lifelong Learning Week.

The principles on which dialogic evaluation is based are in accordance with the philosophy and the purposes of the LLW, where social transformation can be observed largely through adult education, putting an emphasis on the groups have been traditionally excluded from the educational processes because of age, gender, ethnicity and/or socio educational level. In this way, it is important to base the education of the LLW on a type of evaluation like the one that the dialogic focus makes possible, facing the challenge of the CONFITEA V of providing resources for learning and the increase of the possibilities of training of adults where the participants have a chief role.

Who are the people that have to take part in the evaluation?

There has to be always a real representation of the participants in the event. It is important that it is possible to represent all the points of view, not only the organisers but specially the participants.

What is to be evaluated?

If the aim is to take advantage of the evaluation for future Lifelong Learning Weeks it will be necessary to focus the evaluation on all the factors that have taken part in the festival.

There are some indicators to take into account in the evaluations that will be made both qualitative and quantitatively, which will show characteristics like the quality, the equity and the extensibility of the event (its function, accessibility, ...).

Indicators

Diversity of participant groups: men and women, people pertaining to different ethnic groups and/or cultures, teachers, participants in adult education, different ages, people that normally do not take part in adult education, ...
The implication of the participants: in the organisation and/or leading acts, improvements with regard to other years, diversity of activities and in different timetables, facilitation of the accessibility, use of the New Technologies

Aspects to evaluate

**Infrastructure and space**
- There has been enough material for everyone: paper, pens,
- brochure/leaflet, dossiers
- enough space
- spaces were well conditioned: air, light, sound
- participation in all the activities has been possible

**Organisation:**
- Institutional supports that have been counted on: state government-administration, autonomic or regional and/or local, other institutions like the university, other sponsors or associations
- Different sectors have participated in decisions about organisation and programming or in the making of them: administration, government, technicians, participants and voluntaries
- Value the co-ordination between the available activities, timetables and resources
- Activities and breaks have been well organised
- Timetables have been carried out
- Notes, acts have been taken and/or the sessions have been recorded
- Participants have felt well attended to
- Value the capacity of solving technical and organisation problems, like the apparition of incidentals

**Participation and/or assistance:**
- Value the number, the quantity of people that have participated
- Value the possibility of participation: there was enough time, it was well organised, the turns of intervention were respected, participation was dynamized
- Value the diversity of the participation: different levels, ages, origins, cultural groups, men/women, professors, participants, voluntaries, and other non-participant public in adult education
- The accessibility of the different socio economical and literacy groups has been fostered: taking into account the prices, make the desplacement easy, indicate and identify well the location of the events

**Dissemination/information:**
An image that identifies the LLW has been created

How has been known that the week was made: by the association, by friends, familiars or known people, by a community or cultural centre, by the media (press, television, radio), by the dissemination made by the organisation (leaflets, posters)

What evaluation of the information of the posters and the dossiers is made: it was well understood, there was a lack of information or an excess of it, the idiom was known, ...

The dissemination has included the number of participants

Value the repercussion in the media

Contents:

- Interest in the contents
- Deepness in the treated subjects
- Diversity in the addressed subjects (if there have been subjects that haven't been stated)
- Diversity in contents and visions has been respected and fostered
- Impact that has had
- Value of the type and diversity of the activities: dissemination, ludic-cultural, change of experiences, of debate ones. Examples: conferences, round tables, cinema or videoforums, theatre, concerts, literary circles, open day workshops, ...
- Type of activities: presentation of programmes, workshops or seminars, accompanying events of information and assessment
- Value the conception of learning along life
- Treatment of the different inequalities as a thematic: gender, socioeconomic, ethnic, age, educational and cultural ones
- Value the making of conclusions and the obtained results. Concretely, to see if they have taken into account the structure of the participation (age, gender, educational level, ethnicity), the direct and indirect impact of the event, or if they have collected the voices of the participants

How to evaluate:

The formal design of our proposal of evaluation understands quantitative and qualitative evaluation. We understand that evaluation needs both if we aim to obtain quality results designed to improve the event and social transformation.

Quantitative evaluation

Quantifiable data:

- Number of activities carried out (they can be quantified depending on their themes)
- If there is any subject of special interest the number of activities in relation to it can be calculated (for example in respect to the war)
- Number of participant institutions by type, region, representation, number of people associated with them (in the case of associations), grade of implication or organisation, indicating the ones that are coordinators
Number of social entities and other organisms involved in the LLW (they can be quantified by themes)

Number of participants in the different activities, indicating the proportion by gender, ethnicity, geographical precedence, pertinence to associations, educational-training level, type of educational professionals, students, volunteers

Number of participants that have taken part in the organisation

References to the event in the press

The quantification can be made through the mould of the information gathered in the inscription to different activities.

**Questionnaires:** Through the questionnaires data about the majority of participants in the event can be gathered. Their design would be based on the predicted indicators to gather information about what people think and about the level of satisfaction that they experience. Therefore it will refer to previous objectives that were highlighted at the time of deciding to take part in the event. In the questionnaires the different aspects explained before would be included.

**Qualitative evaluation**

Through qualitative evaluation we can impinge more on the opinion of people concerning what they have experienced during the LLW. Although it is an evaluation that, like the previous one, concentrates on the indicators stated specially as relevant, in this case what people want to personally contribute about their experiences and what they have lived is valued. In this way, we can access what people think in a more direct form, because the objective is to carry out the evaluation in the way that make it possible for people to give their opinion in the most possibly open way. For example, through interviews, communicative discussion groups or through communicative observation of the different aspects designed by the evaluation.

- **Commission of evaluation:** formed by different groups. administration, professors, students and volunteers - a group which makes up gender, age, educational level, ethnic and cultural differences. This commission will have to evaluate the totality of the LLW.

- **Questionnaires and forms for evaluation:** to be carried out by all the institutions that have participated by email or by ordinary post.

- **Communicative discussion groups:** These will be carried out by participants in each association that have assisted in the actions and activities of LLW, and will carry out an evaluation that is based on an plan that includes infrastructures, organisation, participation, dissemination and contents.

- **Questionnaires for participants:** A first round of questionnaires will be previewed by the participants and will be distributed together with the documentation necessary to respond to them, once the festival has finished. Later, a second round of questionnaires will be carried out by a telephone survey to those participants that responded to the first written questionnaire, six months on. The aim of these inquiries is to extract qualitative indicators that reflect the opinions of the participants, and/or visitors concerning the activities, contents, infrastructures and the organisation of LLW, through a series of open questions.
General assembly: The last day of activities in LLW will be an open general assembly for all people, where an open discussion can take place concerning all the relative aspects of LLW. In the necessary case of meeting in smaller groups, numbers of people will be able to make thematic work groups and later join together to share ideas and comments. Through all the different activities that are carried out during the festival, participation in the evaluation process at the final assembly can be continually promoted.

Virtual evaluation: In the LLW web page a forum for debate can be opened where all those people that have participated in one way or another can discuss different aspects of the event.

CREA team, 15. May 2003
III. Consolidated project framework and action plan

Introduction

The Consolidated project framework is a tool for supporting the partners in their everyday activities. We tried to prepare the transparent document with all the work packages (WPs) or Stages of the project, with all our products and results and all the activities leading to the completion of each of the products. We have also added the responsible partners for respective activities and the deadlines for their completion. The Consolidated project framework is the result of the project proposal and the discussions of partners on our 1st meeting in Ljubljana, October 2002. There are two important changes in the overall work plan that the partners have agreed on.

The date for organising the 1st Spanish LLW and the collective event was changed from May 2003 to November 2003. That change was reported to Technical Assistance Office (TAO) Brussels, November 6 (see the attachment).

In the Consolidated project framework the Stages of the project have been rearranged into work packages (WP) in such a way that the sorting of activities is more clear and consistent with the planned and expected outputs.

We would also like to mention the following, minor changes which arise when comparing the Consolidated project framework with the project proposal:

We have split the Stage 2 in the project proposal (Setting grounds for the project activities and for the evaluation process) into two work packages. All the activities concerned with evaluation have been sorted into WP 7 Monitoring, evaluation and reporting, while activities dealing with the planning of Lifelong learning weeks and models have been sorted into WP 5 Organisation of national events. The new WP 2 consists of the activities leading to the establishment of the national and regional/thematic co-ordinators (training of co-ordinators, preparing the Manual for co-ordinators).

We have also divided the Stage 4 in the project proposal (Production of promotional and informative materials) into two WPs: activities concerning the corporate image into WP 3 and activities concerning the IC tools and materials into WP 4.

All the activities dealing with assessment and evaluation (Stages 6 – Assessment and final evaluation, 7 – Preparation of the report, and 2 – Setting grounds for project activities and for the evaluation process) are united into one WP 7 Monitoring, evaluation, reporting.

The Action plan is the intermediate result from our 2nd Team meeting in Bonn, which is leading to ‘renovated’ Consolidated project framework. This new version of the mentioned document will only involve inserting of more concrete activities leading to certain product, their deadlines and responsible teams.
## Consolidated project framework

<table>
<thead>
<tr>
<th>Stage of the project (Work Package)</th>
<th>Products and results</th>
<th>Activity</th>
<th>Responsible Team</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP1 - Identification of the state-of-art and needs' analysis</td>
<td>(1) National reports with synthetic introduction</td>
<td>1. Setting up of analysis framework</td>
<td>SI</td>
<td>15 Oct 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Producing draft national reports</td>
<td>All</td>
<td>15 Nov 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Debating draft national reports</td>
<td>All</td>
<td>15 Dec 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Producing 2nd draft national reports</td>
<td>All</td>
<td>15 Feb 2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Debating draft national reports</td>
<td>All</td>
<td>15 Mar 2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Producing final national reports</td>
<td>All</td>
<td>30 Apr 2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Producing introduction to national reports</td>
<td>SI, ES Ba, All</td>
<td>15 May 2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Using outcomes for project justifications, evaluations and reporting</td>
<td>All</td>
<td>Throughout the project</td>
</tr>
<tr>
<td>WP2 - Training of national and regional / thematic co-ordinators</td>
<td>(2) Trained national (2 per country) and regional/thematic co-ordinators (15 per country – BG, ES, RO)</td>
<td>1. Training of national co-ordinators</td>
<td>SI, All</td>
<td>Oct 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Training of regional/thematic co-ordinators</td>
<td>All</td>
<td>Sep 2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Debating the structure</td>
<td>All</td>
<td>30 Nov 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Producing 1st draft of the manual</td>
<td>SI</td>
<td>31 Jan 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Debating the 1st draft of the manual</td>
<td>All</td>
<td>28 Feb 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Producing the final manual</td>
<td>SI</td>
<td>31 March 2003</td>
</tr>
<tr>
<td>WP3</td>
<td>Creation of corporate image and visual promotion</td>
<td></td>
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<td>-----------------------------------------------</td>
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<tr>
<td>(4) Corporate image: graphic solutions for logo, typical web pages, poster and leaflet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Formulating terms of reference</td>
<td>All</td>
<td>15 Oct 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Preparation of terms of reference</td>
<td>SI</td>
<td>1 Nov 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Production of proposals of logo and other typical elements</td>
<td>All</td>
<td>25 Nov 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Selection of proposals of graphic solutions (logo and other typical elements)</td>
<td>All</td>
<td>25 Nov 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Providing contents for derived elements (poster, leaflet)</td>
<td>SI, All</td>
<td>31 Jan 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Producing graphic solutions for derived elements</td>
<td>SI</td>
<td>28 Feb 2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Using elements of the corporate image</td>
<td>All</td>
<td>Throughout the project</td>
<td></td>
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</tr>
</tbody>
</table>

| (5) Printed posters and leaflets |
| 1. Publishing derived elements | All | 10 Sep 2003 |

<table>
<thead>
<tr>
<th>WP4</th>
<th>Creation of IC tools and materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) Web page</td>
<td></td>
</tr>
<tr>
<td>1. Establishing the joint communication / discussion tool</td>
<td>SI</td>
</tr>
<tr>
<td>2. Debating the structure of the website</td>
<td>All</td>
</tr>
<tr>
<td>3. Producing of the initial website</td>
<td>SI</td>
</tr>
<tr>
<td>4. Debating the initial website</td>
<td>All</td>
</tr>
<tr>
<td>5. Producing the final website</td>
<td>SI</td>
</tr>
<tr>
<td>6. Maintaining the website</td>
<td>SI</td>
</tr>
</tbody>
</table>

| (7) E-Bulletin |
| 1. Production of the 1st draft of e-bulletin | BG | 31 Dec 2002 |
| 2. Debating the 1st draft | All | 31 Jan 2003 |
| 4. Providing articles | All | Throughout the project |

| (8) Web calendar events |
| 1. Creating data bases and computer application for registration of events | SI | Sep – Nov 2003 |
| 2. Providing information about events | All | Sep – Nov 2003 |
| WP5  | Organisation of national events | (9) 5 national LLW plans and weeks organised | 1. Defining LLW models (target groups) | All | Apr – May 2003 |
|      |                                 |                                            | 2. Establishing national LLW plans | All | Jan 2003 |
|      |                                 |                                            | 3. Debating plans and defining areas of co-operation | All | Aug 2003 |
|      |                                 |                                            | 4. Organising national LLWs | All | Sep – Nov 2003 |
|      |                                 |                                            | 5. Evaluating national LLWs | ES Ba, All | Dec 2003 – Feb 2004 |
|      |                                 |                                            | 6. Reports on National LLW | All | Feb – Mar 2004 |
| WP6  | Organisation of collective event | (10) 1 collective event | 1. Setting up the preliminary plan | ES Ba, ES Ma | 30 Apr 2003 |
|      |                                 |                                            | 2. Exchanging and debating the plan and defining areas of co-operation | All | 31 May 2003 |
|      |                                 |                                            | 3. Producing the collective LLW plan | ES Ba, ES Ma | 30 June 2003 |
|      |                                 |                                            | 4. Organising workshop and TF meeting | ES Ma, ES Ba, All | Nov 2003 |
|      |                                 |                                            | 5. Organising the collective event | ES Ma, ES Ba | Nov 2003 |
| WP7  | Monitoring, evaluation and reporting | (11) Monitoring and national evaluations of learning festivals and collective event | 1. Setting up the monitoring and evaluation plan – LLW related | ES Ba, All | 15 May 2003 |
|      |                                 |                                            | 2. Implementing monitoring and evaluation: collecting data, performing analysis | SI, ES Ba, All | Sep – Dec 2004 |
|      |                                 |                                            | (12) Overall evaluation of the project | SI, All | Nov 2002 |
|      |                                 |                                            | 1. Setting up the evaluation plan – project related | SI, All | Dec 2002 – May 2004 |
|      |                                 |                                            | 2. Implementing evaluation | All | Dec 2002 – May 2004 |
|      |                                 |                                            | (13) Project reports (Interim, Final) | SI, All | Dec 2002 |
|      |                                 |                                            | 1. Setting up reporting instruments – project related | SI, All | Dec 2002 |
|      |                                 |                                            | 2. Editorial work and printing of the summary of national and collective LLW report | RO | May – Jun 2004 |
|      |                                 |                                            | 3. Organising workshop | RO | Jun 2004 |
| WP8 Dissemination and promotion | (14) Dissemination plan | 1. Setting up the plan for dissemination of project results and findings at three levels | DE, All | May 2003 |
| | | 2. Organising workshop | DE | May 2003 |
| | | 3. Implementing dissemination | DE, All | From May 2003 on |
| | (15) Media promotion plan | 1. Setting up the media promotion plan | SI, All | Jul 2003 |
| | | 2. Promoting and advocating at national and international level | All | Sep 2003 |
**Action Plan**
(established on the team meeting in Bonn)

Important:
Please insert the identification number of the project activities on each side of the materials you send for the interim report!!!
Don't forget to send together with the reports the copies of invoices (partners from Spain, Romania and Bulgaria!)

<table>
<thead>
<tr>
<th>1. National reports</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Improved version of National reports</td>
<td>22 May ES, RO</td>
</tr>
<tr>
<td>1.2. Inputs to the introduction to National reports</td>
<td>25 May Who wishes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Manual for co-ordinators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1. Personal statements for the introduction of Part 1</td>
<td>25 May Who wishes</td>
</tr>
<tr>
<td>2.2. Translation of the manual (it can be a shortened version)</td>
<td>30 May RO</td>
</tr>
<tr>
<td>2.3. Send existing translation</td>
<td>22 May BG, ES</td>
</tr>
<tr>
<td>2.4. Design the title page</td>
<td>30 May SI</td>
</tr>
<tr>
<td>2.5. Send logos for the title page</td>
<td>25 May All</td>
</tr>
<tr>
<td>2.6. Send contribution to the manual (send e-mail again!)</td>
<td>20 May FEUP, RO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. LLW plans</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Send the plans (in EN and in the national language if available)</td>
<td>20 May BG</td>
</tr>
<tr>
<td>3.2. Send draft plan</td>
<td>25 May RO</td>
</tr>
<tr>
<td>3.3. Send Explanation for shifting the date of Lernfest into 2004</td>
<td>25 May GE</td>
</tr>
<tr>
<td>3.4. Send draft of the LLW plan and explanation for the delay</td>
<td>10 June ES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Training co-ordinators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Send the report</td>
<td>25 May BG, SI</td>
</tr>
<tr>
<td>Send the training materials and the evaluation of the training</td>
<td></td>
</tr>
<tr>
<td>4.2. Send plan for the training: when, how, how many people, which organisations and locations</td>
<td>30 May RO</td>
</tr>
<tr>
<td>4.3. Explain reasons for the delay of training the co-ordinators</td>
<td>30 May ES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. E-bulletin (at least one issue for the interim report; 8 issues planned in the project!)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Articles sent to BG</td>
<td>22 May</td>
</tr>
<tr>
<td>5.2. Who we are: BG – information taken form the web page (people, institution, project)</td>
<td>22 May BG</td>
</tr>
<tr>
<td>5.3. EU documents and links to them</td>
<td>22 May SI (Darijan)</td>
</tr>
<tr>
<td>5.4. LLW history</td>
<td>SI (Zvonka)</td>
</tr>
<tr>
<td>5.5. Learning festivals organised BG, SI, RO</td>
<td>22 May BG, ES</td>
</tr>
<tr>
<td>ES explanation of LLW and collective event</td>
<td></td>
</tr>
</tbody>
</table>

54
5.6. Regional festival, Skopje  
5.7. Related topics:
  - Isabel and Montserrat: day of the participants  
  - Sabrina: Learning regions  
  - Sabrina: Abstract of the congress marketing in ___ if time  
  - Elena: Big week of School  
5.8. Send e-mails of institutions and persons you would like to receive the bulletin, later on an ongoing basis  
5.9. Articles for the 2nd edition, all partners sent to BG  
5.10. Sabrina reminds us to prepare the articles

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional festival, Skopje</td>
<td>22 May</td>
<td>BG</td>
</tr>
<tr>
<td>Isabel and Montserrat: day of the participants</td>
<td>22 May</td>
<td>ES</td>
</tr>
<tr>
<td>Sabrina: Learning regions</td>
<td></td>
<td>GE</td>
</tr>
<tr>
<td>Sabrina: Abstract of the congress marketing in ___ if time</td>
<td></td>
<td>GE</td>
</tr>
<tr>
<td>Elena: Big week of School</td>
<td></td>
<td>ES</td>
</tr>
<tr>
<td>Send e-mails of institutions and persons you would like to receive</td>
<td>30 May</td>
<td>All</td>
</tr>
<tr>
<td>the bulletin, later on an ongoing basis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articles for the 2nd edition, all partners sent to BG</td>
<td>5 Sep</td>
<td>BG</td>
</tr>
<tr>
<td>Sabrina reminds us to prepare the articles</td>
<td>1 July</td>
<td>GE</td>
</tr>
</tbody>
</table>

6. Collective event
6.1. 1st draft as proposed on the workshop  
6.2. 2nd draft  
6.3. Final version  
6.4. Debating video presentation in the group - initiates Zvonka  
6.5. Debating photo catalogue in the group - initiates Milka  
6.6. Debating workshop involving participants - initiates Elena

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st draft as proposed on the workshop</td>
<td>30 May</td>
<td>ES</td>
</tr>
<tr>
<td>2nd draft</td>
<td>25 June</td>
<td>ES</td>
</tr>
<tr>
<td>Final version</td>
<td>July</td>
<td>ES</td>
</tr>
<tr>
<td>Debating video presentation in the group - initiates Zvonka</td>
<td>Sep</td>
<td>SI</td>
</tr>
<tr>
<td>Debating photo catalogue in the group - initiates Milka</td>
<td>Sep</td>
<td>BG</td>
</tr>
<tr>
<td>Debating workshop involving participants - initiates Elena</td>
<td>Sep</td>
<td>CREA</td>
</tr>
</tbody>
</table>

7. Evaluation of national LLW
7.1. 2 indicators for impact  
7.2. Debating the proposal for the instruments for the participants, coordinators and organisations  
7.3. Final version

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 indicators for impact</td>
<td>Beginning</td>
<td>CREA</td>
</tr>
<tr>
<td>Draft of instruments</td>
<td>of June</td>
<td></td>
</tr>
<tr>
<td>Debating the proposal for the instruments for the participants, coordinators and organisations</td>
<td>June-July</td>
<td>All</td>
</tr>
<tr>
<td>Final version</td>
<td>Aug end</td>
<td>CREA</td>
</tr>
</tbody>
</table>

8. Draft of the dissemination plan for the project
8.1. Prepare draft of the dissemination plan  
8.2. Debating the draft  
8.3. 2nd draft and final version

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare draft of the dissemination plan</td>
<td>25 May</td>
<td>GE</td>
</tr>
<tr>
<td>Debating the draft</td>
<td>Middle</td>
<td>All</td>
</tr>
<tr>
<td>2nd draft and final version</td>
<td>Sep</td>
<td>GE</td>
</tr>
</tbody>
</table>

9. National dissemination plans for the project results

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>National dissemination plans for the project results</td>
<td>Dec-Jan</td>
<td>All</td>
</tr>
</tbody>
</table>

10. Drafts of the National media promotions plans (manual page 9-11)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drafts of the National media promotions plans (manual page 9-11)</td>
<td>Before the start of festivals</td>
<td>All</td>
</tr>
</tbody>
</table>

11. Purpose and key results of the Bonn Meeting
11.1. Purpose and key results  
11.2. Summary of the minutes on  
11.3. - the European dimension of LLL  
11.4 - evaluation model

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and key results</td>
<td>20 May</td>
<td>GE</td>
</tr>
<tr>
<td>Summary of the minutes on</td>
<td>22 May</td>
<td>GE</td>
</tr>
<tr>
<td>- the European dimension of LLL</td>
<td>22 May</td>
<td>CREA</td>
</tr>
<tr>
<td>- evaluation model</td>
<td>22 May</td>
<td>CREA</td>
</tr>
<tr>
<td></td>
<td>Task</td>
<td>Date</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>11.5.</td>
<td>Dissemination plan</td>
<td>22 May</td>
</tr>
<tr>
<td>11.6.</td>
<td>Collective event</td>
<td>22 May</td>
</tr>
<tr>
<td>11.7.</td>
<td>National reports, Poster, Web page, Logo and Manual</td>
<td>22 May</td>
</tr>
<tr>
<td>11.8.</td>
<td>E-bulletin</td>
<td>22 May</td>
</tr>
<tr>
<td>11.9.</td>
<td>Training co-ordinators</td>
<td></td>
</tr>
<tr>
<td>11.10.</td>
<td>Report on LLW national plan</td>
<td>22 May</td>
</tr>
<tr>
<td>11.11.</td>
<td>Minutes of the meeting draft</td>
<td>22 May</td>
</tr>
<tr>
<td>11.12.</td>
<td>Improved minutes abstract</td>
<td>30 May</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>WEB page</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>Changes in options involving the ES partners (on the WP and introduction)</td>
<td>25 May</td>
<td>SI</td>
</tr>
<tr>
<td>12.2</td>
<td>Send suggestions for links to add to the Links option, first deadline, then on a regular basis</td>
<td>25 May</td>
<td>Who wishes</td>
</tr>
<tr>
<td>12.3</td>
<td>Country profiles – post national reports (the compilation of national reports + introduction will be posted under Outcomes)</td>
<td>15 Jun</td>
<td>SI</td>
</tr>
<tr>
<td>12.4</td>
<td>Institutions - add web pages of all partners</td>
<td>25 May</td>
<td>SI</td>
</tr>
<tr>
<td>12.5</td>
<td>Add icons for Manual and other outcomes to attract attention of visitors</td>
<td>15 Jun</td>
<td>SI</td>
</tr>
<tr>
<td>12.6</td>
<td>News – short news on LL and LFs (everybody contributes)</td>
<td>Ongoing</td>
<td>All</td>
</tr>
<tr>
<td>12.7</td>
<td>Send in writing changes of LLS coordinators, and project contact persons</td>
<td>25 May</td>
<td>ES, RO</td>
</tr>
<tr>
<td>12.8</td>
<td>National pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.9</td>
<td>- short representation of Festivals, from the text in E-bulletin</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>12.10</td>
<td>National LLW plans, the countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.11</td>
<td>- send web pages and other internet links you find important (with short description what the link is about)</td>
<td>Who wishes</td>
<td></td>
</tr>
<tr>
<td>12.12</td>
<td>- send logos of festivals</td>
<td>All</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Poster</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1</td>
<td>Send your logos and dates (except Germany)</td>
<td>Beginning of June</td>
<td></td>
</tr>
<tr>
<td>13.2</td>
<td>Send your proposal for graphic solution as soon as possible via forum (brighter colours, playing with text,....)</td>
<td>25 May</td>
<td>Who wishes</td>
</tr>
<tr>
<td>13.3</td>
<td>Kristiana will open discussion for finding a motto for the poster</td>
<td>25 May</td>
<td>RO</td>
</tr>
<tr>
<td>13.4</td>
<td>The title is going to the bottom, the motto comes to the top</td>
<td>Middle of June</td>
<td></td>
</tr>
<tr>
<td>13.5</td>
<td>Check the number of the project - Brussels</td>
<td>Immediate ly</td>
<td>SI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Logo</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1</td>
<td>Produce new logo with the names of countries</td>
<td>30 May</td>
<td>SI</td>
</tr>
<tr>
<td></td>
<td>Produce the textual version of the logo (project title) so that we can combine both</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>14.2.</td>
<td>Send translations of the project title</td>
<td>25 May</td>
<td>All</td>
</tr>
<tr>
<td>14.3.</td>
<td>Create ‘national’ textual logos</td>
<td></td>
<td>SI</td>
</tr>
<tr>
<td>15.</td>
<td>Calendar of events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.1.</td>
<td>Study Franci’s proposal, send suggestions</td>
<td>Jun middle</td>
<td>All</td>
</tr>
<tr>
<td>16.</td>
<td>Leaflet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.1.</td>
<td>Send ideas (Estonia example)</td>
<td>Middle of June</td>
<td>GE</td>
</tr>
<tr>
<td>17.</td>
<td>Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.1.</td>
<td>Copies of invoices</td>
<td>25 May</td>
<td>RO, ES</td>
</tr>
<tr>
<td>17.2.</td>
<td>Two months financial report with copies of invoices</td>
<td>25-30 May</td>
<td>All</td>
</tr>
<tr>
<td>17.3.</td>
<td>Fill in the questionnaires for the project evaluation</td>
<td>22 May</td>
<td>FEUP, GE, RO</td>
</tr>
<tr>
<td>18.</td>
<td>Training of co-ordinators</td>
<td>June?</td>
<td>RO, confirm in 1 week</td>
</tr>
<tr>
<td>19.</td>
<td>E bulletin 2nd issue</td>
<td>Sep</td>
<td>BG</td>
</tr>
<tr>
<td>20.</td>
<td>National LLW models (general framework as the basis for every year planning)</td>
<td>Dec</td>
<td>All</td>
</tr>
<tr>
<td>21.</td>
<td>Web calendar of events - input for the calendar</td>
<td>Aug, Sep</td>
<td>SI All partners</td>
</tr>
<tr>
<td>22.</td>
<td>Evaluation instruments defined and agreed for Participants Co-ordinators Organisations</td>
<td>Sep</td>
<td>CREA</td>
</tr>
</tbody>
</table>
PRODUCT No 8

**DISSEMINATION PLAN**
Dissemination plan

First draft - May 2003

During the workshop in Bonn (May 2003) the project partners have contributed to and agreed on following dissemination structure, which have been debated and slightly modified since then.

Aims of dissemination activities:
- To reach all the target groups,
- To contribute to the implementation of LLW,
- To stimulate communities to be more active,
- To reveal the needs to policy makers,
- To enlighten on public with LLW movement,
- To promote education services,
- To incorporate our experiences & outcomes to international LLW Movement,
- To reveal the European Dimension of our collective event,
- To present good practices,
- To promote non-formal & informal education as parts of national education,
- To stimulate communities to be more active,
- To spread new methods of teaching & learning,
- To promote non-formal & informal education as parts of national education,
- To spread new methods of teaching & learning,
- To enhance use of new methods of communication with our outputs,
- for sustainability / further development of results.

Tools of dissemination:
- Collective Event: photo catalogue, common video, workshop results,
- Manual,
- Project report,
- National Reports,
- National LLW plans,
- Evaluation materials and results,
- E-bulletin,
- Web site of the project,
- Success stories,
- Good practices,
- European dimension,
- Seminars from participants to teachers.
Process of dissemination will involve:
   - Permanent promotion,
   - Strong idea,
   - More contacts outside,
   - Articles in professional press,
   - Visiting cards,
   - Press release,
   - E-mails,
   - Using networks,
   - Experiences,
   - Meetings, congresses, conferences,
   - Promotion: internal and external,
   - Press conferences,
   - Leaflets and posters,
   - Television and radio,
   - Advertisements in professional press.

Levels and target groups of dissemination:

- International
  - UNESCO / UIE Web site,
  - EAEA and other associations.

- National
  - Policy-makers,
  - Ministries,
  - Educational institutions,
  - Senior universities,
  - Popular universities,
  - Culture institutions,
  - Socially oriented NGOs,
  - Sport institutions,
  - Enterprises,
  - Development agencies,
  - National media,
  - EU agencies,
  - National UNESCO agencies,
  - Embassies.
- Local
  - Mayor,
  - Professionals in education,
  - People with influence in culture, society, arts, economy,
  - People (individuals),
  - Colleagues,
  - Enterprises,
  - Chambers of commerce,
  - Libraries,
  - Supermarkets,
  - Museums,
  - Kindergartens,
  - Groups of active citizens.

- Institutions responsible for dissemination:
  - National co-ordinators, their associations and network,
  - Regional and thematic co-ordinators,
  - Media,
  - Other partners.

The following steps will be taken in the analysis and development of this dissemination draft:
  - Developing the presented structure with including partners’ suggestions,
  - Combining the above mentioned units to a network,
  - Underlining What do we need?... and... What do we already have?
  - Deciding at which level shall we start first? Shall we use the top-down or bottom-up approach?
    Shall we use grass roots or contemporary approaches?
  - Shall we start with persons or institutions?
  - Should we first disseminate our outputs and then ask for financial support or should we disseminate and at the same time look for sponsors?
  - We should keep in mind the European Dimension!
  - We should keep in mind the sustainability of the project!

Sabrina Boscolo Lips