

PRODUCT No 6

INITIATING/ENRICHING AND EVALUATING NATIONAL LLWs/LFs AND COLLECTIVE EVENT

6.4 LLW/LF REPORTS

In this section, following the synthesis report, LLW/LF 2003 reports are presented for SI, BG, DE, ES (1st Spanish LLW and Collective event), and RO.

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LLW/LF REPORTS - NATIONAL AND INTERNATIONAL

Synthesis report

In the synthesis LLW report 2003, an overview of national LLW/LF reports is outlined, encompassing the context, objectives and target groups addressed and reached by learning festivals in partner countries. Further on, an overall report on how the LLW-G1 project has contributed to the LLW/LF movement in 2003 and how it will contribute to future LLWs/LFs, beyond the support of Grundtvig, is presented. Finally, some conclusions and recommendations put forward by project partners are resumed.

1. THE CONTEXT, OBJECTIVES AND TARGET GROUPS

Partners have designed their LLW/LF 2003 tailored to the educational scene in their own countries as well as in Europe. The 1st LLW and the Collective event in Spain, the enriched LLW/LF in SI, BG, and RO, as well as the LLW-G1 project dissemination in DE Learning regions, folk high schools and individual providers of learning festivals have enabled the accomplishment of global aims of the Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement (further on LLW-G1).

In spite of the high imbalance among partner countries concerning the key economic and social conditions and the gaps with regard to some components of the LL profile, such as participation in secondary, tertiary and adult education, early school leavers, educational attainment of the population, and investment in lifelong learning (see Output 1), partners have been united by the LLW-G1 project goals and the process of achieving them; by the outcomes and results that are distinguished by European values and have been implemented as European frameworks not only by project partners but spread widely in their networks and also at the international level.

1.1. Aims and objectives of the LLWs/LFs 2003 in partner countries

The aims and objectives the partners countries have been striving for with their LLW movement can be classified into 4 categories, as defined by the LLW model in the course of the LLW-G1 project; these are aims and objectives related to:

- attitudes and values of individuals and institutions
- educational practice
- lifelong learning theory and
- policy.

Aims related to attitudes and values of individuals and institutions have some common features in all partner countries such as reflecting the importance of lifelong learning (SI, ES), animating the widest public in order to support the development of a positive attitude towards learning and to raise new learning needs (SI), encouraging the motivation for learning and access, especially for unemployed and disadvantaged people (BG), highlighting that learning can also be fun and exciting (DE), stimulating people's curiosity, reaching out to non-participants (SI, ES, BG), giving learners the chance to become active actors of learning and freely express their ideas and opinions; promoting the mutual respect and understanding between different ethnic and religious groups (RO, ES, SI, BG).

All partners' LLW/LF aims have been focused on improving educational practice by presenting the diversity of learning and educational supply, offering information and guidance, improving the quality of education, improving cooperation and partnership among and transparency of providers, and spreading the "Participant Bill of Rights" (FACEPA, 1997) as important practices for encouraging adults to become learners.

The impact of the LLW-G1 project objectives on the LLWs/LFs 2003 in SI, BG, RO, and on the first LLW in ES can be observed in partners' critical reflection on the efficiency of their governments in transferring the educational concepts into practice. By involving the governments into LLWs/LFs, partners have raised the government's awareness about the importance of learning for personal development and active citizenship – the areas often neglected in educational practice (ES; SI, BG).

The LLWs/LFs implemented in 2003, initiated and enriched by the LLW-G1 project have also reached the target groups that have been defined as priority groups in the project proposal. They can be divided into two main categories:

- more than 200 providers and 160 policy makers directly involved in LLW-G1 project
- nearly 6.000 LLW participants, directly involved in the LLW-G1 project as "evaluators" of learning festivals in 2003, expressing also their needs and aspirations for future LLWs/LFs.

In 2004, after the support from Grundtvig, more than 600 providers and 9.000 participants implemented the LLW G1 evaluation instruments and LLW G1 evaluation model.

The first group (providers and policy makers) has acquired/deepened the familiarity with EU documents implementing the strategy of 'LL for all' and with relevant national documents as well as the mission of the LLW/LF movement in creating all-inclusive learning societies. The LLW-G1 project has also strengthened the project partners' and coordinators' competencies needed for performing their tasks as well as their positions in lobbying for moral and financial support from governments (local, regional and national) and from other social partners.

The second group – participants - has received the opportunity to become an active partner in the LLW movement, giving their feedback on the events they have visited in order to get information on learning supply and discover the attractiveness and joy of learning. In addition, the promotion of successful learners at LLW venues (awards for outstanding learning achievements, successful programmes) has been enabling participants to step out of anonymity and present their learning and creativity achievements to a wider public. Their stories evoke enthusiasm and a thirst for learning, and for the learners themselves the exposure represents acknowledgement of their efforts and the best incentive for further learning (SI, ES, in the future BG and RO). By compiling learning histories of people, the visibility of learning has been increased and examples of successful learners have become important means for attracting non- and would-be learners into education and learning. The SI partner created a video presentation of 3 examples of good practice in the field of multicultural cooperation presented in Spain as well as at the first regional LF for South-Eastern Europe (Skopje 2003). The first Spanish LLW and the collective event addressed the groups of population that are underprivileged – the elderly, women, young people, immigrants, and the less educated.

However, the LLWs/LFs have also had a strong theoretical impact embodied in numerous events such as the traditional Adult Education Colloquium organized at national level in SI, regional and municipal professional sessions, round tables and similar gatherings (all partners) – all of them providing momentum to promote and widen participation in all types of learning (formal, non-formal and informal) with the purpose of creating a learning society.

The LLW-G1 global project aim, i.e. to take stock of accumulated expertise, create a short-term strategy and develop a plan of action to strengthen and widen the European dimension of the Lifelong Learning Weeks (LLW) movement has been achieved in the process of planning (see national LLW/LF plans and LLW/LF models), organising (decentralised approach through the networks of coordinators, see the reports on coordinators' training and the Manual), evaluating (see Dialogic evaluation of LLWs/LFs) and disseminating and media promoting (see Dissemination strategy, Dissemination and media promotion plans) as well as reporting (see LLW/LF reports). High quality informative and promotional material and services, mainly web-based have been produced and disseminated (see project website, Forum, 8 issues of E-bulletin and web-based information system for registration, presentation and evaluation). Cross-country as well as national networks for the promotion of the 'lifelong learning for all' strategy by the LLW/LF movement have been created. The new partnerships will be able to continue their mission well beyond the project time framework by disseminating project outputs nationally and internationally.

1.2. LLW-G1 project related impact on LLWs/LFs in partner countries

The impact of the LLW-G1 project on the LLW movement in partner countries varies depending on the availability of human resources and tradition. It has been reflected in the strengthened European dimension of learning festivals, in innovations that have been developed and implemented and in enriched national LLW/LF frameworks. Above all, the direct outcome of the LLW-G1 project was the 1st Spanish lifelong learning festival and the Collective event in 2003.

All partners have reported on how they have experienced/implemented the European dimension in their LLW/LF 2003.

In the contents of the LLW 2003 events, the European values such as multiculturalism, solidarity, democracy, respect for different and others have been embodied. In the future LLWs these values will be further and deeper addressed by the strengthened and widened network of LLW coordinators, by the contents and forms of LLW events and by partnerships of diverse providers (all partners).

The LLWs 2003 have mobilized the unemployed, addressed the population of rural areas and the less educated population by involving them as critical visitors of events (SI, BG, ES, RO); special attention has been paid to people with special needs, the less educated, migrants, Roma people (SI, ES, RO).

Working together in teams, negotiating and agreeing on common aims and elaborating consolidated ways of achieving these aims has been a European value in itself. It has been implemented successfully at two levels:

- the LLW/LF level: a variety of providers and events reflected both - the pure economic, instrumental value of learning, as well as the humanistic approach, i.e. emphasizing the joy of learning and learning as an intrinsic value. Bringing together organisations and people from the two strands has had a twofold impact. First of all, the two conflicting sides are working together for the same goal thus improving the educational offer as well as participation in learning processes. Secondly, this collaboration gives some indication to national authorities as well as to EU professionals and the political arena on how to overcome the gaps between the proclaimed life-wide and lifelong dimension of learning strategies and their reality (all partners)
- the international team level: partners originating from "old" and "very new" EU countries as well as from East European countries have brought into the project the dynamics of their working styles and expectations which have demanded from all team members to

face and overcome some of the stereotypes and to rethink their habitual way of functioning (BG, SI, DE).

The European dimension has also been strengthened by the LLW-G1 outcomes that have been and will be used not only by project partners and their networks but also by institutions and associations from other countries that belong to the European "LLW/LF family".

Individual partners have also reported their specific input to the European dimension of the LLW movement. The BG partner focused on informing specialists and the wide public in general with the main documents of the EU and promoted the European initiatives in the field of education. During the LLW 2003, the floor has been given to European practices, projects and exchange of experience.

The European dimension has been integrated in some regional DE learning festivals as well as in events with similar goals through trans-border initiatives (for example: Volkshochschule Anklam, Learning Region Aachen/Euregio, Learning Region Pontes/Euroregion Neiße), European guests (Learning Festival Benediktbeuern), public discussions on European issues (Learning Festival Bonn). Some of the DE LF providers have contributed to the LLW-G1 project by submitting inputs to the E-bulletin.

Though there is no national coordination in DE, the German partner has used other networks (the Learning Regions, the Volkshochschulen, IIZ/DVV offices all over the world) for disseminating the LLW-G1 project and its outcomes. Through mailings, articles, conferences and single contacts all over Germany the partner has greatly contributed to the process of strengthening and widening the European dimension of the German Learning Festivals movement.

The first LLW in Spain has been one of the most important achievements of the LLW-G1 project. In addition, it has contributed a new element to the Spanish movement of democratic adult education. Namely, for the participants it has created an overview of different kinds of adult education supply. Spanish partners have also attracted international organisations to actively participate in the festive celebration in Madrid.

A special feature of the first ES LLW is reflected in the Spanish partners' endeavour to encourage the people participating in adult education to take part in the design of the Lifelong Learning Week, and in all of the events it entailed. This objective has made it possible for participants to decide on aspects that they wanted to address through the Lifelong Learning Week events, and allowed for people related to the Democratic Education of Adults to be represented at debate tables and in discussions. As a result, their voices were taken into account. On the other hand, they also created spaces of dialogue between the whole community of professionals and adults related to the "Lifelong Learning Week and the Citizens". The themes central to the Spanish LLW (Education and Social Inclusion of Women, Personal development and the values of active citizenship, interculturality and tolerance, and employability and innovation of access for employment of young people) have improved the awareness of local, regional and national authorities, political and cultural leaders who joined or in some other way supported the first Spanish LLW about the importance of developing all venues of learning, not only those improving vocational and labour market prospects of people.

The 1st LLW/LF in Spain has also brought about a new approach in the LLW/LF movement, namely the working together of FEUP as practitioners in adult education, and CREA as the academic partner.

The RO partner implemented the European dimension during LLW 2003 by giving information regarding the European integration at all levels (political, economical, social, educational), disseminating new

paradigms in education promoted at the international level, transfer of methodology and exchange of experience gained in the LLW-G1 project and by involving organisations and experts from other countries. Applying European standards and methods in organizing the learning festival in cooperation with the RO educational (Adult Education network (ANCZEA, Popular Universities, Cultural Houses) and other networks (Regional and Local Authorities), the local Networks of the Ministry of Culture and the Ministry of Education) has been declared as one of the most important impact by the RO partner.

Innovations developed in the LLW-G1 project and their implementation in LLW 2003 and beyond the support of Grundtvig.

The most important innovation of the LLW-G1 project that has been put into practice is the web-based information system for registration, presentation (calendar of events), and evaluation. The evaluation module of this system has been implemented in the Dialogic evaluation of LLWs (see the respective report, Output No 6.3). The LLW dialogic evaluation model and the evaluation instruments have brought the learners and priority groups of population into the focus of the LLW/LF evaluation process and have opened the space for LLW participants to express their opinions, needs and aspiration. The new model has been implemented in SI, BG, ES and RO in LLW 2003 and will be used also beyond the support from Grundtvig.

Due to the fact that the work for setting up and testing the evaluation module greatly exceeded the expected work load, the first two modules (registration of LLW/LF events and presentation of data in the form of an internet calendar of events) were developed later than scheduled. They have been presented at the last project meeting in Mangalia, RO and further developed in accordance with partners' needs and suggestions. This part of the project has been regarded by all partners as the greatest potential for follow-up projects in this field since up to date no such information system has been developed at international and - with the exception of SI - neither at national level.

The network of coordinators as developed in the LLW-G1 project has been introduced in Spain for the first time by both partners, CREA and FEUP, and developed as innovation in BG and RO since prior to the LLW-G1 project in both countries the concept of regional coordinators had not been implemented. The providers of LLW events had performed activities limited to their scope only, and without the relevant working tools. The newly developed network in 2003 opened space for the creation of other networks and also for individuals from other, non-educational areas as well as for developing partnerships among different stakeholders in the LLW movement nationally and internationally. The coordinators have received – in addition to the training, the strategic and practical guidelines in order to maintain/improve their knowledge and skills in performing the coordinators' role (the Manual, LLW models, plans, evaluation and dissemination tools) and mediating the know-how to newcomers to the LLW movement.

The LLW-G1 project team members have spread the accumulated expertise, best practice and innovations to the networks of regional/thematic coordinators and further on to their institutions' networks and providers of LLW events. They have also addressed learners – participants in LLWs/LFs as well as policy makers. The outputs developed in the course of the LLW-G1 project represent core strategic and practical guidelines.

Partners have also reported about the specific impact of the LLW-G1 project on their LF movement.

The BG partner considers the very fact that the Lifelong Learning Days became a national forum as a great success. One of the main messages of the initiative is that working together is innovative as itself. At the occasion of the LLL Days, a National committee has been established and a non-formal

network composed by most of the key players in the field of education in Bulgaria has started collaboration. The common project products: the Manual, the E-bulletin, the LLW plan and the media promotion plan were included in the preparations for the Bulgarian learning festival as well. The actual work on the project and the exchange of experience and ideas brought many innovative aspects in the format of the LLL Days in Bulgaria such as the focus on learners' needs and accompanying cultural events as well as moving the LLW events outside the capital.

The DE partner outlined the importance of the common project products – the Manual, the E-bulletins – that have been spread all over Germany. The most valuable input is represented by the fact that through the LLW-G1 project partnership, a new attempt was made in Germany to connect the single regional festivals, to foster the development of a network, and to offer international contacts for professional exchange and know-how transfer as well as for possible new project partnerships in the future. In addition, the exchange among project partners has been a great opportunity to learn from each other and to profit from the experiences of project partners – aspects such as involvement of learners, dialogic evaluation methods, Tertulias have been mentioned.

Due to collaboration in the LLW-G1 project, the RO partner has reported on a better relationship with mass media and the participation of other educational networks in the LF movement. Further on, the RO partner highlighted the following positive changes in the development of the RO learning festival:

- The information, knowledge, methods regarding the LLW/LF have been transferred to the network of regional and local coordinators;
- A common strategy has been developed by regional and local coordinators;
- The project brought about theoretical support and a clear methodological framework that enabled a more structured approach to the LLW. By using the LLW-G1 tools and the methodological support, the LLW can be easier implemented in other institutions and they can always be a milestone for the providers of LLW;
- A common identity and image of the national festival was built;
- New tools for developing, disseminating and evaluating the festival were used;
- Partnerships and cooperation between education institutions and employment agents were created.

2. LLWs/LFs 2003 IN PARTNER COUNTRIES

The LLW 2003 in partner countries reached nearly 700,000 people, out of which 7,600 were directly involved in the LLW-G1 project. In 2004, when the support from Grundtvig had already expired, the direct involvement of providers and participants continued: 612 providers and 9,000 LLW participants were evaluating the LLW 2004 with the instruments developed by the LLW-G1 project.

The structure of those, directly involved in the LLW-G1 project reveals that project partners successfully disseminated the project and its outputs to 1,240 experts in the field of lifelong learning, 160 policy makers in governments, ministries of education, labour, culture and employment, 830 providers of LLW events, and to 15,000 participants of LLW events (For more see output 8, Dissemination - target groups reached).

The eight outputs created in the LLW-G1 project have been implemented and in certain cases also upgraded by all partners. Output 1 - Identification of the current status and needs analysis has been used as reference material by team members in the process of planning and lobbying for the LLW 2003 and beyond. Output 2 - The Manual, and Output 3 - the network of coordinators have been used as innovations and enabled partners to encourage potential new providers, enriched the experienced ones, introduced new knowledge concerning strategic planning and strengthening partnerships in the

processes of implementing the LLW movement, thus contributing to creating all-inclusive learning societies. These outcomes - together with Outputs 6, i.e. LLW plans, models, dialogic evaluation, reports have provided concise methodologies for planning, implementing, evaluating and reporting on LLWS. In addition, they have been used as practical guidelines for realising the mission of LLW and represent "a portfolio" for all involved in the movement. The Output 8, Dissemination and promotion has been elaborated as a framework for designing national dissemination and media promotion plans and their implementation. Various dissemination and promotion tools have reached several hundred thousands individuals and organizations who have visited the project website, read the E-bulletins or the leaflets. Project related evaluation, i.e. Output 7 has been used as reference material for the work of the LLW-G1 team members in order to achieve and ensure adequate quality of the project processes, outputs and their sustainability.

LLW G1 team members have also implemented a separate evaluation of four outputs - the Manual, network of coordinators, LLW/LF models and ICT - with regards to their impact and relevance for partners' own needs and the needs of other promoters of lifelong learning, as well as their relevance for future work. The results show high/very high relevance for the partners and other promoters; partners would recommend all four outputs to other professionals. The four outputs have also been used in designing other LLW G1 products and the likelihood of using them again in other projects is also high. For more see Output No 7.

3. EVALUATION of LLWs/LFs 2003

In evaluating the LLWs 2003, project partners combined two approaches: the evaluation methodology developed earlier and tailored to their specific needs as well as the innovative dialogic evaluation model, created in the LLW-G1 project. In SI, BG and RO, the dialogic evaluation model has also been implemented in LLW 2004, after the support of the Grundtvig project and will be used beyond 2004 (see Dialogic evaluation of the LLW, and LLW reports).

4. DISSEMINATION AND SUSTAINABILITY

All partners have been disseminating projects outputs via the networks of their associations (BG, ES, RO), via other networks (SI, BG, DE, ES, RO), via networks of coordinators (all partners), in direct contacts with the supporters (policy makers, local authorities, professionals in lifelong learning) and providers of LLW/LF events, at conferences and meetings, and through articles. (See Output 8 Dissemination and promotion). The sustainability of the outputs has been assured by LLW-G1 project activities and outputs that can be grouped into two main sections:

- developing and improving theoretical and practical knowledge of team members who have been transmitting the know-how and examples of good practice to their partners, coordinators and networks;
- creating basic methodological tools and documents for planning, implementing, evaluating and reporting; translating some project outputs into national languages has made them accessible to a greater number of professionals in the educational arena (the Manual, leaflet, LLW model, LLW/LF reports)

Some of the LLW-G1 project outputs have been also used in other Grundtvig projects as starting points for their work on the evaluation of learning festivals and the exchange of examples of good practice (Grundtvig4 IntALWinE, including 13 European countries, SI, BG, ES. They have also been disseminated to other EU and non-EU countries (Switzerland – SI and BG partner, cross border cooperation – DE.), to other networks (Stability Pact in the framework of the "Adult Education in SEE" project – BG, RO; see Output 8). The Bulgarian partners have been connecting the LLW movement to

various local and international institutions. They have created a portfolio of LLW-G1 project materials and have presented it to Austrian partners.

The impact and sustainability of the LLW-G1 project has been best presented by the wording of the RO partner: *"The most important investment of the project is in human resources and methodology. The people involved and trained during the project will be living examples and multipliers for the next generations involved in LLWs and the methodology elaborated by the project (manual, questionnaires, etc.) will always be a standpoint and a guide for the ones that need a theoretical back-up. This basis will secure in a way the continuation of the project. On the other hand, the collaborations and partnerships established have been strengthened during the 2003 edition of LLW as the partners were satisfied with the outcomes of the collaboration and they are willing to give further support in the future. In this respect, the premises are already established for the future editions of the LLW in Romania"*.

The sustainability of the project is also reflected in LLW/LF editions in 2004, beyond the period of the Grundtvig support. The outcomes of the LLW-G1 project related to preparing, implementing and evaluating the LLW/LF have been used as a "LLW/LF portfolio for providers and coordinators" where all steps (planning while respecting the social and economic background of the respective area, training of new coordinators, improving support, collaboration and participation, setting structures and instruments for reporting and evaluation, media promotion) for accomplishing the coordinators' and providers' tasks have been designed and also supported by experiences in how to overcome barriers from the work in the LLW-G1 project. The "portfolio" empowered partners and their collaborators for using the paper/electronic based outputs as well as methods of work in the LLW-G1 project in performing their daily research, development and practical work. The new expertise and experience have been of utmost importance for newcomers to the LLW movement in partner countries.

The implementation of the 2nd LF in Spain in 2004, beyond the period of support from Grundtvig, is a great success which proves that the LLW-G1 project has contributed to the changing of attitudes concerning the implementation of the LL strategy and the role that the LLW/LF plays in these processes. These changes have affected all partners who have supported the Spanish LLW in 2004.

5. CONCLUSIONS AND RECOMMENDATIONS

In general, the LLW 2003 encompassed meeting places for about 800 providers of events and 260,000 visitors. In SI, BG, ES for purposes of the LLW-G1 project however, 220 providers and 6,000 visitors contributed their opinions by critically evaluating the events they have attended..

In all partner countries the LLW movement has been continuing, though in DE without national coordination. The DE partner has been using the IIZ/DVV network all over the world to make project outputs available to their members as well as to other networks. The LLW-G1 project also opened space for reviving national LLW coordination in Germany and distributed some innovative approaches to the Learning regions' and folk high schools' network, as well as to individual LLW providers in DE. The DE LLW-G1 team is aiming at strengthening the LLW/LF networking and orienting efforts towards LLW-evaluation and the spreading of the LLW-G1 outputs.

The partners' recommendations for future LLWs/LFs are rooted in LLW-G1 project achievements but are focused on specific national needs and goals and on the key role that the LLW/LF movement plays in implementing "learning for all" national strategies.

The SI partner recommendations address all bodies involved in the LLW/LF movement to continue with LLW/LF as an all encompassing annual and country-wide manifestation for the promotion and development of lifelong learning in Slovenia. The concrete recommendations are related to permanent and adequate support of the Slovenian Government, further strengthening the network of regional and thematic coordinators also by providing funds for co-financing their activities and by incorporating the competent bodies at the local level into the network of LLW providers and coordinators. At this level, the LLW should be recognized as a mobilizing force for the development and progress of lifelong learning. The partner also recommends respecting the critical remarks, proposals and recommendations gained by feedback information from LLW providers, coordinators and visitors in the process of planning and implementing future LLWs. Further implementation of the evaluation model and enriched web-based information system developed in the LLW-G1 project will continue and accumulated findings and critical remarks will be taken into consideration. The Slovenian LLW will also continue to take active part in the international ALW/LF movement by exchanging experiences, know-how and examples of good practice while at the same time it intends to retain and upgrade the uniqueness of its own LLW model. The latter will be modified according to findings stemming from domestic and international cooperation and put into practice in accordance with the latest strategic documents in the field of lifelong learning and adult education.

The BG partner aims to develop LLW/LF as a natural consultative and lobbying forum for the 'learning for all' strategy providing meeting points not only for specialists but for the widest public as well. The BG partner plans to attract more representatives from the private business sector and private educational institutions, as well as non-participants in learning, and new providers. In future LLWs, ways will be sought to encourage activities of the Ministry of Education and to establish a department on Adult Education. The creation of a national board for the implementation of the *Lifelong Learning Days* has been an important step towards the creation of a similar board on LLL at the Ministry of Education and Science; further more, developing the network of national coordinators and thus creating "ambassadors" of the European idea, people who regularly inform their governing bodies on changes in the context of learning, on new dimensions in educational programs, on innovations in technologies, on the seeking and offering of working places, on barriers to learning and easing the access to education. LLW as a national forum will stimulate the creation of university programs on Adult Education, motivate people with bachelors' degrees to enlist in these programs and convince them that they have good prospects for professional realization tailored to the societal needs. The LLW *Days* will become a centre of attraction for trainers, specialist in the field of Adult Education and they will support the creation of an informal LLL-community.

The DE partner recommendations address providers of LLW/LF inviting them to put more efforts towards attracting new target groups / "not-yet-learners", toward LLW-networking, including the European dimension, involving national mass media, implementing dialogic LLW-evaluation and the spreading of its results, toward actively involving participants in the organisation of the LLW/LF opening up possibilities for them to express their needs and wishes concerning lifelong learning, learning environments, teaching methods etc., and toward presenting and awarding personal histories of "successful learners" during LLW/LF. Special recommendations stress the importance of drawing a clear line between a learning festival and a learning fair.

Spanish partners emphasize the need for further involving LLW participants in the design, organisation, and editing of LLWs as well as in the LLW evaluation; focusing on excluded groups (non-academic women, ethnic minorities, people with disabilities, etc.); promoting the role of providers in the democratic adult education movement has been stressed as a priority orientation.

The RO partner is aiming at training new coordinators and improving the communication in the network of coordinators and clearly defining responsibilities of each member; involving more partners and networks, experts from the country and abroad, new and more cities involved in LLW, as well as extending the event to the rural area, developing partnerships with media, improving dissemination and promotion activities (all based on models and plans developed in the LLW-G1 project). The new approach and implementation of LLW/LF in RO is opening prospects for better financial support from governmental structures as well as independent funds obtained by fund raising at the regional/local level. The partner plans to use and improve the database, created in the LLW-G1 project, in the future beyond the support of Grundtvig.

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REPORT ON THE SLOVENIAN LIFELONG LEARNING WEEK 2003

1. NATIONAL CONTEXT, OBJECTIVES AND TARGET GROUPS

1.1 Rationale and background for the Slovenian LLW

Slovenia, since May 2004 member of the European Union, has been enjoying political independence for more than twelve years now. Both, in terms of size and population, Slovenia can be ranked among the smaller countries of Europe and its capacities will be neither today nor in the future connected with large figures of any kind. In the society of European nations, Slovenia can find an appropriate place only through flexible search for suitable ties with other EU countries. This places the concept of education in a unique position, i.e. our nation can participate in European and world processes and at the same time preserve its own identity only by means of high quality education for all.

The White Paper on Education in Slovenia (1995) has provided for conceptual solutions regarding the development and systemic regulation of the educational field. It has been followed by changes of initial education legislation, curriculum reform (1996 - 2000) and adoption of the Adult Education Law (Parliament in 1996). The Adult Education Law set grounds for a national strategy embodied in the Adult Education Master Plan¹, which situates the development of adult education in the context of lifelong learning. In this regard, the promotion of lifelong learning has become one of the key instruments for the enforcement of the Adult Education Master Plan objectives, and the Lifelong Learning Week – LLW (traditionally held in the third week of October) the most prominent promotional campaign in the country.

Back in 1996, SIAE conceptualized and implemented its first LLW, its highest aim being the growth of a culture of lifelong learning and the implementation of the LLW slogan: '*Slovenia, a learning country*'. In the subsequent years, the initial LLW model has been considerably improved, upgraded and enriched by many dimensions of the evolving EU society. The status of the LLW has grown considerably since 1997, when the Government of Slovenia accepted general patronage of the Week and ascribed it national importance.

Being part of the International Adult Learners Week / Learning Festivals movement, the Slovenian LLW has also played a major role in transferring know-how and experiences related to the setting up of learning festivals to other countries within the South-Eastern European region as well as world-wide. An example of LLW's international involvement is also the 'Widening and Strengthening the European Dimension of the LLW Movement' project (hereafter LLW-G1 project).

1.2 Concrete aims and objectives of the Slovenian LLW

Primary aims of the Slovenian LLW are:

- Raising of public awareness concerning the importance of learning, which is required by all people at all stages of their lives for the development and understanding of numerous aspects of their personalities - physical, intellectual, emotional and spiritual;
- Animating the widest public with the aim of supporting the development of a positive attitude towards learning and promoting the recognition of it as the key to a better life;

¹ The Resolution of the Adult Education Master Plan was passed by the Government of Slovenia in June 2004 (for more see the Output 1, and E bulletin NO 3, page 11)

- Presenting the diversity of educational and learning supply, its varied contents, forms and sources designed to enable people of all ages and from all walks of life to equip themselves for the challenges of the future;
- Offering information and guidance - in personal contacts between education and learning providers and visitors, as well as by telephone, over the Internet or in radio and TV programmes offering information on how to get involved in various forms of learning, education, training and creativity projects.

Apart from satisfying the needs of participants, the LLW also attempts to stimulate people's curiosity, reaching out to non-participants, promoting the formation and expression of new learning needs and the expansion of the availability of learning opportunities in our country. As a result, better conditions for establishing partnerships among various parties active in the field of lifelong learning in Slovenia are being created.

However, the LLW has also a strong theoretical impact, embodied in numerous events such as the traditional Adult Education Colloquium organized at national level, regional and municipal professional sessions, round tables and similar gatherings – all of them providing momentum to promote and widen participation in all kinds of learning, with the purpose of creating a learning society.

The Lifelong Learning Week does not limit itself solely to advocating the economic value of learning; rather it promotes learning as a value in itself. For many people, the LLW is one of the few – if not the only – occasion when they can step out of anonymity and present their learning and creativity achievements to a wider public, thus attracting media attention. Their stories evoke enthusiasm and a thirst for learning, and for the learners themselves the exposure represents acknowledgement of their efforts and the best incentive for further learning. Therefore, at many LLW venues the presentation of awards for outstanding learning achievements, successful programmes and learning projects provides a starting point for celebrations, and for organising exhibitions, literary evenings etc. The Slovenian Lifelong Learning Week can thus be considered a nation-wide festival of learning.

1.3 LLW-G1 project related impact on the Slovenian LLW

Collaboration within the LLW-G1 project has been influencing the Slovenian LLW movement by confirming and expanding the LLW model and by contributing to the widening and strengthening of the many dimensions of the evolving EU society.

During the LLW 2003 special effort was devoted to mobilizing the unemployed and addressing the population of rural areas by involving them as critical visitors of events. This was realised via two kinds of activities:

- Through strengthened cooperation with the National Employment Office which took over the role of LLW thematic coordinator, and through individual consultations between SIAE staff and regional coordinators from rural areas.
- By implementing the questionnaire for participants with special attention to visitors from rural areas, the unemployed, less educated and people with special needs.

In addition, SIAE as the national LLW coordinator joined the European year of disabled people and in cooperation with the Ministry of Labour, Family and Social Affairs it initiated a campaign among LLW providers to pay special attention to people with special needs.

Project partners have also elaborated the idea of the European dimension of the LLW movement and agreed that it is embodied in values such as multiculturalism, solidarity, democracy, respect for different

and others. In future LLWs/LFs these values will be further and deeper addressed by the strengthened and widened network of LLW coordinators, by the contents and forms of LLW events and by partnerships of diverse providers.

Successfully working together has been a European value in itself. This value has been embodied in the very core of the Slovenian LLW movement and is becoming stronger and stronger each year. In LLW 2003, a variety of providers and events reflected both - the pure economic, instrumental value of learning, as well as the humanistic approach, i.e. emphasizing the joy of learning and learning as an intrinsic value. Bringing together organisations and people from the two strands has a twofold impact. First of all, the two conflicting sides are working together for the same goal thus improving the educational offer as well as participation in learning processes. Secondly, this collaboration gives some indication to national authorities as well as to EU professionals and the political arena on how to overcome the gaps between the proclaimed life-wide and lifelong dimension of learning strategies and their reality.

The European dimension has reflected also in the functioning of the international team. Partners originating from "old" and "very new" EU countries as well as from East European countries have brought into the project the dynamics of their working styles and expectations which have demanded from all team members to face and overcome some of the stereotypes and to rethink their habitual way of functioning.

And finally, the European dimension is also implemented by the LLW-G1 outcomes that have been and will be used by most of the project partners and their networks as well as by institutions and associations from other countries that belong to the European "LLW family".

Among the outcomes of the LLW-G1 project that have substantially enriched the Slovenian LLW 2003 are the LLW model, the web based information system for registration, calendar of event and evaluation, and the new approach to the promotion of successful learners by a video presentation at the first regional festival in South Eastern Europe (Skopje, October 2003) and at the first Lifelong Learning Festival in Spain (Madrid, November 2003).

The most recent innovation of LLW activities that was put to practice through cooperation within the LLW-G1 project is the enriched methodology of the LLW evaluation by providers and coordinators and the innovative evaluation model giving the chance to participants to express their opinions, needs and aspirations.

In general, the LLW 2003 encompassed meeting places for about 500 providers of events and 80,000 visitors. For purposes of the LLW-G1 project however, 100 providers (approximately one fifth of all) and 2,000 visitors (2.5% of all) contributed their opinions by critically evaluating 240 events (8% of all events) they had attended.

Data on the 2,000 participants that have filled in the LLW-G1 questionnaire reveal, that the majority of them (46%) have more than 13 years of schooling, the share of those with 9-12 years is 38% and of those with 8 years and less is relatively high as well - 15%. The majority of interviewees live in cities (50%), 32% in towns and 26% in rural areas. The share of unemployed interviewees is 18%, of retired people 14%. Although these results can not be generalised (see the report on LLW evaluation in Supplement 3), we can assume that LLW events address and consequently motivate for participation in lifelong learning the part of population with lower educational attainment.

Data on 95 providers show that 54% of them stem from the field of education, followed by other public and personal services (e.g. associations of retired people, local centres for small business counselling, local development centres, computing, and information services), while health care, social services and culture are ranging from 14-16 %.

It should be emphasized that data are not representative for the whole Slovenian LLW, however, in spite of the limitations, results of this evaluation can be used as orientation for future work at both levels: the level of the network of coordinators as well as the level of providers.

2. REPORT ON AND ANALYSIS OF THE SLOVENIAN LLW 2003

The eighth Slovenian LLW once again confirmed the importance and wide range of this nation-wide promotional campaign. According to the 77% feedback information from altogether 488 LLW providers, the 3,000 and more LLW events were visited by about 76,000 participants. Many more people were addressed by media broadcasts (more than 1,200 recorded media items), especially by the presentation of thirteen new award winners for outstanding achievements in adult learning.

On the one hand, the Slovenian Institute for Adult Education (SIAE) acted as national coordinator of the project but at the same time they organised LLW events at the national level. The LLW national coordination encompassed the following tasks which were carried out during the preparatory phase, throughout the LLW manifestation and in the concluding (evaluatory) phase:

- Conceptual tasks: preparation of the preliminary LLW plan and measures necessary for its adoption by the Government of Slovenia; preparation of materials and conducting of the LLW National Committee meeting; advocacy and lobby work in relation to the Ministry of Labour, Family and Social Affairs, and the Ministry of Education, Science and Sport (both financing the LLW project); acquisition of additional funds for LLW (sponsors, donors).
- Cooperation with LLW providers: year-round support to and cooperation with the network of regional and thematic LLW coordinators according to the joint Recommendations for LLW coordination; issuing the public invitation for participation in LLW 2003; permanent animation, informing, counselling and coordinating activities; monitoring and counselling during the LLW registration procedure; conducting of two meetings of LLW providers and coordinators; collecting and processing of feedback information based on three questionnaires for LLW providers and one for LLW participants.
- National LLW promotion: preparation of two issues of LLW-Novičke (in printed and electronic form); updating and upgrading of the LLW website (<http://tvu.acs.si> in Slovenian and <http://llw.acs.si> in English); preparation of the LLW 2003 corporate image encompassing three versions (one bilingual – Italian-Slovenian) of the LLW 2003 poster as well as the Slovenian and English version of the LLW 2003 leaflet; preparation of the web-based calendar of LLW 2003 events; e-promotion: e-card, e-banner; year-round contacts with media; writing of articles for national LLW media promotion; appearances in public media; organisation of the national LLW press conference.
- International cooperation: collaboration within the international ALW/LF movement; participation in the First Regional Learning Festival for South-Eastern Europe (Macedonia, October 2003); collaboration within the LLW-G1 project and participation in the First Spanish Learning Festival (Madrid, November 2003); preparation of a video-presentation of examples of good practice on themes such as intercultural and cross-border cooperation, and education for a culture of peace (having been featured at both before mentioned international events).

SIAE as organiser of national events performed three groups of tasks related to:

- SIAE awards for outstanding achievements in adult education: issuing a public invitation for nominations; preparation of nomination documentation; animation of and counselling for nominators; collecting and editing of nominations; selection of award winners; interviews with award winners and preparation of the video-presentation scenario; shooting of award winners' life/learning histories; acquisition of books/presents for award winners; cooperation with LLW coordinators and providers to facilitate the promotion of award winners at local TV stations; other forms of national and local media promotion of award winners.
- Grand LLW opening: preparation of the scenario; acquisition of sponsors and donors; carrying out of the opening ceremony at national level along with the presentation of SIAE awards.
- Adult education colloquium: conceptualisation of the 7th international adult education colloquium on the theme 'Current Issues in Learning and Motivation of Adults'; carrying out of preparatory activities related to the registration and accommodation of participants; web-based support for presentation of previous AE colloquia; carrying out of the two-day professional event attended by 80 participants – 25 foreign and 55 domestic.

On the other hand, the 'flesh' of the Slovenian LLW 2003 was provided at the local level by numerous educational institutions (from kindergartens to primary and secondary schools, faculties and universities, folk high schools and private providers of educational programmes), clubs and associations, NGOs, libraries and book stores, sport and health centres, rural and regional development centres, interest groups and individuals, media representatives and many others. At the local level, they organised events that emerged from local needs and aspirations but also from achievements and further challenges of the local surroundings. In formal and non-formal LLW settings, various learning and educational opportunities have been presented, the strategy of lifelong learning has been promoted, and outstanding learning achievements and expressions of creativity of people from all generations have been celebrated. The diversity of the events once more confirmed the fact that learning is not restricted to school, but takes place throughout life and everywhere.

Traditionally, themes of LLW events relate not only to the acquisition of new knowledge, but also to training in how to use our own formally and informally obtained skills as effectively as possible, and how to assert ourselves more successfully, how to use not just intellectual but also emotional intelligence, how to make public appearances, and to communicate; the emphasis is thus not just on what to learn, but also on how to learn and what to do later with the knowledge and skills acquired.

LLW venues can be considered meeting places for education and learning providers (suppliers), and for participants in learning (users). Learning providers, who respond to SIAE's call to participate in LLW, and the activities they provide, fit perfectly into the broad definition of lifelong learning as promoted by the Hamburg Declaration (1997) and the Memorandum on Lifelong Learning (2000). Some typical examples of LLW themes are depicted in the following paragraphs.

The development of necessary skills which enable people to participate in the labour market and in income-generating activities, growing unemployment which calls for more active labour policies and other issues concerning the transformation of the economy are all issues which are addressed during the LLW through presentations and workshops. These deal with such topics as: how to choose the right profession, how to return to learning or to work, how to compete successfully in the labour market, how to become self-employed, etc. It is not just formal methods of obtaining the proper education which are proposed; alternatives are also introduced to the public, such as: distance learning, independent learning, knowledge exchanges and others. Numerous presentations focus on how to learn foreign languages, how to learn about the most common and useful computer software programs and the possibilities offered by the Internet, the latter raising the question of access to new information and communication technologies and the disparities arising from such access.

Topics concerning equitable and sustainable access to knowledge pertaining to physical and mental health and concerning the prevention of disease are addressed through presentations and workshops dealing with recreation and relaxation, healthy eating, weight loss, anti-stress programmes and personal development. There are even some LLW events which deal with learning opportunities for disabled persons, taking into account their special learning needs.

Usually, there is a considerable number of events covering the preservation of the natural and cultural heritage and the sustainable development of rural areas, such as organised visits to bio-farms, exhibitions of traditional craft products, etc. The effective use of energy is addressed, thus providing education in environmental sustainability and playing an important role in sensitising and mobilising communities and decision-makers.

Universities of the third age and some private educational organisations and associations address the issue of learning opportunities for older adults, who still have considerable knowledge and experience to contribute to the development of society, and who also finally have time to devote themselves to the activities they have always wanted to engage in, such as writing poetry, painting on glass, pottery, travel, etc.

The descriptions of LLW events for some target groups as defined by the Hamburg Declaration lead to the conclusion that the presentational, promotional and informative impact of LLW activities is most valuable in the Week's attempt to create a positive attitude towards learning, regardless of age, status, gender, etc. This is made even more attractive by the testimonies of enthusiastic learners themselves. These can be found at events such as ceremonies for certificates, prizes and awards, presentations of books and booklets written by successful learners, and exhibitions of paintings, pottery and other handmade articles. Some exceptional stories – displaying the struggle for fundamental human rights and freedoms, coexistence and diversity, equity and security, health and environmental sustainability, and other values – have been revealed, representing the best incentive for all those who are still hesitant about getting (back) into learning.

Providers of LLW events agree that the LLW is the right place and the right time to present and introduce current knowledge, and so they will attempt to pay more attention to the needs of their local environments. They state that they want to attract as wide a spectrum of the public as possible and as many diverse target groups, particularly those which have previously been neglected in formulating their range of services. It is pleasing to note that some providers view participation in the LLW as an incentive to go beyond what they have done before, to seek out and present innovations. In short, the LLW is increasingly expected to become a unifying force and not merely an affirmation of individual providers.

This decentralised approach to celebrating lifelong learning is something we are really proud of – partly, it has developed spontaneously, as a result of a rather liberal national co-ordination of LLW by SIAE. In the last three years, however, the development and functioning of the network of regional and thematic LLW coordinators has greatly contributed to the fact that LLW is addressing all walks of private and public life in many corners of our country. In LLW 2003, twenty-seven coordinators were investing their enthusiasm but also money and manpower to set up balanced and complex exhibitions of learning opportunities in nearly all Slovenian regions. As far as the five thematic coordinators are concerned, special tribute was paid to people with special needs (2003 being the European year of the disabled), the national and local employment offices contributed harmonised activities for the working population (employed and unemployed), tourist offices throughout the country once again emphasised the importance of learning in their fields of activities, the student population was involved in LLW via

their annual festival 'Student arena', and traditionally, scouts united generations all over Slovenia at events organised and co-ordinated by their societies.

Great effort was invested in establishing partnerships with media at national and local level getting them involved not only as reporters or interviewers but also as providers of learning contents, i.e. presenting award winners and examples of good practice, featuring roundtables and discussions on the role of lifelong learning or providing contact shows in order to enable the widest public to acquire information and guidance for their learning attempts.

A detailed report on LLW 2003 activities at national and local level is given in the official annual LLW report (acknowledged by the Government of Slovenia in September 2004); the report is posted on the LLW website (in Slovenian), a summarised version is available in the bulletin LLW-Novičke 3/2003.

3. OUTPUTS OF THE PROJECT IMPLEMENTED

3.1. Projects outputs

The LLW-G1 project outputs that have contributed to the planning and implementation of the Slovenian LLW are structured into three main categories.

Expertise: identification of the current status and needs analyses – national report (output No 1) has been used as reference material by members of the SI team in the process of planning and lobbying for the LLW 2003 as well as for raising familiarity with the lifelong learning strategies and measures in the field – at national and European level. The SI national report, together with the introduction, is a 17-page document presenting the state-of-the-art in the area of lifelong learning (LL) in Slovenia: the main aims of the LL, the contribution and involvement of national and local authorities, the involvement of SIAE and professional associations in developing and implementing LL, the main features of pilot projects, promotional activities and examples of good practice. The expertise has been valuable also for strengthening the position of regional/thematic coordinators in planning and implementing LLW 2004.

Measures, recommendations and actions: five outcomes rank into this category. Three of them have brought innovation and enriched the SI LLW 2003: the content of the Manual for Lifelong Learning Week / Learning Festival (LLW/LF) Co-ordination (output No 3) emerged from the Slovenian Recommendations for LLW Coordinators but was further enriched by project partners and has served as input for an improved version of the Recommendations. The Manual is meant to encourage potential new organisers, train "beginners" and enrich experienced coordinators. It will be further used by coordinators as well as by providers of LLW events in the coming years. The network of LLW coordinators (Output No 2) was able to draw new knowledge concerning LLW evaluation. The SI coordinators' network consisted of 30 people from different institutions, formal and non-formal groups promoting learning in local and work related areas. In 2003 the coordinators covered all twelve SI regions for the first time. The Slovenian LLW model (Output No 6), an innovation developed by SI enabled partners to produce generalised versions of LLW plans and experiences in implementing LFs. The structure of the model covers all basic steps and subjects involved in the LLW movement and also those responsible for policy, theory and practice in creating Slovenia, a learning country. The model facilitates implementations of learning festivals in the coming years and improving cooperation among different stakeholders (national and regional authorities, coordinators from different venues of learning) and areas of lifelong learning. Two further project outputs in this category, namely *Project related evaluation* (Output No 7) and *LLW plans* (Output No 6) were used as reference materials for the work of the international and national teams (10 – 15 people). The project related evaluation is based on

Grundtvig recommendations in A Survival Kit for European Project Management (<http://www.socrates.at/survivalkit/>), and was enriched by SIAE's long standing tradition in evaluating policies and projects in the field of lifelong learning. The project evaluation process brought new expertise to the SI Grundtvig team with regard to coordinating and implementing the international as well as the national project. It also contributed to the performance of the international team. The project has been evaluated at four levels: Target groups, Project structure, Project management and Transnational partnership. Main tools used for the project evaluation have been questionnaires and dialogic evaluation in communicative discussion group. Besides the above, the Forum and the LLW-G1 project web page (see <http://www.llw5.org>) played a crucial role not only in implementing the project goals but also in monitoring and evaluating the progress and the quality of partnership work.

Analyses and actions/promotional campaigns: five outputs are ranked into this category, namely *national learning festivals in partner countries and collective event* implemented and evaluated (Output No 6), *corporate image* - informative and promotional material (Output No 4), *ICT tools* (Output No 5), and *dissemination* (Output No 8).

The national report on the Slovenian LLW 2003 builds on the national context as identified in National report (Output No 1) and describes the implementation of the objectives of the LLW in Slovenia with regard to the LLW-G1 project (for more see chapter 2). The evaluation of LLW 2003 combines two evaluation models; the traditional Slovenian questionnaires used for evaluation of LLW before 2003 and the innovative model that was developed in the LLW-G1 project. The evaluation report is enclosed.

Two main informative and promotional materials have been developed. The five-lingual poster reflects national specifics (the names of learning festivals in English and national languages) as well as the European feature, i.e. the global spirit rooted in individuals by the slogan "worldwide and close to you". 200 copies were printed and exhibited at the grand opening of LLW 2003, the AE colloquium, in the SIAE hall and seminar room. 1,500 copies of the bilingual leaflet (English-Slovenian) have been printed. The leaflet communicates projects goals and outcomes as well as the voices of people attending the LLW events. It has been and will be used as a direct promotion tool for the LLW-G1 project. It is also an example of good practice on how to promote the idea of "lifelong learning for all" to individuals and organisations participating/intending to participate in the learning festival movement.

High quality IC tools have been developed in the LLW-G1 project: the web site, Forum for communication among project partners, E-bulletin and web based information system for registration, calendar of event and evaluation (hereafter web based information system). The web site is hosting the communication tool Forum, 8 issues of the electronic and printed version of the E-bulletin and the three-modules of the web based information system (register of LLW providers and LLW events, calendar of LLW events and the evaluation module). The web page statistics is enclosed.

The web site will be updated until the end of the project and maintained until the end of December 2005 in order to facilitate communicating, informing, promoting and disseminating the LLW-G1 project. The Forum has facilitated partners' discussion related to the project and enabled each partner to contribute and share at each stage of the project, to have equal opportunity to voice opinions and expectations and to report on the progress and problems in their work. The Forum has also been used as an archive. The Forum activities statistics is enclosed. Eight issues of the E-bulletin - the main information, dissemination, experience exchange tool, can be easily accessed on the project web site www.llw5.org. The content is structured into 4 sections: Who we are, News and progress on our LLW-G1 project, Learning festivals and Related topics. Members of the SI team contributed 22 articles (35% of all).

The dissemination efforts of the Slovenian team have been focused on 3 target groups at local and national level: (1) those already engaged in implementing learning festival and newcomers in the

learning festival movement, (2) participants and would-be-participants of learning festivals, (3) national, regional and local authorities. Dissemination to international bodies was implemented mainly at international meetings in Slovenia and abroad and via articles. Three main dissemination tools have been used: (1) direct dissemination tools developed in the LLW-G1 project (web page, E-bulletin and bilingual leaflet), (2) meetings and workshops dedicated also to Project outcomes, and (3) professional and mass media. It is estimated that in Slovenia, approximately 700,000 individuals and organisations received information about LLW 2003, out of that more than 10,500 were directly involved in the LLW-G1 project as visitors and providers evaluating SI LLW 2003, as experts and policy makers.

3.2. Persons who have directly implemented/will further implement the project outputs in their daily work.

All of the project outputs were directly implemented by LLW-G1 project team members and also by the SIAE staff and its partners (LLW coordinators, providers of LLW events) dealing with the implementation of the LL strategy for all. The largest group of professional public and policy makers has been influenced by LLW-G1 ICT tools: the web page, the E-bulletin has reached regularly 200 professionals and institutions in the field of LL and labour market. The second largest group actively implementing the LLW-G1 evaluation model consisted of participants of the LLW events evaluating the impact and the quality of the events (2,000 individuals in 2003 and 8,000 in 2004) and of providers, who implemented the questionnaire for participants and evaluated the event also from the viewpoint of the provider (more than 100 providers in 2003, and 300 in 2004). The new evaluation model has namely also been used in LLW 2004. Project reports and project evaluation were discussed with the SIAE staff, and presented to the National LLW committee, representatives of the Ministries of Education, Science and Sport as well as of Labour, Family and Social Affairs, and to the Slovenian Government.







For more information on this topic see Supplement 1: Categories of persons in SIAE and outside who have directly implemented/will further implement the project outputs in daily work.

4. EVALUATION OF THE SLOVENIAN LLW 2003

The evaluation of the Slovenian LLW 2003 was enriched by outcomes of the LLW-G1 project. The theoretical evaluation model has been prepared by the Spanish partner CREA. It is based on the principle of dialogic evaluation. The model defines evaluation aims and instruments as well as criteria for its high-quality, efficient and reliable implementation. In general, three evaluation instruments were developed: questionnaires, general assemblies and communicative discussion groups. Within the framework of the Slovenian LLW 2003, only the testing of the first instrument has been carried out. For this purpose, two questionnaires have been used:

- *The questionnaire for participants* in LLW events – designed to explore participants' needs as well as impacts of LLW on their participation in lifelong learning; these aspects of LLW evaluation are considered to be innovative in the Slovenian as well as in the international LLW/LF arena;

The questionnaire consists of the following clusters:

-  information source of LLW event,
-  experience with LLW,
-  evaluation of and commentaries on the LLW event,
-  initiatives given to providers of events,
-  remarks and recommendations,
-  LLW impact on motivation for participation in lifelong learning.

- *The questionnaire for providers* – basically, the international (project-related) version of this questionnaire derives from two traditional Slovenian LLW questionnaires and covers some additional aspects of LLW coordination and implementation. For purposes of the Slovenian evaluation, a third questionnaire was designed in order to capture these supplementary aspects only, and it was applied in addition to the two traditional questionnaires.

The questionnaire consists of the following clusters:

- ✚ *contents: aims and expectations of LLW providers, evaluation of their attainment; most interesting LLW themes,*
- ✚ *participation: events and participants – quantitative indicators,*
- ✚ *impact: experience with LLW, plans for further cooperation, new contents and forms, benefits,*
- ✚ *modes of information,*
- ✚ *organisation: cooperation among LLW providers,*
- ✚ *support: types of support, evaluation of the role of coordinators at various levels,*
- ✚ *resources,*
- ✚ *media promotion: quantitative indicators.*

Detailed results of the evaluation of the Slovenian LLW 2003 are presented in two supplements covering the aspect of LLW providers and coordinators and the aspect of participants in LLW events respectively:

- Supplement 2: Evaluation of the Slovenian LLW 2003 (based on feedback information provided by LLW providers and coordinators) – 77% response rate;
- Supplement 3: Evaluation of the Slovenian LLW 2003 (based on feedback information provided by 2,000 participants in LLW events) – approx. 2.5% response rate.

5. DISSEMINATION

5.1. Activities that SIAE was responsible for in the project

The coordinating institution SIAE has managed the project as a whole and prepared ground work for the following projects outcomes: questionnaire and structure for Needs analyses - national reports, national LLW models, manual for coordinators, training of national coordinators, conceptualisation of the corporate image, the poster, the leaflet, establishing and maintaining the project web page, forum and web based information system with the 3 modules (registration of LLW events and providers, calendar of events and LLW related evaluation programme); project related evaluation model, instruments, and reports and prepared the Interim and the first version of the Final report. For most of these outcomes SIAE has received support from other partners who complemented and enriched nearly all of these outputs. In addition to the above tasks, SIAE designed the media promotion plan and played a crucial role in finalising the evaluation instruments (questionnaires for participants and providers) and the data analyses plan for LLW related evaluation. SIAE actively supported other partners in implementing their specific roles in the project.

5.2. Target groups reached by LLW and the outputs of the project

The project as a whole has reached key personnel in SIAE and other institutions working in the field of adult education and lifelong learning, in both ministries – the Ministry of Education, Science and Sport, and Ministry of Labour, Family and Social Affairs. We believe that the project itself provided stronger support in resources as well as professional reputation and development to team members. The same

holds true for the expertise (Output No 1) which in addition contributed to an improved awareness of the-state-of-the-art in Slovenia and of European trends up to 2010. Project outcomes representing measures, recommendations and actions (Manual, network of LLW coordinators, the LLW model, project evaluation and the LLW plan have and will play an important role among professionals and volunteers participating as providers or supporters in LLW 2003 and further on in 2004 and beyond. Project analyses, actions and campaigns outputs (LLW, collective event, corporate image, ICT, dissemination) have had greatest influence not only on professionals but also on individuals – participants in LLW events, defined as LLW-G1 priority groups. The involvement of the professionals, participants and the wider public will initiate improvements in different arenas: participation in LLW and learning activities, visibility of learning, educational supply. (See Supplement 4: Nature and size of the target groups reached by the LLW-G1 outputs).

5.3. Implementation of the know-how of LLWs

The three innovations and improvements brought about by the LLW-G1 project will be further used in LLW 2004 and modified to the Slovenian specifics.

The new *evaluation model* has enabled the incorporation of the voice of learners and the estimation of the impact of the learning festival on educational supply and participation in learning. The new model and the LLW 2003 evaluation report have already been approved and supported by the National LLW Committee and by regional coordinators. SIAE also initiated the idea of applying for the Framework 6 funds with the aim to use the new evaluation model and its results as a basis for researching the impact of the LLW/LF movement on the democratisation of adult education (impact of learning festivals on attitudes, values and participation, on theory and practice, and on lifelong learning policy). The idea has been supported by the CREA partner who will take over the preparation and coordination of the research project.

The enriched *web based information system* with all three modules will be tested in Slovenian LLW 2004 and further accommodated to Slovenian LLW specifics. Providing that national funds will be acquired for some necessary developmental steps, the system will replace the existing information support of the Slovenian LLW and will be fully used from 2005 onwards.

The *LLW model* was a rather abstract tool that enabled the Slovenian team to rethink various aspects of the LLW concept as it has emerged throughout the past years and as it exists now. In the coming years it will be further enriched and complemented after each implementation of the LLW. The model will serve as a platform for international comparison of learning festivals as well as the starting point for the updating of the LLW strategic plan in 2005.

SIAE will also disseminate some other achievements of the LLW-G1 project in the international arena, i.e. in the International ALW/LF movement, at meetings of ALW/LF national coordinators and within other related international and national projects

6. Links with other networks

The project and its outputs have been promoted in the Stability Pact for SE Europe in the framework of the project Adult Education in SEE and presented on the 1st regional LF in Skopje (October 2003). The national LLW coordinator has been also involved in the Grundtvig 4 programme IntALWinE where some of the LLW G1 project outputs have been further implemented. Besides the LLW G1 project partners

have agreed to find new resources for future collaboration in the field of researching the impact of LLW on access and improving participation in lifelong learning.

7. Extension of the LLW beyond the period of support from our project

SIAE as the national coordinator will implement the LLW further on as it has been proclaimed by the government as a project of national importance. In 2004 the new evaluation model has been implemented again, the improved information system tested and improved, and the LLW model used for planning. In 2005, Slovenia will celebrate the 10th anniversary of its Lifelong Learning Week. The anticipated festive as well as professional events will be an opportunity to present results and impacts of domestic and international collaboration in this field. Outcomes of the LLW-G1 project will be displayed and disseminated at this occasion as well.

In general, the new international links established within the LLW-G1 project offer great potential for further enrichment of the festivities with manifold European dimensions.

8. CONCLUSIONS AND RECOMMENDATIONS

On the basis of LLW 2003 evaluation results we may conclude that the eight Slovenian festival of lifelong learning was once more a success. On the other hand, the stagnation or even a slight decline of quantitative indicators calls for caution. Sound moral and especially financial support of LLW endeavours at the national, regional and local level seems to be the crucial prerequisite for further successful LLW implementations.

Following from the evaluation survey on LLW 2003 we may conclude:

- Through the 2003 edition of LLW, certain aspects of the Slovenian LLW model have been not only confirmed but also expanded and enriched – some major improvements, especially in the field of evaluation, were gained through cooperation within the LLW-G1 project. Thus, the festival once again contributed greatly to the promotion of the concept and the strategy of lifelong learning for people of all age groups and all walks of life.
- According to the 77% response rate, nearly 500 institutions responded to SIAE's initiative to jointly celebrate the role and importance of learning. They represented various sectors of public life coming from 78 municipalities and all twelve Slovenian regions; in addition, some LLW providers from Croatia joint forces with their counterparts across the border.
- LLW providers formed partnerships, 30 institutions (among them folk high-schools, larger educational organisations and municipalities) established a network of LLW coordinators. The latter played a harmonising role either in their geographical area (24 coordinators) in or their thematic field (5 coordinators). Their activities importantly contributed to the growth of quantitative and qualitative indicators of success.
- Estimates based on registrations and feedback questionnaires show that more than 3,000 LLW events have addressed the Slovenian population – about 2,100 of them during the official LLW timeframe and about 1,000 before or after the official LLW dates.
- The quality and complexity of the events have increased, several LLW providers joined forces as to organise large, heterogeneous events for various generations illuminating the slogan 'learning for all' from different angles.

- The contents of events emerged from real needs of a particular environment; once again they emphasised the importance of non-formal learning and the fact that lifelong learning must be the concern of several ministries and not only the ministry of education.
- According to survey results, media greatly contributed to the promotion of LLW and lifelong learning. Nearly 1,284 media items at national and local level – from radio and TV broadcasts to articles in newspapers and magazines, bulletins, websites and similar – addressed the public thus manifesting their role in advocating a culture of learning at all levels and at the same time being a potential source of knowledge and understanding.
- The LLW visual promotion embodied in the wealth of joint and local promotional material was the common denominator of LLW events across the country. Its colourful appearances upgraded by important motivating and informing messages importantly supported the LLW events.
- Information on preliminary activities as well as on the LLW itself could be obtained mainly via the LLW bulletin (LLW-Novičke) and the LLW website (<http://tvu.acs.si> in Slovenian and <http://llw.acs.si> in English); the latter offered the possibility to register LLW events via internet and to seek information on the project (LLW forum) and the LLW events (calendar of events). Due to the shortage of funds, the calendar could not be published therefore people without internet access were not adequately informed.
- The nearly 80,000 participants in LLW events expressed their satisfaction by getting actively involved in discussions and happenings; the majority approached LLW venues with curiosity, interest and with the intention to get involved in education and learning as well as in leisure activities. For the first time they had the chance to voice their opinions via the LLW-G1 questionnaire for participants. Data were obtained on a small scale but results of the survey indicate the potential of systematic evaluation of LLW participants in the future.
- In the international arena, the Slovenian LLW 2003 had several opportunities for affirmation – participation in the First regional lifelong learning festival for South Eastern Europe as well as in the first learning festival in Spain (an outcome of the LLW-G1 project) set grounds for the exchange of experience and examples of good practice. Our LLW has also been represented in the international ALW/LF movement coordinated by the Unesco Institute for education.
- All parties involved in the Slovenian LLW regard the manifestation as a noble investment and an opportunity for the promotion of their activities. They contributed to its success their whole commitment, and often their own money. Above all they were guided by sheer delight and eagerness to cooperate, link and celebrate achievements of learning and creativity.

Above findings strengthen our conviction that the Slovenian Lifelong Learning Week should remain an annual event and that its role in fostering a culture of lifelong learning should be strengthened and widened. The following recommendations to all bodies involved should guide its further implementations:

- The LLW project should continue to be an all encompassing annual and country-wide manifestation for the promotion and development of lifelong learning in Slovenia.
- For the further successful implementation of the LLW in the future it is necessary:
 - To guarantee permanent and adequate support of the Slovenian Government meaning that this body should continue declaring the Lifelong Learning Week a project of national importance and providing it with appropriate moral, financial and organisational support;
 - To make use of all possibilities the Government has to animate local communities and various sectors within the Government to acknowledge their role in the project and take concrete actions;
 - To further strengthen the network of regional and thematic coordinators and animators; at the same time it is crucial to provide funds for co-financing their activities through public calls of competent ministries;
 - To incorporate competent bodies at the local level such as municipalities, regional development

- agencies and the like into the network of LLW providers and coordinators; at this level, the LLW should be recognized as a mobilizing force for the development and progress of lifelong learning;
- In the process of annual LLW planning, to take into account and put into practice experiences, critical remarks, proposals and recommendations gained by feedback information from LLW providers, coordinators and visitors;
 - To guarantee further intensive media support at the national level (mainly by SIAE) as well as at the local level (mainly by LLW coordinators and providers);
 - To further implement the evaluation model developed in the LLW-G 1 project;
 - To further use the enriched web-based information system developed in the LLW-G1 project.
- The project should remain part of SIAE's annual plan of work receiving adequate financial coverage, organisational support and personnel. Accumulated findings and critical remarks should be taken into consideration.
 - The Slovenian LLW should continue to take active part in the international ALW/LF movement by exchanging experiences, know-how and examples of good practice while at the same time it should retain and upgrade the uniqueness of its model. The latter should be modified according to findings stemming from domestic and international cooperation and put into practice in accordance with the latest strategic documents in the field of lifelong learning and adult education.

Prepared by Olga Drofenik and Zvonka Pangerc Pahernik

Supplement 1

Categories of persons in SIAE and outside who have directly implemented/will further implement project outputs in daily work

Work package	Category of persons
WP 1: Needs analysis – national report	LLW-G1 team members (6 people) and SIAE experts and partners (15people).
WP 2: Manual for LLW/LF coordination	LLW-G1 team members (6 people), SI regional and thematic coordinators (approx. 30); professionals in ministries of education and labour (7), individual LLW providers from SI and abroad (silent partner) (100).
WP 3: Network of LLW coordinators	LLW-G1 team members (6 people); providers of LLW events (500), SI LLW team (10 people), Ministry of Education and Labour (7), LLW coordinators (30).
WP 4: Corporate image	LLW-G1 team members (6).
WP 5: ICT tools: web page, Forum, E- bulletin Web based information system	LLW-G1 team members (6) and SI LLW team (10) people. At least 200 users of Eurydice, readers of Novičke, SI and EN version (2,900).
WP 6: LLWs/collective event initiated, enriched and evaluated, LLW models	LLW-G1 team members (6), SI LLW team members (10 people). Participants of the LLW evaluating events 2003 (2,000 visitors), around 10,000 in 2004 and beyond. Providers implementing the new evaluation model (118 in 2003, and around 300 in 2004). Regional and thematic coordinators (30). National LLW Committee (10). SI Government and its bodies (30 people). Unesco web page.
WP 7: Project reports and evaluations	LLW-G1 team members (6), National LLW Committee (10), SI Government and its bodies (30 people).
WP 8: Dissemination	LLW-G1 team members (6), network of coordinators (30), National LLW Committee (10), Euridyce network members (240). Recipients of Novičke (SI 2000 and EN version, 900), international bodies (UIE – Hamburg 60, EAEA 132 people). Detailed dissemination table – web page dissemination efforts.

Supplement 2

Evaluation of the Slovenian LLW 2003 (based on feedback information provided by LLW providers and coordinators)

The Slovenian Lifelong Learning Week has become an established event which can be illustrated by many quantitative and qualitative indicators. Based on overall findings of the annual surveys conducted to evaluate the impact of LLW, we can conclude that all those involved in the learning festival are convinced that the Week should remain an annual event and a permanent project which helps realise the slogan "Slovenia, a learning country".

Table 1 shows an overview of quantitative indicators for LLW 1996-2003. Data indicate that the number of LLW providers has been growing constantly until 2001, remained nearly the same in 2002 and decreased somewhat in 2003. Similar growth can be observed for the number of LLW events and media items where stagnation was reached in the last two years. On the other hand, a breakthrough was achieved in 2003 as far as participants to LLW events are concerned.

Number / Year	1996	1997	1998	1999	2000	2001	2002	2003*
LLW providers	74	137	267	374	500	545	563	488
LLW events	500	1,000	1,500	1,900	1,900	3,400	3,072	3,052
Media items	163	623	457	600	820	1,400	1,230	1,284
LLW participants	10,000	22,320	30,000	35,000	40,000	40,000	50,600	76,343

*2003 data are based on 77%-feedback information of LLW providers.

An explanation of these trends can be extracted from the survey of LLW providers' opinions: many of them – even after having received a very positive response from the public – do not decide merely to increase the scope of their activities. Instead they primarily decide to focus more on the quality of their events. As a result, they increasingly design their events in line with the real needs and aspirations of participants, pay greater attention to the preparation and dissemination of promotional and information materials, or shift from mere presentations to workshops which allow for more active involvement on the part of participants. Many LLW providers also seek partnerships with other institutions and engage with them in more complex and complementary events.

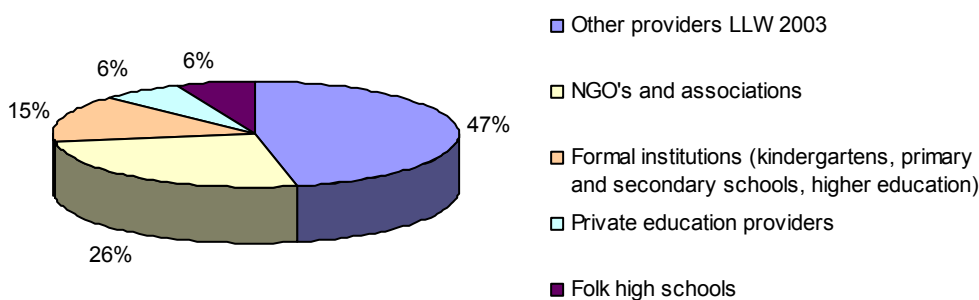
Detailed analysis of these aspects of LLW shows that institutions and individuals, municipal authorities and the state all support this form of promotion of learning and education, and would like to see it continue in the future. Quality of events and services as well as access for all seem to be the major imperatives for the coming LLWs. On the other hand, a stable situation as far as financial support for LLW at local as well as at national level is a major precondition. Namely, the decline of some indicators can also be attributed to disturbances in the co-financing of LLW providers and coordinators which had traditionally been guaranteed by a public tender of the Ministry of Education, Science and Sport.

In the following chapters certain quantitative and qualitative indicators of the LLW will be presented in more detail based on the evaluation of LLW 2003 as well as on data collected through annual surveys up to date. Many data, especially breakdowns by regions and municipalities are not relevant for this report; they are presented in the before mentioned Slovenian version of the Report and analysis of LLW 2003.

1. LLW 2003 Providers

Throughout the years, LLW has become a joint venture of organisations, interest groups and individuals working in the field of learning – be them in the role of those who enrich the knowledge of others or those who are involved in learning themselves. They are the ones who have pooled their enthusiasm, efforts, knowledge and experience, their creativity and other resources with the intention of contributing their share to implementing the goals of LLW. Although SIAE pushed the idea of organising this festive event primarily among providers of adult learning, other institutions involved in the education of children and young people, and those for whom learning is merely a sideline of their primary activities, were encouraged to participate as well. Consequently, the LLW has attracted the participation of a wide spectrum of 'LLW friends' - from small to large, formal and non-formal, organisations and groups which either conceptualise, organise, carry out, support or/and promote education and learning, the latter being either their primary or secondary activity, professional, voluntary or leisure engagement. They cover all generations, help to illuminate the role of learning in different fields of public as well as private life. LLW providers usually transgress geographical, generational, statutory and other barriers and simply create conditions for getting together and sharing knowledge, experience and understanding. Kindergartens, primary and secondary schools, faculties and universities, folk high schools, private providers of educational programmes, universities of the third age, learning exchanges, study circles, information and counselling centres, but also clubs and associations, NGOs, sport and health centres, social centres, employment offices, libraries and book stores, museums, rural and regional development centres, and even municipalities are among the manifold providers of LLW events. Providers of media support (radio and TV stations, newspapers and magazines) are increasingly getting engaged in this awareness-raising process as well.

Graph 1: LLW 2003 providers by type of institution



2. Network of LLW 2003 coordinators

In the period 1998-2000, large educational organisations or folk high schools as well as municipalities and some other institutions have quite spontaneously taken the role of animating and coordinating schools, nursery schools, societies and clubs, social work centres, libraries, other (educational) organisations, individual organisers of specific events or demonstrations and many others to participate in LLW. The initiative for linking and coordinating LLW events came from either side, and the considerable number of examples of good practices which have become established over the past

years can serve as guiding lights for newcomers and for those small providers who would like to join others and thereby attract more recognition for their endeavours. LLW providers have joint forces around the so called LLW coordinators either within a certain geographical area or in a certain thematic field. The network of coordinators was formalised for the first time in 2001 and financial support of their activities was granted by the Ministry of Education, Science and Sport. In principle, coordinators meet twice a year to exchange their experiences and ideas for cooperation; furthermore, communication among LLW coordinators and SIAE is performed via a closed forum within the LLW website. Coordinators follow the 'Recommendations for LLW coordination', a document drafted by SIAE and complemented by coordinators active in 2001; the document also served as the starting point for the 'Manual for LLW/LF coordination' within the LLW-G1 project and was in turn upgraded by experiences coming from participating countries. Thus, through the LLW-G1 project, Slovenian coordinators got additional input for their activities in LLW 2003 in six key areas of their work:

1. Establishing partnerships, cooperation, coordination
2. Planning and coordinating of events
3. Media promotion
4. Funding
5. Creating informative and promotional material
6. Monitoring, evaluating and reporting

In the LLW 2003 network of coordinators, there were 22 regional and 5 thematic coordinators; among them there were 14 folk high-schools, 4 associations, 4 private educational institutions, 2 municipalities, 1 secondary school, the National Employment Office, The National Committee for the European Year of the Disabled at the Ministry of Labour, Family and Social Affairs. All Slovenian regions were covered whereas the five thematic coordinators harmonised activities in their fields country-wide.

According to the survey, coordinators pooled forces of nearly 82% of all LLW 2003 providers (in 2001, only 61% of LLW providers acted under the umbrella of LLW coordinators). Their most frequent partners were clubs and associations (28%), coming from fields such as culture, health, tourism, sport and others. They are followed by primary schools, libraries, employment offices, secondary schools, and many others (flower shops, bookstores, etc.) covering all stages and all walks of life.

The degree of coordination varied greatly: some coordinators limited their activities to animation and informing of potential LLW partners; others engaged in coordination of contents and time schedules as well as in joint media and visual promotion. As far as registration of LLW events and consequent evaluation is concerned, some coordinators performed both activities for their partners while in some other cases providers sought direct contact with SIAE, the national coordinator.

Nevertheless, recurrent evaluation results have 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. It is only natural that endeavours for the strengthening of the network of LLW coordinators will continue as they can be understood as moving forces of the implementation process of the strategy of lifelong learning

3. LLW 2003 Events

In formal and non-formal LLW settings, various learning and education opportunities have been presented, the strategy of lifelong learning has been promoted, and outstanding learning achievements and expressions of creativity of people from all generations have been celebrated. The diversity of the events once more confirmed the fact that learning is not restricted to school, but takes place throughout life and everywhere.

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

- presentations of learning programmes, projects and other activities,
- events involving audience participation,
- accompanying activities,
- information and guidance activities.

Providers have organised 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 their activities to the widest public and to particular target groups. Many providers staged these events not only in their own premises but also in libraries, bookshops, health centres, shopping centres, display windows, advertising stands, marketplaces and other locations where the public gather. In LLW 2003 there were 1,166 (38.2%) of such events.

Pride of place among presentational activities belongs to those involving audience participation. These events included 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. This type of event enables providers to establish genuine links with visitors; this has a positive impact on the subsequent participation of visitors in learning and creativity projects. In LLW 2003 there were 842 (27.6%) of such events.

The third group of activities covers accompanying activities, such as the opening ceremony of the Week, the opening of knowledge exchanges at some venues, independent learning centres, the opening of new educational premises, 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. In many cases the LLW spread beyond the walls of its organisers' premises into shopping centres, shops and fairgrounds; many organisers presented themselves at stalls and on posters, while others went into the field to study the culture, history, geography and other aspects of the beauty of their immediate surroundings. In LLW 2003 there were 756 (24.8%) of such events.

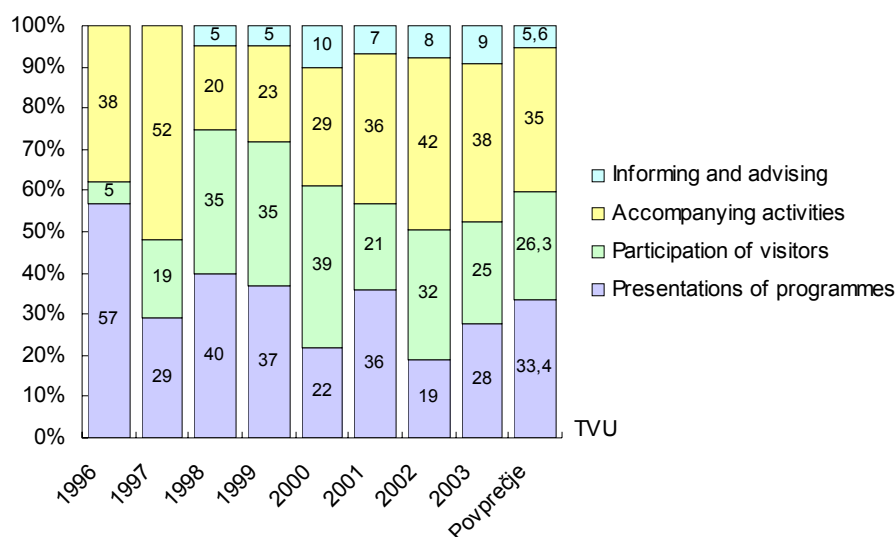
Information and guidance activities were partly covered by the three previous groups of events but there were also telephone hotlines, advice centres, information days, stalls with information and other direct means of providing information and consultation on opportunities for lifelong learning. People could ask questions at LLW venues, by telephone or over the Internet about opportunities for participation in continuing education leading to certificates and diplomas thereby their employment prospects, in foreign

language programmes, in alternative forms of learning, etc. In LLW 2003 there were 288 (9.4%) of such events.

A review of LLW events in the period 1996 –2003 leads to the following conclusions:

- the number and scope of LLW events have more or less been increasing,
- in the first two years, there were five days of educational, promotional and festive events; afterwards, participants agreed to provide events for the whole week,
- in the last two years, about 10% of the events moved beyond the official time frame of the LLW – some started earlier, others later; some started during the week and ran for a whole month or even longer; they were all marked by the joint promotional material, and they all promoted the concept of lifelong learning,
- at some venues, events had a central theme,
- some events have been held outside of Slovenia,
- a certain structure has emerged as can be seen from the graph below.

Graph 2: Structure of LLW events in the period 1996-2003



For purposes of the LLW 2003 calendar of events the latter have been categorized according to their central contents. Data confirm that no limits have been set to imaginative and inventive approaches to LLW; in fact, all ideas and contents that fit into the broad definition of lifelong learning are welcome whether learning takes place in formal institutions or in everyday life of all generations.

Table 1: LLW 2003 events by content

Area	Number of events	Share
1. Culture	1.112	36,4%
2. Information and guidance, educational and other	356	11,7%
3. Education, adult-education, lifelong learning	336	11,0%
4. Intergenerational, intercultural topics	251	8,2%
5. Health	245	8,0%

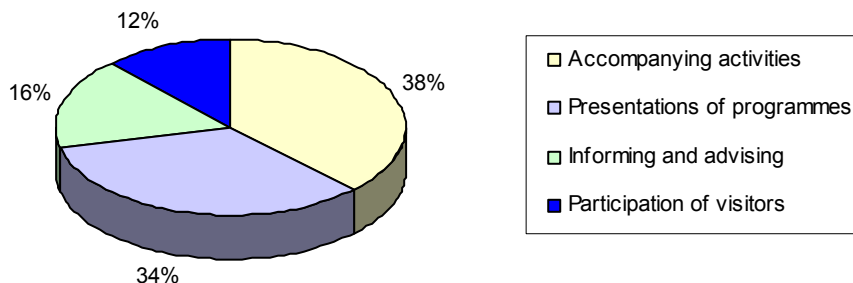
6. ICT	176	5,8%
7. Employment, trade union	138	4,5%
8. Languages	112	3,7%
9. Promotion	86	2,8%
10. Personal development, meditation, relaxation	43	1,4%
11. Miscellaneous*	42	1,4%
12. Environmental issues, natural heritage	36	1,2%
13. Social events	32	1,0%
14. Entrepreneurship	21	0,7%
15. Tourism	19	0,6%
16. Farming	16	0,5%
17. Professional events	12	0,4%
18. Management	12	0,4%
19. Communication, rhetoric	7	0,2%
Total	3.052	100,0%

*Miscellaneous: third age, regional development, EU processes and other.

4. LLW 2003 Participants

This year, data on the share of population that took part in LLW 2003 seems to be more reliable than in the years before due to the fact that with regard to the LLW-G1 project, special emphasis was paid to the registering and interviewing of LLW participants. According to the 77%-feedback from providers, the number of participants was the highest ever – 76,343. Still we believe that the actual number is much larger since many providers did not report on the number of their visitors since they were not able to track them. In addition, the number of people who were addressed through media has not been estimated.

Graph 3: LLW 2003 participants by type of LLW event



5. LLW 2003 Media support

The Lifelong Learning Week has enjoyed considerable media support at the local and the national level. While SIAE is responsible for generating national media coverage, LLW providers ensure media support for their activities at the local level. They have established and reinforced good contacts with radio and television stations and newspapers; this is confirmed by the mutual interest in cooperation. Of course, in future we would like even more similar joint efforts, since one of the goals of the strategy of lifelong learning is to ensure that every citizen, regardless of age and other circumstances, is aware of the educational and learning opportunities available in their immediate environment, and of access to these opportunities. Analysis has shown that media also has an important influence on LLW visitor levels. Greater media involvement results not only in a broader range of events in terms of numbers of providers and diversity of contents but also in greater participation of all people in events. This in turn contributes to the establishment of knowledge as a value and as a means to increase economic and social welfare.

Table 2: The structure of LLW 2003 support

Type of media	Contributions at the local level	SIAE – national level	Total
Radio	607	21	628
TV	291	23	314
Newspapers, magazines	191	13	204
Internet	98	9	107
Bulletins, leaflets	16	4	20
Press agencies	4	1	5
Teletext	1	4	5
Total	1.208	76	1.284

Supplement 3: Evaluation of the Slovenian LLW 2003 (based on feedback information provided by participants in LLW events)

Within the LLW 2003 evaluation framework, more than 100 LLW providers (approx. one fifth of all LLW 2003 providers) took part in the testing of the new questionnaires. In about 250 LLW events where the questionnaires were applied, about 6,200 participants took part (out of approx. 80,000 of all LLW participants). The questionnaires were filled in and returned by 1,981 persons (32.3% of all LLW participants)², which means about 2.5% of all LLW 2003 visitors of events.

The involvement of providers in the testing of evaluation instruments was strictly voluntary; the choice of events where the testing took place was left up to providers. Due to this, it is necessary to emphasize that the evaluation results are not representative for the whole Slovenian Lifelong Learning Week. Together with other partners' findings they will be presented as case studies for each participating country.

However, in spite of this limitation, the results can be used for orientation – at the level of national coordination as well as at the level of regional and thematic LLW coordination and the level of providers. A short presentation of some survey results related to LLW participants is given in the following chapters.

1. Survey results – LLW participants

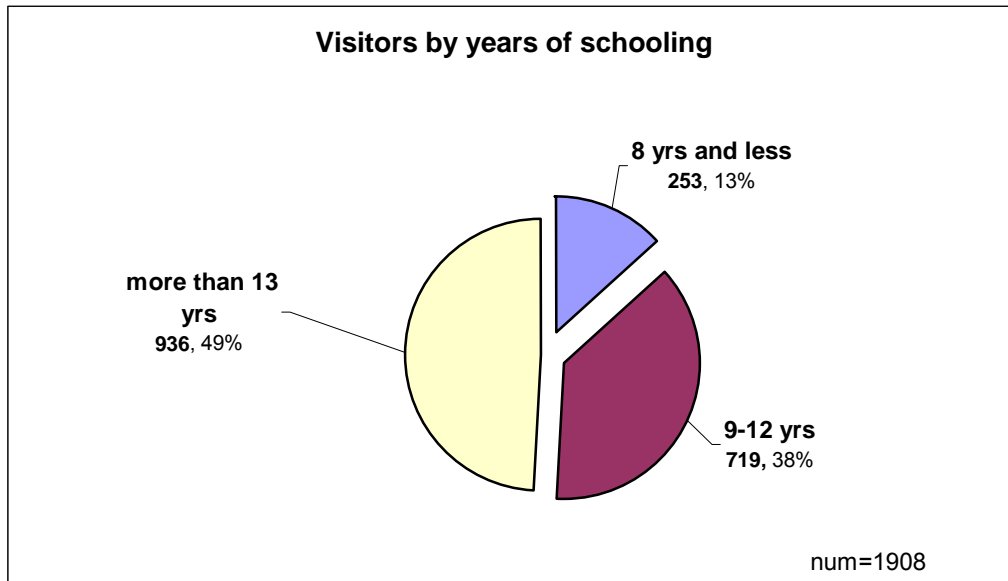
On participants

Nearly 2,000 visitors of about 250 LLW events have filled-in and returned questionnaires. A presentation of their years of schooling, field of employment, place of residence and age structure will be presented.

Data on participants' years of schooling are quite encouraging. In spite of the fact that the majority of them (46%) has more than 13 years of schooling, the share of those with 9-12 years or 8 years and less is relatively high as well (38% for the first age group and 15% for the second one). For before mentioned methodological reasons these results can not be generalised, however, we can assume that LLW events address and consequently motivate for participation in lifelong learning that part of population with lower educational attainment.

Graph 1: LLW visitors by years of schooling

² The Bulgarian partners distributed 1,200 questionnaires for participants and got back 700 of them. They collected 108 questionnaires filled in by providers and 12 by coordinators. All feedback information is in Bulgarian, except for 194 questionnaires (from two events) filled in by participants. The Spanish partner (CREA) evaluated one event (a daylong literary circle) attended by 300 people; the questionnaire was filled in by 42 of them. Romanian partners and the second Spanish partner (FEUP) have not submitted their results yet, whereas the German partner envisages the implementation of these evaluation instruments in September this year.



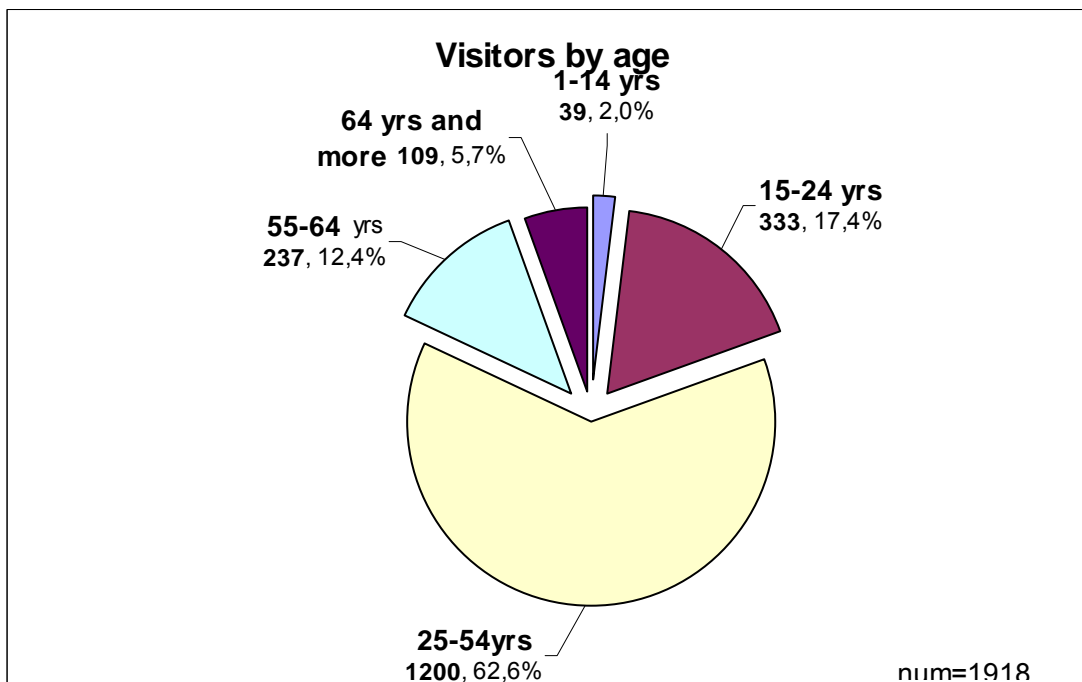
Source: Questionnaire for participants, Slovenian LLW 2003, LLW-Grundtvig project, SIAE 2003

The majority of interviewees are working in the field of education (18%), industry and trade (11% each). The share of unemployed participants is 18%, of retired people 14%, and of pupils and students nearly 6%.

More than 50% of interviewees live in cities, 21% in towns, and 26% in rural areas.

The age structure of interviewees confirms the speciality of the Slovenian LLW: although the majority of LLW visitors are adults of age 25-64 years, other age groups are represented with considerable shares as well

Graph 2: LLW visitors by age



Source: Questionnaire for participants, Slovenian LLW 2003, LLW-Grundtvig project, SIAE 2003

The fact that among 2,000 of interviewees the share of those who visited LLW for the first time was 60% indicates the role of LLW in attracting new people to lifelong learning. From 40-44% of these visitors concluded 9-12 or even more than 13 years of schooling, whereas the share of those with less than 8 years of schooling was 15%.

The majority of visitors rated the event they visited by 'excellent' (45%) or 'very good' (43%); the rate 'satisfactory' was used by 12% of interviewees. However, certain target groups were quite critical when rating certain events, e.g. one fifth of 325 unemployed people rated the events they visited by 'poor' or 'satisfactory'. In their view, especially informative and counselling events deserved the rating 'satisfactory' (26%) and presentations of educational programme the rating 'poor' or 'satisfactory' (23%).

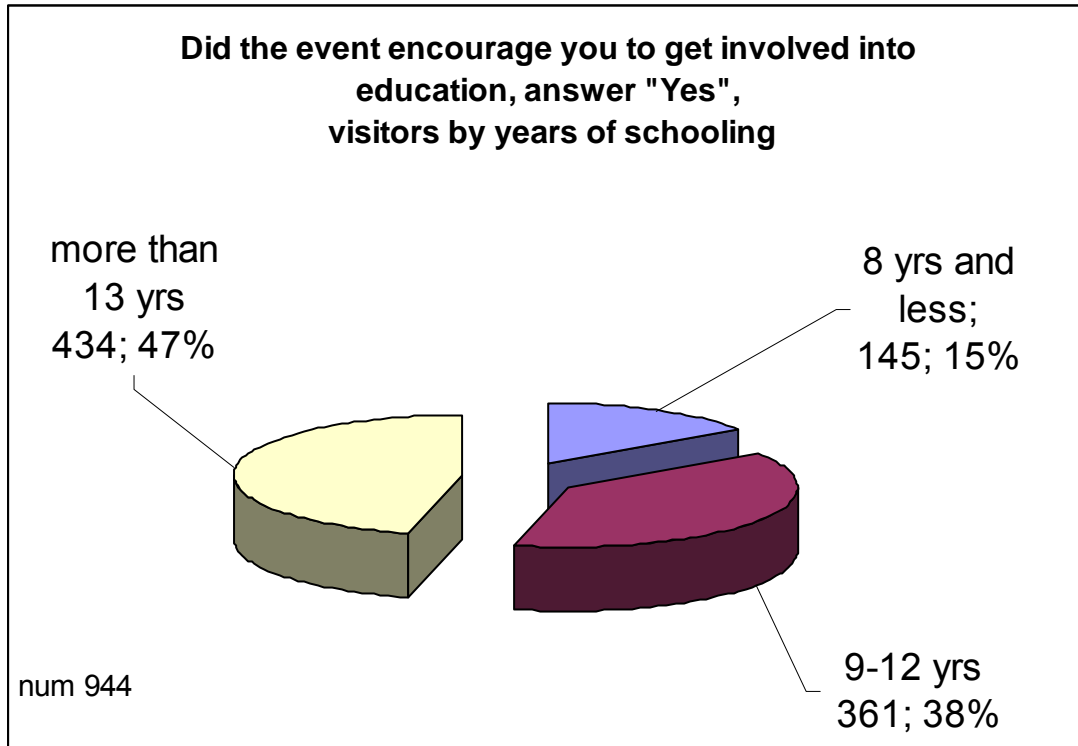
On participants' initiatives

More than 1,000 initiatives related to future contents of LLW events were formulated by interviewees. First analyses show that events in the field of health, education, culture, environment protection, overcoming of disabilities, employment, basic skills for life and work, and politics are the most desired ones. Many interviewees share the opinion that changes or novelties are not necessary. We expect that these initiatives will become important incentives for providers to enrich LLW contents and ways of presenting them – within LLW as well as in the provision of adult education in general.

On LLW impact on participation in education

To the question whether their participation at the LLW event stimulated interviewees to get involved in education themselves 56% (944) responded positively, which indicates the role LLW can have in enlarging the participation of population groups – also those with less years of schooling – in education and lifelong learning.

Graph 3: LLW as a stimulating factor for participation by years of schooling



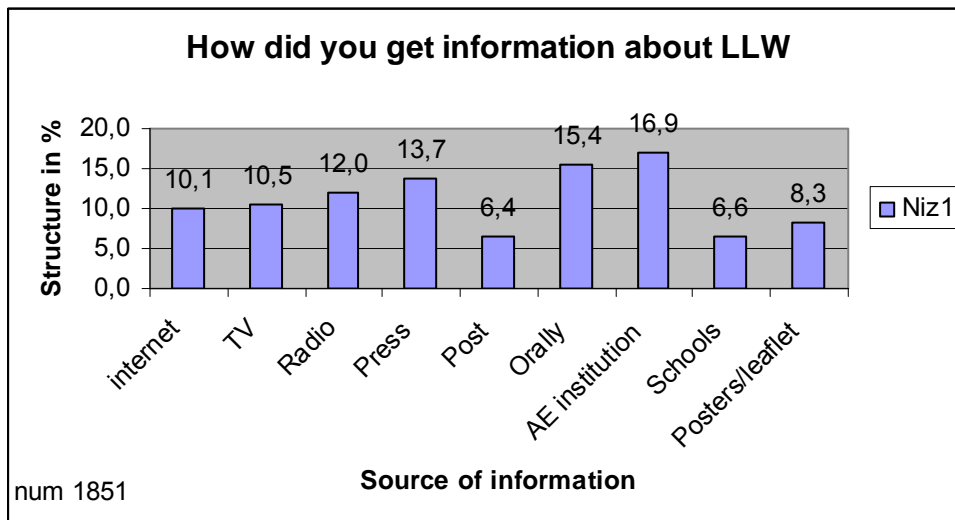
Source: Questionnaire for participants, Slovenian LLW 2003, LLW-Grundtvig project, SIAE 2003

The age structure of interviewees who expressed their interest for getting involved in further education shows that the majority comes from the 25-54 age group (61%), followed by those from the 55-64 age group (15%) and by the young ones (up to 14 years - 15%). The great majority (74%) are women.

On LLW information sources

All answers to the question 'How did you receive the information about LLW?' were grouped into eight previously defined groups (1,851 replies) and into the group 'Other' (486 replies, out of these 'libraries' and 'societies' represent 73 replies). The graph below shows the structure of information sources according to the eight groups.

Graph 4: How did you get the information about LLW?



Source: Questionnaire for participants, Slovenian LLW 2003, LLW-Grundtvig project, SIAE 2003

The most important source of information on LLW are obviously educational institutions for adults and youth, followed by information acquired from acquaintances, relatives, friends, business partners – nearly 40% of all replies refer to these sources. The Internet is still lagging behind traditional media, whereas the relatively high share of answers referring to LLW posters and leaflets comes as a surprise. Providers actually showed great inventiveness in using the latter by exhibiting them in various places such as shops and market places, health centres, museums, municipalities, insurance companies, city centres, post offices, announcement boards in enterprises, and similar.

2. Conclusions

The messages derived from the first results of the survey on participants provide LLW coordinators and providers with sufficient ground for LLW planning by taking into account participants' socio-economic characteristics, their evaluations, recommendations and needs.

More in-depth analyses will shed light upon the structure of participants' needs – not only according to years of schooling and age groups but also with relation to the place of living (city, town, rural area) and field of work.

By crossing certain feed-back information from participants with replies from providers (based on the questionnaire for providers), LLW impacts will be illuminated even more: LLW's role in motivating people for further education, needs for new contents and the readiness of providers to respond to these needs, partnerships among providers in the process of initiating and satisfying learners' needs in cities and rural areas.

The analysis of data collected from providers of events will also shed light on the organisation's aims that they try to place as priorities within LLW as well as on the compatibility of the latter with national goals and demands in the field of lifelong learning.

In the opinion of LLW-Grundtvig collaborators, the evaluation tools that have been developed and tested present a valuable outcome of our international project. The meeting with our LLW providers and coordinators on 6 May 2004 proved that they share the same opinion and the interest for upgrading the Slovenian LLW evaluation process with the above mentioned aspects.

The Slovenian Institute for Adult Education has address the National LLW Committee with the initiative to ask the Ministry of education, science and sport to support the upgrading and systematic implementation of the LLW evaluation morally and financially. A similar initiative has been sent to the National Committee on behalf of LLW providers and coordinators as well.

Through the support of the Ministry of education, science and sport, SIAE will complement the evaluation tools and establish an on-line programme to enable providers and coordinators to make their own analyses. A plan which will assure an adequate representation of geographical areas, target groups and LLW providers will also be prepared. Survey results based on such a systematic approach will provide solid grounds for decision-making – related not only to the learning festival itself but also to adult education in general.

Supplement 4: Nature and size of the target groups reached by the LLW-G1 outputs

What	Target groups reached	Size	Expected impact
The project as a whole	Ministry of Education, Science and Sports, Ministry of Labour, Family and Social Affairs	7	Stronger support in resources, further implementation of selected project outputs
	Professional arena – key personnel in SIAE and other institutions in the field of lifelong learning	60	Reputation, professional development
	National networks	4-6	New providers and areas in LLW events, further innovation and EU dimension, improved sustainability
	Visitors and providers of LLW and their networks, associations	Broader: 80,000 visitors, 500 providers, Related exclusively to LLW-G1: 2,000 visitors, 118 providers in 2003 and 8000 visitors and 300 providers in 2004	Increased participation in LLW and learning activities
	International organisations: UNESCO, national coordinators of European learning festivals	30 + 10	Dissemination, new follow up projects
WP 1: Needs analysis – national report	Key personnel in SIAE, providers and coordinators of LLW events General public and national authorities	30 500 Readers of the main newspaper Delo	Improved awareness of the state-of-the-art in SI and European trends and ambitions up to 2010, empowered individuals and institutions for lobbying and promoting the LF movement
WP 2: Manual for LLW coordination	Network of coordinators International organisations UNESCO	30-40	Improved professional capacities Dissemination to other countries

Project Reference No. 100924-CP-1-2002-SI-GRUNDTVIG-G1
 'WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT'

WP 3: Network of LLW coordinators	Network of coordinators, relevant ministries, attracting new associations into the network	30-40	The existing network (30) and new partners in the network (10)
WP 4: Corporate image	International and national team members	28 (SI 6, BG 4, DE 2, ES CREA 5, ES Madrid 3, RO 8)	Constant usage by the LLW-G1 team
WP 5: ICT tools			
WP 5/1: Web page	International and national team members, groups and individuals, widest public	28 239 professionals and associations (Eurydice list enclosed) Providers of LLW events – estimation 500 individuals and institutions	At least 1,000 individuals and organisation well informed about the topics concerning the LLW-G1 project, the LLW movement and lifelong learning arena, examples of good practice.
WP 5/2: Forum	International team members	28	Smooth and efficient communication among project partners, documentation, democratisation – equal opportunities for input to the project.
WP 5/3: E-bulletin	Networks of LLWs providers, relevant ministries, AE professional arena	At least 200 people and institutions	Dissemination of the LLW-G1 project, improved information and expertise on EU and national documents defining LL policies and practice.
WP 5/4: Web based information system	LLW providers LLW events visitors Media	Nearly 1,300	Transparency of the project. Promotion and information on events and providers. Opportunity for participants to voice their views and needs, improving e-skills of providers and would be participants/providers in LLW. movement, improved evaluation process

Project Reference No. 100924-CP-1-2002-SI-GRUNDTVIG-G1
 'WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT'

WP 6: LLWs/collective event initiated, enriched and evaluated, LLW models	Participants and providers of LLW Coordinators network, National LLW Committee, relevant ministries and the Government International and national team members	Directly with the LLW-G-1 project: 2100 in 2003 and 8300 in 2004 30 + 10 + 7 + 30 + 6 28	Improved attitudes to lifelong learning and visibility of learning, promoted European common values of “learning to know, learning how to do, learning to live together and learning to be”, created new links and better understanding of sometimes conflicting parties of formal and non-formal education; profile of AE raised.
WP 7: Project related evaluation	International and national team members	28	Quality and achieving the project goals, improved expertise in implementing international projects.
WP 8: Dissemination	Professionals and volunteers in the LLW movement, policy makers, wider public	See the table Category and No of persons reached by LLW-G1 in SI attached to WP 8	Improved professional skills, attitudes and valuing of learning, access to learning, cooperation among stakeholders.

National LLW Report – Bulgaria

1. NATIONAL CONTEXT, OBJECTIVES AND TARGET GROUPS

1. 1. Context

The Lifelong Learning Days started in Bulgaria as an initiative to promote the ideas and the key messages of the European Lifelong Learning concept. Each year during the *Lifelong Learning Days* that address these issues events are organized focusing on the following aspects: new basic skills for all, advanced support for human resource development; new teaching, learning and evaluation methods; access to educational consultant services; getting learning closer to home.

The *Lifelong Learning* (Life Long Learning - LLL) concept is the answer of the educational sphere to the dynamic economic and social processes in our globalizing world. “The Economy of Knowledge” or the “Learning Society” are concepts that were born out of the trends in the economic, social and educational spheres. The understanding of the terms “knowledge”, “education” and “learning” gradually go out of the framework of notions such as “pedagogic”, “school and university education” or “elite education”. They direct our attention more and more to one complex social sphere open to everybody and devoted to constantly ensure qualified personnel for the labor market and active committed citizens, who continually develop new skills and knowledge.

In Bulgaria as a country in transition, applying to become member of the European Union, the expectations related to the *Lifelong Learning* initiative are even higher.

During the last few years due to the restructuring and the privatization of the economy many people became unemployed and in order to find a new job they usually needed a new or higher qualification. On the other hand those who remained at their old job needed constant development of their skills in order to keep up with the dynamic changes in the working environment and the competitive pressure. Often times new skills are required as entrepreneurship spirit and social skills.

These are the reasons why the challenges the educational sphere faces are very big. The reforms that were undertaken at high school and university levels are part of the efforts in this sector. A sustainable stimulation of the *Lifelong Learning*, a changing of the focus of the educational activities towards a constant development of the skills and acquisition of new knowledge in response to the needs of the labor market, a creation of networks of cooperating institutions and organizations in the country and intensified international cooperation are needed.

The general policy of the Bulgarian government is centered on human resources and the widening of the European cooperation in the fields of education, culture and new technologies. The ministries of education and labor work on European projects on *Lifelong Learning* and prepare a national report as a response to the Memorandum of the European Commission. Aspects of *Lifelong Learning* and Adult Education have been addressed in some laws. NGOs, Universities and lately the social partners are actively involved in educational programs and projects. They create centers for vocational education or lifelong learning, participate in networks and develop their international contacts. A national agency for vocational education has been created with the main task to license centers for vocational education.

Since 2001 with the aim to promote the Lifelong Learning initiative the forum “Lifelong Learning Days” are being organized. The national coordinator, main organizer and financing institution is the Sofia office of the Institute for International Cooperation of the German Adult Education Association (IIZDVV) in partnership with Federation of Societies for Spread of Knowledge”. The Ministry of Education, the Ministry of Labor and the Employment Agency are involved in the preparation and the

actual happening of the event. Partners in the initiative are many universities, labor offices, NGOs (national and international), municipalities, syndicates and the main employment organizations: more than 120 institutions from the whole country for 2003.

1.2. Aims

- Strategic aims of the initiative:

- Encourage the motivation for learning and equal learning chances, especially for unemployed and disadvantaged people
- Improve the quality of the education offered and the educational opportunities.
- Relate closer and more effectively the needs of the labor market and the economic development to the education offered.

As a whole *The Lifelong Learning Days* to become advertising campaign for education.

- Short term and concrete aims of the initiative:

- Development of a national strategy for Lifelong Learning together with the Ministry of Education, Ministry of Labor and social policy, Ministry of economic development, social partners and representatives of NGOs.
- Set up a National public committee on Lifelong Learning
- Establish a network of educational institutions in the country and specifically those working in the field of adult education and LLL.
- Drafting a national program/law on adult education
- Initiate trans-border, regional and international initiatives and projects devoted to the *Lifelong Learning* topic

1.3. Innovations in the Bulgarian learning festival

Lifelong Learning Days in Bulgaria are the largest advertising campaign of the European LLL initiative. The very fact that the *Lifelong Learning Days* became a national forum is considered a great success by all partners. One of the main messages of the initiative: working together, is innovative by itself. On the occasion of the LLL Days a national committee has been established and following that a non-formal network composed by most of the key players in the field of education in Bulgaria has started working.

1.4. European dimensions

- *LLL Days* in Bulgaria focus on informing specialists and the wide public in general with the main documents of the EU and promote the European initiatives in the field of education.
- During the forum a floor is given to European practices, projects and exchange of experience.
- The main coordinator of the initiative, the Sofia office of the Institute for International Cooperation of the German Adult Education Association participates in all meetings, seminars and projects of the coordinators of the learning festivals at European level.

1.5. Enrichment of the Bulgarian *LLL Days* through the project partnership

- The common project products: the guidebook for coordinators, the E-bulletin, the implementation plan for learning festivals and the media plan were included in the preparations for the Bulgarian learning festival.
- The actual work on the project and the exchange of experience and ideas brought many innovative aspects in the format of the *LLL Days, Bulgaria*: focus on the learners needs, accompanying cultural events etc.

1.6. Participants in the Bulgarian LLW:

- Providers: Schools, Libraries, Trade Unions, Information and guidance centers, Universities, NGOs, Vocational Training Centers
- Participants: Ministries, Agencies, Media, Learners, Local interested groups, Museums, NGOs, Local Public Administration, Foundations, International Organizations, Employers Organizations

2. REPORT AND ANALYSIS OF the LLW 2003

During the last 4 years the national initiative *LLDays* has taken place in Bulgaria under the auspices of the Institute for International Collaboration at the Association of the German Popular Universities (IIZ/DVV) with the participation of more than 40 national and international organizations and institutions (2001) and more than 120 (2004). Like similar meetings that are held each year in Germany and in other European countries, the "Lifelong Learning Days" in Bulgaria have presented a discussion forum where the problems of the lifelong learning will be debated and also made public and highlighted through the mass media.

The Bulgarian Ministry of Education and Science, and the Ministry of Labour and Social Policy have been involved in the event - together with practically all institutions and organizations in the country, which are active in the sphere of "general and professional adult education".

The main partner of IIZ/DVV during the organization of the events all over Bulgaria has been one the biggest NGO in the field of the Adult Education – the Federation of Societies for Support of Knowledge (FSSK). FSSK has been the Bulgarian project partner within the framework of the LLW5 Grundtvig 1 Project, supported by the EU.

Other important co-organizers of the *LLDays* were: GOPA-Bulgarian-German Program for Vocational Training and Employment, National Employment Agency, Goethe Institute Sofia etc.

Among the traditional participating institutions we have had following organizations as well:

- National representative institutions: National Agency for Vocational Education and Training, Institute for Education, Socrates and Leonardo National Agencies
- Universities: Sofia University, New Bulgarian University
- NGOs - Human Rights Project and different Roma organizations
- Regional and local authorities
- Gender organizations
- Social partners: Trade-Union Podkrepa, Trade-Union KNSB – the two biggest: and the employers organizations: the Chamber of Trade and Industry, Bulgarian Chamber of Skilled Crafts etc.
- International organizations like: UNDP, USAID, British Council, Konrad Adenauer Foundation, Fr. Ebert Foundation, Open Society etc.

Special Target groups of *the LLDays* in Bulgaria we have reached:

Community centres
Employers Organisations
Information and guidance centres
Learning providers
Libraries
Local interest groups
Local media

Museums
Regional development agencies

Schools (primary, secondary...)

Social services

Trade-Unions

Volunteer groups

The most important objectives of the event 2003 are:

- Information and motivation of the general public; promotion of lifelong learning and continuous education through a "Day of the Open Doors", where all participating institutions will present their work and activities.
- Fostering of closer co-operation and networking between the participating organizations and institutions.
- The creation of a lifelong learning lobby in the political circles and in the ministries of Bulgaria.
- Discussion of the European Memorandum on Lifelong Learning.
- Discussion of its implications and practical implementation in Bulgaria in the years to come.

The most important events are:

- Official opening with the participation of the Ministries, representatives from the Presidency and foreign prominent persons, German Embassy
- Days of open doors of different institutions
- Thematic workshops/seminars like: 1. Languages and culture, 2. Vocational education and training, 3. Development, 4. Civic Education/Active Citizenship
- Exhibition of educational projects and programs
- International seminar on access to education of disadvantaged groups
- Seminars on Distance and Electronic Learning; Vocational Education and Training; European Educational Programs
- Open Consultation for Licensing of Centers for Vocational Education and Training
- Seminars on history teaching, organized by Goethe-Institute Sofia, Ministry of Education and Science and IIZDVV
- Good Practice and Project Presentation
- Gender and Education

The Lifelong Learning Days, Bulgaria, 2001-2003 have taken place in September and October in the following Bulgarian cities: Sofia, Veliko Tynovo, Gorna Oriahovitza, Pleven, Lovetch, Plovdiv, Burgas, Dobrich, Blagoevgrad, Plovdiv and Gabrovo. Some of the events are sustainable activities of the local educational life which continue throughout the school year.

3 OUTPUTS OF THE PROJECT IMPLEMENTED:

3.1 They could be subdivided into three categories

- ✚ During the preparations of the *LLL Days*;
- ✚ During the actual implementation;
- ✚ After the *LLL Days*

During the preparations of the LLL Days especially valuable were the following outputs:

- ✓ The matrix for creating a plan of action and calendar of events in electronic and print versions;
- ✓ The E-bulletin served to inform on various events related to the *LLL Days*;
- ✓ The handbook for selection and education of the thematic and regional coordinators and in order to create a coordinators' network in the whole country;
- ✓ For preparing the meetings with the media and the people in contact with various organizations in order to inform about the LLW event and attract as many people as possible;

- ✓ For the design of the information materials, presenting the aim, tasks and mission of the LLL Days, as well as the advertising materials on the partnership of the 5 project partners;
- ✓ The developed national needs assessment report in accordance with well defined standards;
- ✓ The ideas of the partners from Slovenia and Germany for the opening of the *LLL Days*;
- ✓ The online registration forms for easing the access of the people who wish to participate.

✓
During the implementation of the Lifelong Learning days:

- ✓ Ideas of the project partners for presenting and promoting the LLW project;
- ✓ Ideas for presenting “best practices”;
- ✓ IC tools

At the closing of the LLL Days:

- ✓ The questionnaires for institutions, coordinators and participants prepared by the Slovenian team eased our work in receiving feedback and collecting a data base for analysis and interpretation
- ✓ The very pragmatic structure of the matrix, developed by the Slovenian team to conceptualize the Bulgarian LLW model, could be used by different educational institutions and ministries;
- ✓ The recommendations of the Slovenian team for harmonizing the events taking place within the *LLL Days* and to organize similar events beyond the actual time frame and to look for effective ways of keeping the media interest after the end of the events;
- ✓ To engage the visitors of the *Days* to express their opinion and recommendations through the questionnaires or at informal talks with the organizers of the events.

3.2. Persons from our institution involved:

At the phase preparing the Days

- ✓ The societies of the Federation /FSSK/ took active part both at the territory of Sofia and in the country in the cities of Sofia, Veliko Tarnovo, Gorna Orjahovitza, Blagoevgrad, Gabrovo, Rousse, Lovetch, Burgas, Pleven and Plovdiv. Representatives of the local societies took part in the training sessions for preparing the thematic and the regional coordinators and received a modified version of the handbook to support their work in preparing the forum;
- ✓ Representatives from Ministries such as the Ministry of Labor and Social Policy and the Ministry of Education also took part in the training of the coordinators for *LLL Days*;
- ✓ For the preparation of PowerPoint presentations and slides needed during the training for the thematic and regional coordinators, assistants from the Sofia -IIZDVV office were attracted;
- ✓ For the preparation of the materials for the E-bulletin the national coordinators were involved;
- ✓ The preparation of the modified version of the handbook for coordinators involved in implementing *LLL days* and their training were implemented solely by the national coordinators.

✓
During the implementation of the Days different representatives from NGOs, students – volunteers from the Sofia University and New Bulgarian University were involved and presented good practices.

For the promotion of the project not only the national coordinators were involved but the collaborators of the IIZ/DVV – Sofia.

At the closing of the Days

- ✓ All participants actively filled in the questionnaires.
- ✓ The national project coordinators have great contribution in developing the model of LLL days in Bulgaria.

4. EVALUATION of LLW

Introduction

During the *LLL Days* the questionnaires that were prepared by the Slovenian team were distributed. They were given to all the coordinators in each of the cities participating in this LLL forum. Responsible for distribution and collecting of the questionnaires were students, collaborators from IIZ/DVV – Sofia and volunteers from various NGOs. They were instructed to motivate the *participants* at the forum to fill in and return at the very day the questionnaires so that they could individually express their opinion and thus contribute to more effective *LLL Days* in the future. The total number of received questionnaires is 700 out of 1200 distributed. The questionnaires were filled during the work of the different sections at the last day of the forum.

The survey of the representatives of the different *organizations* was done through e-mail. Each participating organization and the coordinators of the *LLL Days* were informed about the structure of the questionnaire and the deadlines for their return.

Aims of the survey

1. Aims of the survey on the participants:

- ✓ To define the demographic profile of the participants in the *LLL Days*;
- ✓ To register the level of satisfaction of the *participants* at the *LLL Days*;
- ✓ To collect a data base of well defined important thematic fields which could become the focus of the next forum.

2. Aims of the survey with the providers: To investigate:

- ✓ the expectations of the participating *organizations*;
- ✓ the fields of interest
- ✓ the level of satisfaction of their participation at the *LLL Days*;
- ✓ their intentions for the next *LLL Days*.

A. The form of the survey- for participants

The issues addressed concerned:

- 1) The way of receiving of information about LLW
- 2) About the experience in LLW
- 3) Rating of the event and comments
- 4) Recommendation to organizers of the LLW for next year
- 5) Remarks and proposals
- 6) About the influence of the LLW upon the motivation of the individuals to continue to learn

B. The form of the survey- for providers

The issues addressed concerned:

- 1) About their aims and expectations;
- 2) Rate of achievement of the goals and expectations;
- 3) Interesting topics
- 4) Events and participants- quantity indicators
- 5) About the experience in LLW;
- 6) Future plan of participation;
- 7) New topics;
- 8) About the benefits;
- 9) Ways of informing of the audience;
- 10) Supports

A. Respondents to the survey: participants

Demographics

Respondents of different age groups took part in the survey. The largest group are respondents in the age group of 18 – 55, which is quite logical. This age group is composed of potential or active workers. Consequently they are the most interested part in the society as they have achieved already basic education and some professional and life experience. In fact they are the key element in every economy and educational policy. In the future the age group of the students (14 – 18) should be further involved as they represent only 10% of the respondents. In the context of the fifth key message of the Memorandum on Lifelong Learning, focusing on rethinking the professional consultancy, a basic moment is the creation of more opportunities for timely and personified consultant services not only for employed people, but also for young people. In this relation attracting larger quota of students in the *Lifelong Learning Days* would benefit their orientation in the business requirements, the opportunities for education and qualification and the employer's expectations. Relatively low is the representation of the last age group – above 55. Their participation is only 5%. In the future, considering the demographic shrink, the experience of these age group and their qualifications would be mostly needed. To keep them informed and to get them involved in the *Lifelong Learning Days* will be needed "to keep their competence in good shape" and to create a sort of "parallel" career. For the next *Lifelong Learning Days* men seem to be another of the target groups. Their participation of only 20% is modest compared to women's participation of 80%. Similar proportion could be noticed in many university courses and the NGO sector. Unfortunately the people with lowest education are also of the target groups of this forum. Based on surveys, on national scale the conclusion could be reached that the least educated are also the least motivated to keep on learning. Probably at the next forum a more effective strategy for attracting larger numbers from this target group should be prepared, so that gradually their negativism, mistrust and unwillingness for learning are overcome. Interesting are the data about the professional affiliation of the participants. The biggest number are the participants working in the field of education and culture - 70%, followed by the unemployed- 25%, representatives of the trade and industry- 10%, NGOs- 15% and politics- 3%. Based on the essence of work in the various sectors, most satisfactory are the data about the participation of the representatives from the education and cultural sectors. They are the ones whose support about the future attempts to create a Law on Adult Education in Bulgaria will be of vital importance. In the discussion experts should be involved, who are not only competent, but also convinced about the need and importance of creating such a law. The *Lifelong Learning Days* are an important factor stimulating the discussions on this topic and creating a larger community of people who can "speak the same language" so to say. For the next *Lifelong Learning Days* more representatives of the other sectors will be attracted as all the citizens of a modern society are interested in achieving a higher living standard and professional status. Parallel to this, specified approaches for awakening the interest of the people from small towns (only 30%) and villages (only 10%) should be used.

1/. The data analysis shows that the participants in the forum got informed mainly through leaflets, posters advertising, personal contacts, media and Internet. These known and well proven information tools work very well in promoting the Lifelong Learning days and are easily accessible from an economic point of view.

2/. It turned out that about 70% of the respondents do not participate for the first time, which is a good proportion compared to those who have no idea about the aims of the forum.

3/. The level of satisfaction is very good and this refers to 80% of the participants at the forum. Therefore the results of the above mentioned point are clear. Obviously the people enjoy good conditions during the *Lifelong Learning Days*, beneficial to the establishment of new contacts, exchange of experience and provision of useful information on relevant topics.

4/. Regardless of the fact that a very high level of satisfaction has been registered or may be because of this, the participants recommend to the organizers to widen the context of the forum and to include more complex issues to be discussed such as methodology for education of disadvantaged people, modern

approaches to professional consultancy for Roma people, ideas for law on Adult Education, design of new teaching material etc.

5/. Other than the suggested thematic discussions, interesting are the recommendations and the additional notes of the respondents. They believe that the media should be more involved before, during and following the *Lifelong Learning Days*. Even if the Bulgarian media took different initiatives in promoting the *Lifelong Learning Days* still they are few in numbers and somehow remain on a second place compared for example with the printed advertisements. Therefore this is a field that needs more work in the future. A good reference point for actions are the guidelines in the handbook specifically prepared within the project for the implementation of *Lifelong Learning Days*. Another interesting idea is to foster an intensified information exchange between the licensed centers. Practice shows that during the forum these centers strive to create a special section devoted to the issues of maintaining and improving the quality of education, but still there are few willing to openly share their problems and their ways of being competitive. It is probable that by gaining more experience through European projects these centers would become more open and willing to present their positive characteristics and how they were created.

6/. *The Lifelong Learning Days* seem to be a strong catalyst for the intentions to continue the education and training. This conclusion is based on the responses of 75% of the respondents. They are convinced that Lifelong Learning is very important for their professional and personal development in accordance with the high European requirements: knowledge of 2-3 foreign languages, computer literacy and many social skills. In 2007 Bulgaria will become a member of the EC and people are well aware their responsibility for their own development.

B. Respondents to the survey: providers

Demographics: 108 - providers and 12 - coordinators.

1. *The aims* of the participating institutions could be defined in three key areas:

- ✓ to promote equal treatment of formal, non-formal and informal learning;
- ✓ to offer informing and counseling on learning;
- ✓ to celebrate outstanding learning achievements.

These aims partly reveal what values are dominant in the educational policies of the different organizations and what trends have priorities in their development. Unfortunately due to the limited number of possible answers (3) it is not possible to completely reveal the total profile of the participating institutions. The aims that were listed are important, but on a second plan there are many others that could support the culture of learning and create a positive attitude to learning such as: to arouse curiosity about and appreciation of learning, to promote own institution/activity, to facilitate the contacts with the potential learners.

2. According to the data *the level of satisfaction* from the achievement of the goals is relatively high. It is possible that after some time with the accumulation of experience the organizations and the institutions to set higher goals for participation in such forums that would benefit more people.

3. The most interesting for the public fields are: European projects and programs; “best practices” in the context of the different types of education and at last the problems of the “early leaving school”. In Bulgaria these topics occupy central place due to many reasons. On one side the projects and the “best practices” provide chances for experience sharing and development of various professional and social skills, on the other – provide opportunities for an easier adaptation to the values of the European educational policy. The interest towards the “early leaving schools” is self explicit. In our country their number grows very fast during the last few years. The growing attention towards this group of young people will most probably unite the efforts of the representatives from the formal and non-formal education to seek joint pragmatic

way out of the situation. At the *Lifelong Learning Days* specialists discussed how to support these people to cope with the requirements of the school environment and to continue their education. These discussions will go on in the future as well.

4. The participating organizations at the Lifelong Learning days initiated many events: exhibitions, Days of Open Doors, round table discussions, seminars, presentations of educational programs, working meetings, training sessions, excursions with educational aims, museum visits etc. The highest number of participants attracted the following events: the opening of the *Lifelong Learning Days*, exhibitions; educational materials markets. The lowest numbers of participants attended round table discussions, seminars and working meetings. This fact is understandable viewed from the perspective that these initiatives are specialized. In order to attract more people from the wide public together with the specialists more attention will be given to diversified activities both in scope and purpose. During the “Days” special attention should be given to the good mood of the participants so that they get informed and in the same time motivate representatives from different institutions to seek ways together to overcome any challenges.

5. The survey shows that 80 of the partners’ institutions have participated at the previous *Lifelong Learning Days* as well and 40 are the organizations participating for the first time at this initiative. What is very inspiring is the fact that all participating organizations have the intention to be involved again at the next *Lifelong Learning Days* in autumn. They plan to set up a PR strategy, a new culture of interaction with the other organizations and to include more sections. Additionally the organizations intend to involve more foreign partners and to present “open lessons” in the context of adult education, to initiate discussions in the methods of Roma education.

6. The main benefits for the organizations are: new contacts, exchange of experience and ideas, more information about Lifelong Learning.

7. About 25-30% of the individual participants have expressed their interest to receive information on courses that were presented by the organizations during the forum. This interest might grow over time if a way is found to effectively promote and advertise such educational services. This is an issue on which there is lots to be achieved in Bulgaria. About 35% are the participants that would get subscribed in the offered courses.

8. A very important task is the spread of information about the Lifelong Learning Days, because a good advertisement attracts more participants.

The organizations have used the following in order to inform the public: internet, TV, radio, newspapers, mouth to mouth advertisement, through the centers for adult education, by telephone and through flyers.

9. Cooperation with other organizations and institutions proves to be very useful. Representatives from different sectors agreed on the opinion that related to the organizing and implementing of the *Lifelong Learning Days* conditions were created for mutual support.

The regional and thematic coordinators in the capital and whole country contributed largely to this aim. The representatives from the organizations shared that they are truly satisfied from their work.

10. The support by the coordinating institutions could be diversified in three: financial, moral/personal and promotional. The support from the State administration is on different levels and could be defined as satisfactory. The recommendations are that the support is bigger in financial and moral dimensions.

11. The general recommendations are all in one direction: the creation of a LLW-network all over Bulgaria and establish contacts to foreign networks.

12. Amount spent: 13 000 Euro.

The two types of questionnaires gave the possibility to collect lots of data, which after being analyzed with adequate statistical methods such as factor analysis and/or content analysis will be made available to ministries involved in adult education. Based on this analysis they could prioritize the national initiatives for the forthcoming development of the adult education in Bulgaria.

The analysis could be useful for the development of the National Marketing Strategy for vocational education & training and to explore the attitudes, values and behaviours of employers and the general community about skills and learning.

It would be useful for the implementation of the next *Lifelong Learning Days* to include questions on the barriers for learning and how to ease the access to educational services on national and local level.

5. DISSEMINATION OF LLW AND OTHER PRODUCTS OF THE PROJECT

- *Promotional materials – leaflet and poster:*

At the dawn of the *Lifelong Learning Days, Bulgaria, 2003* the posters of the LLW5 project were printed and put together with the Bulgarian poster. Leaflets providing information on the Bulgarian *Lifelong Learning Days* were also printed as part of the project. In this way all participants and co-organizers had the chance to get to know the participating countries, the aims and the expected project results.

In the regions and the cities in Bulgaria participating in the *Lifelong Learning Days*, the coordinators (mainly members of the Federation “Knowledge”) contributed to spreading the information about the project to their respective partners and participants at the local events.

The poster and the leaflets were also spread during the Regional *Lifelong Learning Days*, taking place at the capital of the Republic of Macedonia, Skopje in October 2003.

- *Manual for coordinators*

The manual for coordinators is a document that was translated into Bulgarian for the purposes of the training sessions and was widely spread during the preparation period for the Lifelong Learning Days. The two national coordinators – Mrs. Milka Atanasova and Mrs. Maria Todorova prepared a PowerPoint Presentation which was used as visual material. The adapted version of the Manual for coordinators was included in the traditional publications following the *Lifelong Learning Day* in Bulgaria, supported by the main organizer of the event: IIZDVV – Sofia.

- *E-Bulletin*

The *Lifelong Learning Days, Bulgaria* initiative was regularly presented at the E-bulletin of the project. Respectively the E-bulletin is the documentation that is regularly received by the LLL coordinators in Bulgaria and contains interesting information about the preparations, implementations the media campaigns of the learning festivals of the other project countries.

5.1. Within the project the Bulgarian partner - Federation “Knowledge” was responsible for collecting the materials, suggesting the structure and edit the E-bulletin. All project partners were involved in spreading the E-bulletin through their respective networks. It was planned that during the time span of the project 6 to 8 issues will be prepared. They present the project partners, the aims and expected project results, events, related to the

learning festivals in Slovenia, Germany, Bulgaria, Romania and Spain, as well as news for projects, initiatives and festivals on learning throughout Europe.

Related to the other documents and products of the mutual work Bulgaria took part in drafting suggestions, discussing ideas and implementing those in practice.

For dissemination activities see <http://www.llw5.org>.

5.2. Nature and size of the target groups reached by LLW and the outputs of the project

If in year 2001 there were about 50 participants and co-organizers, in year 2002 there were 80, in year 2003 there were over 120 – 12 coordinating and more than 110 partner institutions.

As in previous years the Ministry of Education and Science, the Ministry of Labor and Social Policy, number of national agencies such as the Labor Agency, the regional inspectorates on education, labor offices, the national agency for vocational education and training, the municipalities in the respective cities took active part in preparing and implementing the planned events. In this way the state institutions both at central and local level witnessed their appreciation for the importance of the event and expressed their interest in becoming not solely participants, but on some rare cases as co-organizers. For example the Ministry of Education and the Sofia municipality participated on the national level. The cooperation between the main organizers of the events in Sofia IIZDVV- Sofia and GOPA ("Vocational education encouraging employment" Program) with the Sofia municipality was particularly successful. It has been agreed that the official opening of the *Lifelong Learning Days* is on the Day of Sofia – 17th of September as one of the events included in the rich program on the Sofia holiday. The national initiative was opened by the mayor of Sofia Mr. Stefan Sofianski. The diverse cultural program organized by the Sofia municipality in cooperation with IIZ/DVV – Sofia was devoted to the day of Sofia as well as to the educational initiative. In this way the organizers and the visitors of the "Educational programs and projects" exhibition could enjoy some dance and music performances and the guests of the Sofia Day had the chance to visit the stands of the providers of educational services and to get informed about the various options available.

In the other cities the municipalities took also an active part in organizing the events, which is a proof that our initiative is considered as important more and more.

As in previous years the social partners got involved in the activities at central and local levels. As it could have been expected they were especially active while discussing the questions of vocational education and during the round table discussions, devoted to the issues of unemployment and the labor market. Naturally most of the participants were coming from educational institutions – universities, schools, centers and institutes for educational initiatives, NGOs and teachers. Their representatives were especially involved in the events for the specialized audience: seminars, workshops, round tables etc.

In 2003 the NGOs contributed to enriching the whole picture of the initiative. Among them were the organizers at national and regional levels. They initiated round tables and meetings with employers and forums for project presentations. In cooperation with employer's organizations and with representatives from the central government and the local municipalities they have started new initiatives on regional level and have given concrete suggestions to the government. Once more the idea for cooperation, for experience sharing, for accumulating the potential of all active organizations in the field of education was expressed. Education is a common deed of the whole society and it is clear that the successes will come after long term joint work of all involved in the social sphere.

Subdivision of the participating institutions by type:

Ministries and State agencies	8
Organizations of employers and syndicates	4
Institutions from the spheres of education and culture	39
NGOs	67

The total number of experts and specialists participants at the *Lifelong Learning Days* according to the registration forms is 1400. These include professors, teachers and employers. Learners have visited different events as about 2100 people have visited educational exhibitions and fairs, about 700 witnessed the *Days of the Open doors* and the highest number of 3500 have attended events from the cultural program such as the trans-border learning festival (Romania – Bulgaria), museum visits, excursions with educational aims etc.

Based on the intensity and the representation of this participation it could be concluded that in 2003 the *Lifelong Learning Days* have been once more an example for an ongoing consultation process on Lifelong Learning topics. The forum was again the main promoter of the Lifelong Learning.

5.3. Future dissemination of the project and its individual outputs in the year 2005 and beyond. Thanks to the project many effective products have been elaborated, which could be used also during the preparation of the next *LLDays* in Bulgaria. By disseminating the project results the learning culture of the potential participants will be increased, which is a chance to motivate people to become active citizens.

Some outputs of the project, which will be in use in the future:

- Manual: training the regional. Local and thematic coordinators 2004, 2005....
- Evaluation forms (Questionnaires for providers and participants) during the next years
- LLW model – using by preparing next *LLDays*
- ICT Tools – web page, E – Bulletin
- Dissemination plan; Media plan

6. CONTACTS WITH DIFFERENT NETWORKS AND PROVIDERS FROM VARIOUS FIELDS.

- On national level:

Due to the creation of a National Committee on LLW (for a third year already) and the training for the thematic and regional coordinators, the *Lifelong Learning Days* in Bulgaria managed to set up a non-formal network organizations and institutions, which cooperate with each other and more importantly not only on the occasion of preparing and implementing the initiative. These organizations are the focal point for most of the seminars, meetings, conferences and partners networks working in the fields of lifelong learning.

- On regional level:

The Lifelong Learning Days in Bulgaria are prepared and implemented through the financial support of the Stability Pact in the framework of the “Adult Education in SEE” project. The same project supports the implementation of learning festivals in the other countries of SEE. The common work on the project made possible for the project countries to set up a network involving not only the coordinators of the learning festivals (usually these are the IIZ/DVV offices in the respective countries), but also their partner organizations which builds up to few hundreds organizations and institutions in SEE.

- On international level:

The coordinators of the Learning Festival in Bulgaria got involved in the LLW5 project which is a partnership project of 5 European countries. Additionally in the autumn of 2003 a big project, supported by the Grundtvig 4 program of the EC and named IntALWinE has started. It includes 13 European countries whose LLW coordinators will be networking together in the next 3 years.

7. INTENTION FOR EXTENTION THE LLWS BEYOND THE PERIOD OF SUPPORT FROM THE LLW5 PROJECT

Lifelong Learning Days will be organized in Bulgaria and after the formal project end.

Few preconditions:

- Strategic

The implementation of the next *Lifelong Learning Days* is set in the working plans of the main coordinators of the initiative for Bulgaria – IIZ/DVV and Federation "Knowledge". Moreover the main partners such as the Ministry of Education and the Ministry of Labor and Social Policy are convinced supporters of the idea. On national level in a foreseeable future a strategy will be developed with concrete action steps for its voting and inclusion into the legal framework. In this process the social partners are included together with the big NGOs working in the context of LLL. *The Lifelong Learning Days* are the natural consultative and lobbying forum in this relation that is directed not solely to the specialist, but to the wide public as well.

We prepare strategic plan for attracting more representatives from the private business sector and the private educational institutions. These would be very useful in different sections such as "best practices", "European projects", approaches to interacting with employers", easing the access to educational services, design of teaching materials and advertisement.

We envision the creation of an operational plan for attracting a large target group: "the not participating". For this aim we will make a map marking the organizations which did not take any initiative so far and did not participate at the *Lifelong Learning Days*. Following that we will establish contact with their representatives in order to attract them to this big European idea – LLL

- Organizational

The created network of coordinators is prepared to organize and implement events in the next years within the framework of the national forum. It will contribute in the future for widening and enriching the context of the Lifelong Learning and for spreading the key messages of the Memorandum on Lifelong Learning;

At the beginning of each year the participants and the providers of education give suggestions on events to be organized. The national board created in relation to the implementation of the Days including representatives from ministries, NGOs and universities is a very important body which competently evaluates, discusses and creates strategy for the functioning of the forum; This is one proof that the *Lifelong Learning Days* are felt as a necessity in the calendar of the educational initiatives;

The "instrumentarium" suggested by the Slovenian team including the Manual for coordinators, the conceptual model for implementing *Lifelong Learning Days*, the E-bulletin, the feedback

questionnaires for participants, the conceptual framework for needs assessment national level etc. are very useful for the initiative;

- International

The Bulgarian LLW got involved from the first year of its implementation in the European movement of the coordinators of the learning festivals. The interaction with our Slovenian, German, Romanian and Spanish partners gave us the chance to learn new interesting solutions, ideas and approaches in organizing such a forum. Our mutual work enriched our practical and methodological aspects.

The non-formal network that was formed led to the successful Grundtvig 4 project. The fruitful cooperation at European level is one more stimulus for the ongoing implementation of *Lifelong Learning Days* in Bulgaria.

8. RECOMMENDATION FOR THE NEXT LIFELONG LEARNING DAYS.

More efforts will be directed towards attracting more students so that they get oriented in the trends of the labor force and be able to meet specialists in the field of professional consultation.

Could be summarized as follows:

- ✓ To prepare various information materials for the forthcoming event and to find all possible ways for their timely spreading around to people from various social groups;
- ✓ To attract media especially following the closing of the *Lifelong Learning Days*;
- ✓ To plan a more attractive opening of the *Days* and to give floor to some of the participants to also greet the rest of guests following the greetings of the official guests and the organizers;
- ✓ To include at the *Lifelong Learning Days* personal histories of “successful learners” presented in an amusing and attractive way and to publish those in the leaflets and on internet. A collection of personal stories could be created, depicting learners from different age groups and reflecting their personal life road;
- ✓ To give special attention to adult and old /the third age/ learners;
- ✓ To increase the participation of the universities not only in the capital, but also from the whole country and thus to direct the attention of the society towards the achievements and the challenges of the university adult education. At the next *Lifelong Learning Days* we plan to organize a student’s conference in the New Bulgarian University (the largest private university in Bulgaria). During the conference students and employers would jointly discuss the key needs of people and the business.
- ✓ Gradually a universities network could be created so that the academic milieu becomes more sensitive towards the issues of the working environments
- ✓ The data collected at the forum to be made available to the interested institutions such as the institute for data processing and organizations from different backgrounds which seek ways for promotion and creating a marketing strategy in the context of adult education;

- ✓ To enrich the questionnaires to be filled in by participants so that data could be made useful to employers as well.

9. CONCLUSIONS

The *Lifelong Learning Days* have become in the national context an important area with its own contents, supporting the realization of the aims defined in the reports. Their influence could be defined by the usage of qualitative indicators / number of participants, number of cities, number of coordinators etc./ but the quantitative criteria are also very important. The *Days* induced different educational initiatives supported the proper understanding of the concept of and the strategy of LLL, attracted the attention of the employers and the key institutions, which are responsible for making the messages of the Memorandum of Lifelong Learning a reality. They widened the notion of the society for the learning spaces, focused the attention on the challenges of formal and non-formal learning. Employers and unemployed, theorists and practitioners, teachers and specialist in Adult Education, students and adult learners, state and private organizations, universities and production units - they all have their forum to ask questions, receive answers, define wishes and find supporters to realize their ideas.

The Lifelong Learning Days at many occasions have been described by representatives from the Ministry of Education and the Ministry of Labor and Social Policy as a forum playing the role of a consultative process in realizing the European practice of the LLL. It could be concluded that this is the event which every year reminds to the responsible political persons and the administration that intense work needs to be done in this direction;

The days provoked specialist to seek ways of fostering the process of drafting a national strategy on LLL with the participation of ministries, state agencies, social partners and NGOs, of organizing discussions on different levels aiming at reflecting on the thesaurus of the notions and finding one common language understandable to all;

The strategy itself would remain a piece of paper without an action plan with concrete programs and responsible people/institutions and deadlines. Similar strategies have been already developed in some of the countries applying for membership to the EU. Due to the *Lifelong Learning Days* that have been organized in Bulgaria three times already, representatives from the Ministry of Education seem convinced and declare that such a strategy is to be prepared in a foreseeable future. Meanwhile in the official documents of the Ministry of Labor and Social policy is written as a task for the next years to develop a strategy for continuous vocational adult education;

Through the initiative LLW in the future ways will be sought to encourage the activities of Ministry of Education by creating a department on Adult Education. At present there is such a decision and through the *Lifelong Learning Days* it will be pushed forward so that it is created as soon as possible;

The creation of a national board for implementation of the *Lifelong Learning Days* is an important step for the creation of a similar board on LLL at the Ministry of Education and Science;

The creation of a network of national coordinators practically means creating “ambassadors” of the European idea, people who regularly inform their governing bodies on the changes in the context of learning, on the new dimensions in the educational programs, on the innovations in the technologies, on the seeking and offering of working places, on the barriers in front of learning and easing the access to education.

LLW as a national forum increased the interest towards the university programs on Adult Education, motivated the people with bachelors degrees to choose such programs and convinced them that these have good prospects for professional realization and are needed in the society;

The *Days* became a center of attraction for trainers, specialist in the field of Adult Education and supported those in the creation of an informal LLL-community.

In the future:

Many tasks are yet to be achieved:

- ✓ to speed up the process of using new teaching and learning methods and technology;
- ✓ to validate the non-formal education and informal learning;
- ✓ to motivate people to learn during all their life, to have their own project how to get ahead;
- ✓ to ease the access to quality education for people with low income;
- ✓ to elaborate a Law for Adult Education.

Sofia, 5. April 2004,

Revised version: 22. September 2004

Dr. Milka Atanasova and Dr. Maria Todorova

National Lifelong Learning Week (LLW) / Learning Festival (LF) Report – Germany

1. NATIONAL CONTEXT, OBJECTIVES AND TARGET GROUPS

1.1. Rationale and background for the LLW / LF

In the nineties the Federal Ministry of Education, Science, Research and Technology commissioned Professor Günther Dohmen to examine approaches to 'lifelong learning' in Germany and other countries. On the first page of his report (Lifelong Learning - Guidelines for a modern education policy;1996) he lists the dramatic changes and challenges that face our society today:

- ”- The natural basis for life on earth – water, soil, air, climate and food – is being destroyed, and growth is exceeding the environment’s natural limits.
- Competition is becoming increasingly globalized, and rationalization measures are eliminating the need for human labour.
- Wage levels and living standards are under pressure.
- Populations are aging and pension systems are in crisis.
- The public sector is crippled by debt crisis and policy making has been struck by paralysis.
- We have reached the limits of financing the welfare system and, concomitantly, social peace.
- The ongoing influx of ‘welfare refugees’ is causing an excessive financial burden and is placing inordinate strain on the public’s compassion and goodwill.
- Community-based value systems are being superseded to an ever-growing by economic egoism.
- Corruption, violence and crime continue to spread.
- Trade, industry sports, the media and politics are being infiltrated by organized crime, and above all
- Structural unemployment threatens domestic stability.” (page 1-2)

Further on Professor Dohmen stresses that, together, these factors comprise an explosive combination of challenges which cannot be mastered using traditional means. The difficult situation caused by the mentioned changes demands in his opinion the mobilization of the skills, abilities and creative problem-solving potential of the entire population. He underlines that we will be able to cope with fast-changing challenges only if we never stop learning. In his report he presents a lifelong learning concept and mentions the National Lifelong Learning Week (following England’s example) as one of several steps towards its operationalisation.

The German Lifelong Learning Weeks / Learning Festivals take place since 1998 and foot on the Adult Learner’s Week experience in England. They are called “Lernfeste”.

The Ministry of Education and Research promoted the initiative together with the 16 Federal Regions (Laender). The Adolf Grimme Institute in Marl, an agency concerned with audiovisual and new media, was entrusted by the Ministry of Education and Research with the nationwide coordination of the festival. This institute fostered the festivals’ spread in all Germany, publicized and documented the results of the initiative at a national level from 1998 until 2000.

Since 2001 there is in Germany no central national coordination anymore, but several Festivals take place further on all over Germany.

With the support of the European Union the Federal Ministry of Education and Research started a new program to foster the development of the education system according to the concept of lifelong learning: „Learning Regions - Support for Networks“ (2001-2006). The program gives financial support for the implementation of new regional networks of organisations and providers from various education sectors.

1.2. Concrete aims and objectives of the LLW / LF

- Strengthen the image of continuing education at political regional level and in the society in general
- Foster cooperation among providers of adult education and among different sectors for example with other institutions like museums, associations, community based initiatives, industries etc. ("Learning alliances")
- Transparency of education providers in the regions
- Reach a brighter part of the society as usual (new target groups) through practical, tangible examples
- Renew the image of learning through modern presentations and offers
- Prove that learning can also be fun and exciting!
- Exchange of know how among learning facilitators and foster innovative methods
- Spread and deepen the awareness about the local/regional resources ("Learning Regions")
- In the last years: Integrate an European Dimension in the single Festivals

Eight years from the report mentioned under 1.1. the challenges are the same.

1.3. Innovations in the German Learning Festival

More than innovations following points are special aspects of the Learning Festival movement in Germany. From the very beginning in 1998 the Ministry fostered the sustainability of the single Festivals: The local organisers could count on the professional support from the central coordination and did profit of its mass media work, but had to find the necessary financial support themselves. In this way different financial models were found, depending on the local focus of the festival and on the actors participating (industry sponsoring, financial help from the region or the town administration, contributions from the festival actors themselves). This model was very successful: up to 200 Festivals were counted in Germany in 2000. A negative influence on the number of Festivals have had the missing of the a national coordination after 2000. Nowadays approximately 40 Festivals are taking place. Another particular aspect is the fact that the local Learning Festivals have been let developing along the regional differences: in some towns there were more than one, in some other there was a central local coordination, some festivals were one day others one month long. Although a common date was proposed, also this could differ because of local needs (other feasts or school holidays etc.). 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. Last but not least: the networks of the Learning Regions* are developing and implementing new projects and events fostering lifelong learning and following the same goals mentioned under 1.2. The only difference is that they don't call it "Lernfest"!

* the „Learning Regions- Support for Networks“ (2001-2006) is a program of the Federal Ministry of Education and Research supported by the European Union. The Federal Ministry of Education and Research started the program to foster the development of the education system according to the concept of lifelong learning.

The program gives financial support for the implementation of new regional networks of organisations and providers from various education sectors

1.4. European dimension

The European dimension has been integrated in some Festivals as well as in events with similar goals through trans-border initiatives (for example: Volkshochschule Anklam, Learning Region

Aachen/Euregio, Learning Region Pontes/Euroregion Neißة), European guests (Learning Festival Benediktbeuern), public discussions on European issues (Learning Festival Bonn) etc.

Since there is no national coordination it was quite difficult to reach all the Learning Festivals organisers. By using the existing networks (as for example the Learning Regions and the Volkshochschulen), through mailings, articles, conferences and single contacts to multipliers all over Germany we contributed with our project to the process of strengthening and widening the European dimension in the German Learning Festivals movement.

1.5. Enrichment of the German Learning Festivals through the project partnership

The common project products as for example the guidebook for coordinators and the E-bulletin have been spreaded all over Germany. The European dimension aspect was brought especially through the project although several efforts in this direction already took place in Germany in the last years (see <http://www.llw5.org>).

The biggest input is represented by the fact that through the LLW5-project partnership a new attempt was made to connect the single Festivals, to foster a network among them and to offer international contacts for professional exchange and know how transfer as well as for possible new project partnerships in the future.

Beside this the exchange among the project partners has been a great opportunity to learn from each other and to profit from the experiences of the project partners (activation/involvement of learners, dialogic evaluation methods, Tertulias etc.).

1.6. Categories of persons that participate in the German Learning Festivals

The Learning Festival addresses all education and training establishments, continuing education, NGOs, grass roots groups, foundations, international organisations, chambers of commerce, cultural institutions such as museums and libraries, and not least, the economic sector. It invites them all to be involved, preferably cooperatively, in holding or joining festivals of learning. Numerous politicians, from local mayors to *Land* prime ministers, took part in festivals or became their patrons. Participants are the members of the above mentioned providers, professionals in the field of education, learners, citizens of all ages and passing-by-people.

2. OUTPUTS OF THE PROJECT IMPLEMENTED IN PLANNING AND IMPLEMENTING LLW /LF

2.1. Outputs implemented in LLW / LF

The Manual for coordinators, the E-Bulletin as well as the link to the several LL informations contained on our web page have been spreaded through several mailings (Learning Regions, Volkshochschulen), conferences, articles in national magazines all over Germany. All our dissemination efforts always stressed the importance of the integration of an European dimension in the Learning Festivals.

We may be able to implement at least in some Festivals the evaluation methods designed in the project.

2.2. Categories of persons that have implemented / will implement the project outputs

- Local/regional LLW/LF-coordinators can use the informations of our web site
- Some LLW/LF-coordinators have been directly involved in writing articles for the E-Bulletin

- In IIZ/DVV two persons are permanently involved in the project; they regularly report to the colleagues/chiefs
- The outputs of the project will be spread to the IIZ/DVV offices worldwide

At the present we are looking for an institution who could take care of the national coordination of the LLW/LF and further on implement the project outputs. First steps in this direction have already been done.

3. EVALUATION OF LLW

The questionnaires have been translated in German but not yet implemented. Our biggest difficulty is, that we aren't an official national LLW-coordination. We can propose something, but we cannot force its implementation. Another difficulty is due to the fact that the evaluation tool is in English and we realised, that this represents a kind of barrier even in the education field. Last but not least: Most of the German LLW/LF-coordinators have already developed their own questionnaires or evaluation methods!

Despite the mentioned difficulties we may be able to evaluate at least one single Festival with the developed questionnaires.

4. DISSEMINATION OF LLW AND OTHER PRODUCTS OF THE PROJECT

- Promotional materials: leaflet and poster

Even during the time of National LF-coordination in Germany a common logo was proposed, yet not forced. As explained under 1.3. the local/regional German LLW/LF were invited to develop their own particular character according to the local needs, goals and resources. Not being a national coordination we could just present our poster through our mailings and we used it during the Learning Festival in Bonn and add it in the letters we sent to interested providers.

The project leaflet is being developed now.

- Manual for coordinators

In Germany we already had a Manual for coordinators. The project manual was enriched through the experiences of the project partners, so that we used the already mentioned dissemination methods to spread it. Since we realised, that English may represent an obstacle, we are now translating it.

- E-Bulletin

Also our E-Bulletin has been regularly disseminated. By involving some LF-coordinators in the publication of articles in it, we could increase its dissemination.

4.1. Activities that IIZ/DVV was responsible for in the project

Within the project the German partner, Institute of International Cooperation of the German Adult Education Association (IIZ/DVV), was responsible for proposing a dissemination plan, coordinating the discussion/exchange on it and write the final version integrating all the partners' opinions/suggestions. Further more we were mainly responsible for the herewith connected work as for example the developing of a table for the dissemination documentation on our web side (see attachment „GE table of dissemination.doc“). All project partners are responsible for the implementation of the agreed dissemination plan.

Related to all the other documents and products of the mutual work IIZ/DVV took actively part in discussing ideas, share experiences and materials, drafting suggestions and implementing outputs in practice.

Furthermore IIZ/DVV was responsible for the organisation of the second Task Force Meeting and second Workshop in Bonn, 09-15 Mai 2003.

4.2. Nature and size of the target groups reached by LLW and the outputs of the project

1998: 130 Learning Festivals nationwide

1999: 150 Learning Festivals nationwide

2000: 206 Learning Festivals nationwide (International LLW: Expo 2000)

Most of the single Festivals were a network of several providers (see numbers below and also 1.6.).

The time after 2000: Citing Mr. Heinz H. Meyer, former responsible of the national coordination in the Adolf Grimme Institute in Marl, nowadays some 40 / 60 Learning Festivals take place nationwide.

The biggest one is probably the Learning Festival in Benediktbeuern (Bavaria) with its 25.000 visitors in 2002 (<http://www.lernende-region.de>). The Learning Festival in Bonn has probably the highest number of participating providers: 125 in 2002.

Enclosed (see attachment GE-LF-2004.doc) is the actualised last LF-list for Germany from the former National coordination, Adolf Grimme Institute, which we actualised by contacting all addresses, including new ones and asking for support through big mailings using the networks of the Learning Regions (75 Learning Regions with regional networks) and of the Volkshochschulen (circa 1000).

We could find at least 27 Learning Festival coordinators/networks and several Education Faires (see list) all over Germany; we suppose that there are more Festivals which we couldn't yet reach, so we are continuing our efforts. This list allows us a more focussed dissemination of the project outputs, since even the ones, who are not organising any LF anymore, were at least once involved, so that they may join the LF movement again.

In the attachment „GE table of dissemination.doc“ are listed the main dissemination activities of Germany. Not included are the several project related meetings with the national coordinator of the Learning Regions, the LF-coordinator of Bonn (a LF that was organised with our direct influence and concrete know-how support), colleagues in IIZ/DVV and DVV, several E-mail contacts with LF-coordinators and interested providers all over Germany and also worldwide and a planned dissemination to the IIZ/DVV-offices worldwide.

5. CONTACTS WITH DIFFERENT NETWORKS AND PROVIDERS FROM VARIOUS FIELDS

See supplement 1 „GE table of dissemination.doc“

See supplement 2 „GE-LF-2004.doc“

See supplement 3 „GE Diss.Efforts 03-04.doc“

Further on we are in contact with the UNESCO Institute of Education especially concerning the EU-project (G4) „International Adult Learners Week in Europe“ (IntALWinE) where IIZ/DVV may actively participate from 2005.

6. INTENTION FOR EXTENTION THE LLWS BEYOND THE PERIOD OF SUPPORT FROM THE LLW5 PROJECT

Lifelong Learning Festivals as well as events with the same goals will be organized in Germany also after the formal project end.

Our goal is to implement a National coordination independent from the LLW5-project. We hope, that we will be able to present the results of our efforts.

Thanks to the LLW5-project IIZ/DVV may have the opportunity to join the „International Adult Learners Week in Europe“ (IntALWinE) as mentioned above; this will further on enrich our know-how and herewith all the LF-movement in Germany. This will also significantly help anchor the European dimension in the German Learning Festivals.

7. RECOMMENDATION FOR FUTURE LLW/LF

- More efforts should be directed towards attracting new target groups / “not-yet-learners”
- more efforts should be directed toward LLW-networking
- more efforts should be directed toward including an European dimension
- more efforts should be directed toward involving the national mass media
- more efforts should be directed toward LLW-evaluation and the spreading of the results
- LLW-participants and learners should be actively involved in the organisation of the LLW/LF
- Learners and potential learners should get a realistic possibility of express their needs and wishes concerning lifelong learning, learning environments, teaching methods etc.
- Personal histories of “successful learners” should be presented and awarded during LLW/LF
- the difference between Learning Festival and a Learning Exposition/Faire should be kept in mind
- a wide thematic focus and big range of activities reaches different target groups and can contribute to an enriching meeting and exchange among the different participating people

8. CONCLUSIONS:

Since we aren't the National LF-coordination we can just talk in general about this issue. The Learning Festivals as well as the several similar projects/events taking place all over Germany support the realization of the aims defined in the report. Their influence could be better defined by the usage of comparable evaluation tools. In general it is evident that LF are a great instrument for reaching new target groups/“not-yet-learners”, for motivating for learning, for creating local/regional networks, for knowledge transfer, for reminding politicians of their own agreements (Memorandum!) and strengthen the value of lifelong learning for all in the society.

Yet Learning Festivals are just a small instrument in the huge system of interrelated initiatives. We still have a lot of work ahead in convincing politicians to take the decisions that support the LF-/LLL-goals. This is in times of economic crisis as nowadays in Germany quite difficult.

For example the access to quality education for people with low income is still an unsolved issue. Even primary schools lack enough funds to cope with increasing challenges as for example new technologies, high number of non-native-speakers, old buildings etc.; vocational schools face the same problems plus the open issue of young people without a possibility on the labour market.

But times were never easy for lifelong learning for all !

Learning Festivals are great promoters for it and support the much needed empowerment of the local coordinators/single providers and the involved learners or not-yet-learners! The strengthening of the LLW-movement all around the world and the active involvement of learners are steps in the right direction.

Bonn, 31.05.04

Sabrina Boscolo Lips for the IIZ/DVV, Bonn, Germany, sabrina.boscolo@gmx.de

Supplement 1

Printed evidence for the Final Report – 13.10.2004

- INFORM, Das Netzwerk-Magazin für Lernende Regionen, 02/03, page 10: Article on the LLW5-project
- dis.kurs, Das Magazin des Deutschen Volkshochschul-Verbandes, 3/2003, page 46: Article on the Learning Festival and the LLW5-Project
- dis.kurs, Das Magazin des Deutschen Volkshochschul-Verbandes, 3/2004, page 32: Article on the Tertulias mentioning our LLW5-Project
- Mail contacts promoting the LLW5-project and its goals with Bettina Bochynek, UIE:
 - o 18.09.2003
 - o 18.02.2004
 - o 14.04.2004
 - o 13.10.2004
- Mail contacts promoting the LLW5-project and its goals with Mrs. Haase, AEAE:
 - o 18.02.2004
 - o 13.10.2004
- Mailings to the German Volkshochschulen (LLW5-project, E-Bulletin, LLL, Manual, LF):
 - o 22.09.2003
 - o 21.01.2004
 - o 27.02.2004
 - o 13.04.2004
 - o 13.10.2004
- Mailings to the Learning Regions (LLW5-project, E-Bulletin, LLL, Manual, LF):
 - o 19.01.2004
 - o 23.02.2004
 - o 18.05.2004
 - o 12.10.2004
- Article on the website of CIC Bonn (www.cic-bonn.org: Center for International Cooperation) on LLW5, Learning Festival and the LLW5-meeting, Mai 2003

Most of the mail contacts have not been recorded and also the mailings are not complete, since the program used deletes the mails after 3 months...

Supplement 2

Learning Festivals in Germany – LLW5-Project

Status: Mai 2004 - Send your comments to: Sabrina Boscolo Lips: sabrina.boscolo@gmx.de

This table foots on the last LF-list of the former German National LF-coordination (Adolf Grimme Institute). It has been updated and is still in process (the updating phase is not closed yet). In 2000 there were over 200 LF in Germany.

The current **Learning Festivals (LF) and Education Expositions (=BM)** are highlighted with **blue** (LF only = 27).

<i>Land</i>	Institution	Anrede	Vorname	Name	Funktion	Strasse	PLZ	Ort	Tel	Fax	email	<i>Internet</i>	LF=Lernfest BM=Bildungsm esse	Int. Kont akte / LR
1. Baden-W.	VHS Stuttgart	Frau	Elke	Leinhos		Fritz-Elsas-Str. 46-48	70174	Stuttgart	0711-1873-7771-7971-7551-752	0711-1873-709	vhs-stuttgart@t-online.de		13.9.2000-24.9.2000	
2. Baden-W.	VHS Nördlicher Breisgau	Herr	Bernhard	Rawer		Kirchstraße 3	79312	Emmendingen	07641 / 9225-25	-33	info@vhs-em.de	www.vhs-em.de	noch offen	
3. Baden-W.	VHS Pforzheim	Herr	Heiko	Weimer		Zerrenner Straße 29	75172	Pforzheim	07231-3800-64/-20/-21	07231-3800-34	weimer@vhs-pforzheim.de		8.9.2000, eintägig	
4. Baden-W.	BAG Ev. Jugendsozialarbeit	Herr	Günter	Buck		Wagenburgstr. 26-28	70188	Stuttgart	0711 / 164 89-14	-21	mail@bagejsa.de	www.bagejsa.de	noch offen	
5. Baden-W.	Schule Neu Denken e.V.	Herr	Manfred	Walter		Weidenweg 11	73087	Boll	07164-5088	07164-5088	mkwalter@t-online.de		3.5.2000-13.5.2000	
6. Baden-W.	VHS Murrhardt e.V.		Frau	Kurz		Obere Schulgasse 7	71540	Murrhardt	07192-5312	07192-29160	vhsmurreu@aol.com		noch offen	
7. Baden-W.	VHS Villingen-Schwenningen	Herr	Volker	Müller /stellvertr. Leiter		Kronenstr. 12	78054	Villingen-Schwenningen	077201-822271	077201-82287	Volker.Mueller@villingen-schwenningen.de		20.6.2000-9.9.2000	
8. Baden-W.	Interessenverband Nachhilfesschulen INA e.V.	Frau	Dr. Cornelia	Sussieck		Grenzhöfer Str. 3	68723	Schwetzingen	06202 / 12260, 0161 / 5159416	24986, 0161 / 5159400	info@sussieck.de	www.ina-schulen.de	36/37 KW. 2000	
9. Baden-W.	Ev. Tagungs- und Begegnungsstätte Schloss Beuggen	Herr	Pfr. Hans-Jürgen	Schmidt		Schloss Beuggen	79618	Rheinfelden / Baden	07623-7519-0, 50635	-21, 50666	info@schloss-beuggen.de	www.schloss-beuggen.de	1.11.2000-4.11.2000	
10. Baden-W.	Lernende Region Heilbronn-Franken c/o IHK Heilbronn-Franken	Frau	Birgit (Kerstin)	Wütherich (Hoffbauer)	Projektleiterin	Ferdinand-Braun-Straße 20	74074	Heilbronn	07131 / 9677-0, -54	-78, -199	wueterich@lr-hf.de, Hoffbauer@heilbronn.ihk.de, info@heilbronn.ihk.de	www.heilbronn.ihk.de, www.lr-hf.de	BM	LR
11. Baden-W.	Lernende Region Heilbronn-Franken c/o IHK Heilbronn-Franken	Frau	Birgit	Wütherich	Projektleiterin	Ferdinand-Braun-Str. 20	74074	Heilbronn	07131 / 9677-54	-78	wuetherich@lr-hf.de, wuetherich@heilbronn.ihk.de	www.lr-hf.de		LR

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12.	Bayern	KBW Tölz	Herr	Andreas	Käter	GF, Projektmanagement, Marketing LRTL, LF 04	Salzstr. 1 - Franzmühle	83646	Bad Tölz	08041 / 6090, 0171 / 7981196		akaeter@t-online.de	www.kbw-toelz.de, www.lrtl.de	LF+ BK 14.-15.05.04 (seit 98, 4.Mal)	LR Int.K ontak te neu: Lernp artne rscha ften + mehr
13.	Bayern	Kunstgespräche	Frau Dr.	Jutta	Thinesse-Demel		Geyerspergerstr. 42	80689	München	089 / 580-6664	-3466	thinesse-demel@t-online.de			
14.	Bayern	Lernende-Regionen-Cham - VHS Cham	Herr	Manfred	Fersch	Projektteam	Mittelweg 13	93413	Cham	09971 / 760-760	-762	mail@lll-cham.de	www.lernende-region-cham.de	LF	LR
15.	Bayern	Lernende Region Tölzer Land gemeinnützige GmbH (LRTL gGmbH)	Frau	Romina	Vianden-Prudent		Zeilerweg 2	83671	Benediktbeuern	08179 / 925-925	-927	info@pruviakom.de	http://cms.lernende-region.de		LR
16.	Bayern	VHS-Oberasbach	Frau	Jutta	Mertens		Rathausplatz 1	90522	Oberasbach	0911 / 9691-148	693174	vhs@oberasbach.de	www.vhs-oberasbach.de	7.5.2000, eintägig	
17.	Bayern	VHS Waldkraiburg	Frau	Evelyne	Bichlmaier		Am Kalander 1	84478	Waldkraiburg	08638 / 8893-70	-72	vhs.waldkraiburg@iiv.de	www.iivs.de/VHS-Waldkraiburg	15.5.2000-20.5.2000	
18.	Bayern	Don Bosco Jugendwerk Bamberg	Herrn	Burkard	Jobst		Hornthalstr. 35	96047	Bamberg	0951 / 8686-26, 96570-0	-25, -120	info@canisiusheim.de, info@st-josefsheim.de	www.canisiusheim.de	24.9.2000, eintägig auch 2002	
19.	Bayern	Katholisches Kreisbildungswerk Mühldorf am Inn e. V.	Herrn	Franz	Langstein		Kirchenplatz 7	84453	Mühldorf am Inn	08681-3767-0		Kreisbildungswerk@t-online.de	www.keb-muenchen.de	26.5.2000, eintägig	
20.	Bayern	Volkshochschule Oberhaching e. V.	Frau	Hannelore	Thöner		Kastanienallee 18	82041	Oberhaching	089-6133200		info@vhs-oberhaching.de		20.5.2000-26.5.2000	
21.	Bayern	VHS Olching	Frau	Mechthild	Kaufmann-Ott		Hauptstraße 73	82140	Olching	08142-489027-28		vhs-olching@ffb.org		20.5.2000, eintägig	
22.	Bayern	VHS München	Herrn	Wolfgang	Reiter		Kellerstr. 6	81667	München	089 / 48006-0, -6220	-6598	info@mvhs.de	www.vhs-muenchen.de	ab 16.9.2000	
23.	Bayern	Beruf. Fortbildungszentren der Bayerischen Arbeitgeberverbände e.V.	Frau	Evelyne	Nazmy		Schleizer Str. 5-7	95028	Hof	09281 / 7254-0	-54	info@ho.bfz.de	www.bfz.de	15.7. 2000, eintägig	
24.	Bayern	Beruf. Fortbildungszentrum der Bayer. Wirtschaft Lindau	Frau	Dr. Maria	Stein		Uferweg 7	88131	Lindau	0 83 82 / 96 51-0	-51	ott.peter@bob.bfz.de, eberhard.grazyna@bob.bfz.de	www.bfz.de	6.9.2000, eintägig	
25.	Bayern	IHK Ingolstadt	Frau	Dr. Maren	Naumann		Goldknopf-Gass 7	85049	Ingolstadt	08458-5515, 08 41 / 9387-112		info@egz.de		Sept. 2000	
26.	Bayern	BayernForum	Herrn	Horst	Schmidt		?		Erding	089-5155555-42		horst.schmidt@fes.de		Mai 2000	
27.	Bayern	VHS Erding	Herrn	Lothar	Fröhlich		Pfarrer-Fischer-Str. 5	85435	Erding	08122-9787-0		vhs-ed@t-online.de		noch offen	
28.	Bayern	VHS Garmisch-Partenkirchen	Herr	Manfred	Zellner	vhs-Leiter, Koordinationsteam	Burgstr. 21	82467	Garmisch-Partenkirchen	08821 / 9590-0	-50	zellner.vhs@gaponline.de	www.vhs-gap.de, www.lernfest-gap.de	20.5.2000-27./28.5.2000 LF 26.-	

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					LF GAP 2004									27.03.2004	
29.	Bayern	Stadtbildungswerk Ingolstadt	Herrn	Jochen Sievers			Ingolstadt	0841-938133			?			5.5.2000-6.5.2000	
30.	Bayern	Erasmus-Grasser-Gymnasium	Frau	Elisabeth Mögele			München	089-587004			elisabeth.moegele@t-online.de			Herbst 2000	
31.	Bayern	Oberallgäuer Volkshochschule ovh	Herrn	Peter Fischer		Sonnenstr. 6	87527 Sonthofen	08321 / 6673-0	-47		info@oa-vhs.de	www.oa-vhs.de		22.7.2000, eintägig	
32.	Bayern	BBi Heimerer Landsberg	Frau	Simone Beldner		Erpfinger Straße 31-32	86899 Landsberg am Lech	08191-9288-0	08191-9288-99		landsberg@heimerer.de			9.9.2000-10.9.2000	
33.	Bayern	Forum Zukunft Oberfranken e.V.	Herrn	Dr. Peter Zeitler		Rosenkavalerplatz 2 (Maximilianstr. 6)	81925 (95444) München (Bayreuth)	089-9214-2291 (0921 / 525-23)		(-24)	info@oberfrankenoffensiv.de	www.forum-zukunft-oberfranken.de		8.7.2000, eintägig	
34.	Bayern	VHS Freising	Frau	Ursula Freudigmann		Kammergasse 12	85354 Freising	08161 / 4907-0		-99	vhs@vhs-freising.org	www.vhs-freising.org		30.9.2000, eintägig	
35.	Bayern	VHS Gmund	Frau	Eugenie Lückenrath		Münchenerstr. 1	83703 Gmund	08022 / 7254		76535	vhs-gmund@t-online.de	www.typomedia.de/vhs/gmund/index.htm		9.7.2000, eintägig	
36.	Bayern	VHS Haar	Frau	Marie-Luise Grünig-Martin		Jagdfeldring 80	85540 Haar	089 / 456985-10, -20		-216	info@vhs-haar.de	www.vhshaar.de		Sept. 2000	
37.	Bayern	VHS Holzkirchen	Herrn	Thomas Mandl		Max Heimbucher Strasse. 1	83607 Holzkirchen	08024-8024			holzkirchen@vhs-bayern.de			7.10.2000, eintägig	
38.	Bayern	VHS Landsberg	Herrn	Stefan Glockner		Hauptplatz 1	86899 Landsberg	08191-94670			vhs-landsberg@t-online.de			Sept. 2000	
39.	Bayern	KVHS Mindelheim/Unterallgäu	Herrn	Michael Trieb		Maximilianstr. 60	87719 Mindelheim	08261 / 9124		4634	info@vhs-ua.de	www.vhs-ua.de		20.5.2000-28.5.2000	
40.	Bayern	Kultur- und Spielraum e.V.	Herrn	Gerd Grüneisl		Ursulastr. 5	80802 München	089 / 3416-76		-77	info@kulturundspielraum.de	www.kulturundspielraum.de		5.6.2000-9.6.2000	
41.	Bayern	Pädagogische Aktion/SPIELkultur e.V.	Herrn	Dr. Wolfgang Zacharias		Augustenstr. 47/Rgb	80333 München	089 / 2609208		268575	spielkultur@pask.muc.kobis.de	www.pa-spielkultur.de		27.7.2000-19.8.2000	
42.	Bayern	Bildungswerk Bayerischer Bauernverband	Frau	Sabine Meyer		Max-Josef-Str. 9	80333 München	089 / 55873-152, -0		-505	Kontakt@BayerischerBauernVerband.de	www.bayerischerbauernverband.de		Juni 2000	
43.	Bayern	VHS Neu-Ulm	Herrn	Dieter Rösch		Josef-Forster-Str. 2 a	89257 Illertissen-Au	07303 / 41200		42335	vhs@lkr.neu-ulm.de	www.vhs.neu-ulm.de		20.5.2000-28.5.2000	
44.	Bayern	Ev. Bildungswerk Regensburg	Herrn	Dieter Weber		Am Ölberg 2	93047 Regensburg	0941 / 59215-0		-23	ebw@ebw-regensburg.de	www.ebw-regensburg.de		27.5.2000, eintägig	
45.	Bayern	VHS Straubing	Herrn	Miethaner		Schulgasse 22	94315 Straubing	09421 / 8457-0		-50	info@vhs-straubing.de	www.vhs-straubing.de		16.9.2000, eintägig	
46.	Bayern	VHS Schweinfurt	Frau	Brigitte Sünkel-Mikus		Martin-Luther-Platz 20	97421 Schweinfurt	09721 / 51476		26894	schweinfurt@vhs-bayern.de , vhs@schweinfurt.de	https://80.237.255.241/		19.5.2000, eintägig	
47.	Berlin	Deutscher Volkshochschul-Verband e.V. (DVV)	Frau	Kerstin Heidecke	Pressereferentin	In den Ministergärten 4	10117 Berlin	030 / 7262900-70		-74	heidecke@dvv-vhs.de , info@dvv-vhs.de	www.dvv-vhs.de			
48.	Berlin	Bezirksamt Berlin	Frau	Charlotte Binder-Rohde							?				
49.	Berlin	VHS Steglitz-Zehlendorf	Frau	Gabriele Schwarz	Leiterin	Markgrafenstr. 3	14163 Berlin	030 / 6321-5281		- 6477	schwarz-g@stegl-zehl.verwaltung-berlin.de	www.vhs-steglitz-zehlendorf.de			
50.	Berlin	Arbeitskreis Orientierungs- & Bildungshilfe e.V.	Frau	Ute Jaehn-Niesert		Gneisenunstr. 2 A	10961 Berlin	030 / 6934038		6917144	106620.2644@compuserve.com			8.9.2000	
51.	Brandenburg	Regionales Lernforum im Wirtschaftsraum		Ch. Binder		Elsterstr. 1b	04910 Elsterwerda	03533 / 4034		164075	verein@lernforum-elbe-elster.de	www.regionales-elbe-elster.de		LF 08.05.04	

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		zwischen Elbe und Elster e.V.													
52.	Brandenburg	VHS Cottbus Regionaler Weiterbildungsbeirat der Stadt Cottbus	Frau	Stellmacher		Bahnhofstr. 69	03046	Cottbus	0355 / 25531	795967	volkshochschule-cottbus@t-online.de	www.cottbus.de/bildung/volkshochschule/index.html	9.9.2000, eintägig		
53.	Brandenburg	Stadtverwaltung Potsdam, Amt für Weiterbildung / VHS Potsdam	Herrn	Gerhard	Meck M.A.	Dortustr. 37	14467	Potsdam	0331 27180-0	2718025	vhsinfo@rathaus.potsdam.de	www.potsdam-vhs.de	9.9.2000, eintägig		
54.	Brandenburg	Weiterbildungs-Info-Laden Potsdam	Frau	Christa	Schäfer	Am Kanal 47	14467	Potsdam	0331 / 289-6561	-6564	c.schaefer@power-weila.de, vhs-verband.brandenburg@t-online.de, roswitha.voigtlaender@rathaus.potsdam.de	www.power-weila.de/aktionen/	BM 5. LF im 2005		
55.	Brandenburg	Bildung/Begegnung/ Zeitgeschehen Bernau e. V.	Frau	Dr. Birgit	Schädlich	Breitscheidstr. 41	16321	Bernau	03338/763270	03338-764458	bbz-bernau@ginko.de		9.9.2000 (14-22 Uhr), eintägig		
56.	Brandenburg	Erwachsenenbildung Land Brandenburg e. V.	Herrn	Dr. Klaus	Hatwieger	Dorfstr. 10	14513	Teltow-Ruhlsdorf	03328/447610	03328/447620	?		Sept. 2000		
57.	Brandenburg	URANIA-Verein Barnim e.V.	Herrn	Renner		Eberswalder Straße 9	16321	Bernau	03338-5719		?		14.8.2000-17.8.2000		
58.	Brandenburg	Kreisvolkshochschule Potsdam-Mittelmark				Ernst-Thälmann-Straße 10	14806	Belzig	033841 / 3882-0	-22	kvhs-pm@abu-infoline.de	www.abu-infoline.de/VHS/homepage.htm	22.9.2000, eintägig		
59.	Brandenburg	VHS Märkisch-Oderland / Hauptgeschäftsstelle Bad Freienwalde	Herr		Henkel	Leiter	Amtsstraße 1, Haus III	16259	Bad Freienwalde	03344 / 150527	1509079	volkshochschule@landkreismol.de	www.maerkisch-oderland.de/landkreis/volkshochschule.html	September 2000, 36. KW.	
60.	Brandenburg	Kreisvolkshochschule Dahme-Spreewald	Herrn	Serge	Lacombe	Logenstr. 17	15907	Lübben	03546-270360/-61	03546/270359	office@dahme-spreewald.de		9.9.2000-10.9.2000		
61.	Brandenburg	Zeuthener Akademie für Weiterbildung (ZAK)	Frau	Scholz		Bahnhofstr. 1, Haus 20	15745	Wildau	03375-553667	03375-553699	postmaster@zak-wildau.de		9.9.2000 und 16.9.2000		
62.	Brandenburg	Bildungsstätte der eb gGmbH Wusterhausen	Frau	Kerstin	Wacker	Seestr. 5	16868	Wusterhausen	033979 / 8660	86617	wusterhausen@eb-brandenburg.de	www.eb-brandenburg.de	15.9.2000, eintägig		
63.	Brandenburg	Bildungsstätte der eb gGmbH Bad Liebenwerda	Frau	Martina	Seiger	Bergstr. 72	04924	Bad Liebenwerda	035341 / 12300	3 16 62	bad-liebenwerda@eb-brandenburg.de	www.eb-brandenburg.de	21.9.2000, eintägig		
64.	Brandenburg	Bildungsstätte der eb gGmbH Bad Freienwalde	Herrn	Werner	Püschel	Leiter	Weg an der Bahn	16259	Bad Freienwalde	03344 / 3328-14, -16	-15	bad-freienwalde@eb-brandenburg.de	www.eb-brandenburg.de	Sept. 2000	
65.	Brandenburg	Bildungsstätte der eb gGmbH Prenzlau	Herrn	Wolf	Donath	Leiter	Mühlmannstr. 2	17291	Prenzlau	03984 / 717-64	-65	prenzlau@eb-brandenburg.de	www.eb-brandenburg.de	Sept. 2000	
66.	Brandenburg	Bildungsstätte der eb gGmbH Henningsdorf	Frau	Reiner	Blank	Leiter	Neudorfstr. 18 b	16761	Henningsdorf	03302 / 55-9383	-9137	henningsdorf@eb-brandenburg.de	www.eb-brandenburg.de	07.06.2000, eintägig	
67.	Brandenburg	Bildungsstätte der eb gGmbH Görlsdorf	Frau	Jeannette	Michta	Leiterin	Parkweg 59	15926	Görlsdorf	03544 / 512-73	-75	goerlsdorf@eb-brandenburg.de	www.eb-brandenburg.de	14.9.2000 und 16.9.2000	
68.	Brandenburg	Bildungsstätte der eb gGmbH Spereberg	Frau	Ursula	Spiesecke		Goethestr. 2	15838	Spereberg	033703-77136		?		6.9.2000,	

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69.	Brandenburg	gGmbH Sperenberg	Frau	Jeannette	Michta		Cottbuserstr. 1	03172	Guben	03561-4102		?		eintägig 6.7.2000 (10-14 Uhr), eintägig	
70.	Brandenburg	Bildungsstätte der eb gGmbH Lübben	Frau	Jeannette	Michta		Am Südbahnhof 7-8	15907	Lübben	03546 / 183332	22 08 94	kurssystem.luebben@eb-brandenburg.de	www.eb-brandenburg.de	Sept. 2000	
71.	Brandenburg	Regionaler Weiterbildungsbeirat für den Landkreis Oberhavel					Poststraße 1	16515	Oranienburg	03301-601485	03301-601480	pressestelle@kreis-oberhavel.de	www.kreis-oberhavel.de	21.9.2000, eintägig	
72.	Brandenburg	Ländliche Erwachsenenbildung e.V. (LEB e.V.)	Frau	Birgit	Habermann		Berliner Str. 45	14712	Rathenow	03385-501257	03385-514189	?		8.9.2000, eintägig	
73.	Brandenburg	Regionaler Weiterbildungsbeirat des Landkreises Teltow-Fläming					Am Nuthefieß 2	14943	Luckenwalde	03371 / 608-3101, -3141	-9060	info@swfg.de	www.teltow-flaeming.de, www.swfg.de	7.9.2000-8.9.2000	
74.	Brandenburg	LASA Brandenburg GmbH, Projekt LUCHS – Lernen in der Uckermark, Chancen sehen	Herr	Christoph	Schäberle	Netzwerkmanager	Wildstr. 31	17268	Templin	03987 / 208822	53593	lasa-luchs@web.de, office@lasa-brandenburg.de	www.luchs-um.de	LF Aug 04	LR
75.	Bremen	VHS Wildeshausen	Frau	Karin	Köpke / päd. Mitarb.		Kirchstr. 8	27793	Wildeshausen	04431-2113	044313613	?		9.9.2000, 10-16 Uhr	
76.	Bremen	VHS Bremen	Frau Dr.	Barbara	Loer							barbara.loer@vhs-bremen.de			
77.	Bremen	Verein „Lernzentrum e.V.“	Frau	Angelika	Hansen		An der Lesumer Kirche 1	28717	Bremen	0421-634949	0421-624713	webmaster@Lernzentrum-ev.de		8.9.2000-9.9.2000	
78.	Bremen	LernNetzwerk Bremen	Frau	Tatjana	Grotthaus-Hoffmann		Bürgerstr. 1	28195	Bremen	0421 / 36301-914		grotthaus-hoffmann@arbeitnehmerkamer.de , info@lernnetzwerk-bremen.de	www.lernmesse-bremen.de, www.lernnetzwerk-bremen.de	LM 04./05. 03.2004	
79.	Bremen	Kreisvolkshochschule Verden	Frau	Christiane	Stürmann / Projektleiterin		Schleppenförderstr. 12	27283	Verden	04231-3014-0	04231-3014-29	christiane-stuermann@landkreis-verden.de		7.9.2000 eintägig	
80.	Hamburg	KWB Koordinierungsstelle Weiterbildung und Beschäftigung e.V.	Herrn	Christoph (Hansjörg)	Lapczyna (Lüttke)		Kapstadtring 10	22297	Hamburg	040 / 6378-5500, -5546	-5599	info@kwb.de, lapczyna@kwb.de	www.lernende-metropole.de	BM + LF 2004	
81.	Hessen	Lernende Region Kassel Stadt und Land e.V.	Frau	Susanne	Kost	Projektkoordinatorin	Bahnhofstr. 26	34369	Hofgeismar	05671 / 5075-39	-31	s.kost@region-kassel-land.de	www.lernende-region-kassel.de	LF Herbst 2004 (1.Mai)	LR
82.	Hessen	VHS Rheingau-Taunus e.V., Projekt „Lernende Region“	Frau	Sibylle	Klingebiel	Projektleiterin	Erich-Kästner-Str. 5	65232	Taunusstein	06128 / 9277-25, 069 / 94319692 pr.	-35	klingebiel@vhs-rtk.de, sibylle.klingebiel@web.de	www.vhs-rtk.de	LF Juli 04	LR
83.	Hessen	Projekt „Lernende Regionen“ – Volkshochschule Frankfurt	Frau	Beate	Plänklers	Projektkoordination	Ottostraße 23	60329	Frankfurt / Main	069 / 27 22 76-14	-22	beate.plaenkers.vhs@stadt-frankfurt.de		LF: 08.02.04	LR
84.	Hessen	VHS Rheingau-Taunus	Herrn	Günther	Woogk		Erich-Kästner-Str. 5	65232	Taunusstein	06128 / 9277-0, -11	-35	info@vhs-rtk.de	www.vhs-rtk.de	19.8.2000, eintägig	
85.	Hessen	VHS der Stadt	Frau	Dr.	Botte		Kaiserstr. 7 ab Aug.	63065	Offenbach	069-8065-3156	069-8065-	vhs@offenbach.de		29.8.2000-	

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	Offenbach		Gabriele			Berliner St. 77				3144			22.9.2000	
86.	Hessen	VHS Darmstadt-Dieburg	Herrn	Karl – A.	Bertsch	Albinstr. 23	64807	Dieburg	06071-881-2301	06071-881-2319	vhs@di.ladidi.de		8.9.2000, eintägig	
87.	Hessen	VHS der Universitätsstadt Gießen	Frau	Dr. Annegret	Körner	Südanlage 4	35390	Gießen	0641-306-2466	0641-3062474	akoerner@giessen.de		26.8.2000-8.9.2000	
88.	Hessen	Bund für Volksbildung Oberursel e. V. / VHS des Hochtaunuskreises	Frau	Bärbel	Glöser	Füllerstr. 1	61440	Oberursel/Ts.	06171-58480	06171-584810	gloeser@vhs-hochtaunus.de		7.9.2000-9.9.2000	
89.	Hessen	KVHS Gießen	Frau	Dr. Marieanne	Ebsen-Lenz	Kreuzweg 33	35423	Lich	06404 / 9163-13, -0	-40	kvhs.giessen@lkgi.de	www.lkgi.de	9.9.2000-13.9.2000	
90.	Hessen	Kreisvolkshochschule Vogelsberg e.V.	Herrn	Hans-Günter	Oer	am Pfeifenweiher 4 A	36341	Lauterbach	06641/3018	06641/919505	hg.oer.@vhs-vogelsberg.de		8.9.2000-9.9.2000	
91.	Hessen	Grone-Bildungszentrum		Frau	Högemann-Lohse	Kurt-Schumacher-Str. 25	34117	Kassel	0561-711761	0561-711762	grone-kassel@t-online.de		noch offen	
92.	Hessen	Grone-Bildungszentrum Stadtlendorf	Herr	Frank	Rogalski	Zum Grillplatz 8	35260	Stadtlendorf	06428-921160	06428-921162	grone-stadtlendorf@t-online.de		noch offen	
93.	Hessen	Beratungsstelle für Weiterbildung Rhein-Main Walter-Kolb-Stiftung e.V.	Frau	Andrea	Blumenauer	Berliner Str. 27	60311	Frankfurt am Main	069 / 212-40900	-40901	info@walter-kolb-stiftung.de	www.walter-kolb-stiftung.de	noch offen	
94.	Hessen	Lernende Region main-kinzig+spessart c/o Gesellschaft für Wirtschaftskunde e.V.	Frau	Elke	Hohmann	Projektleitung LR Martin-Luther-King-Str.1	63452	Hanau am Main	06181/ 99 75-221, -227	-111	e.hohmann@bpmks.de, e.hohmann@regioline-mkk.de	www.bildungsportal-main-kinzig-spessart.de, www.bpmks.de	LF/BM 20.06.2004	LR
95.	Hessen	Lernende Region Waldeck-Frankenberg, Netzwerk zur Verbesserung der Bildungsinfrastruktur	Frau	Angelika	Janßen-Kühn	Projektleitung Lindenstr. 36	34537	Bad Wildungen	05621 / 2896	73999	janssen-kuehn@web.de	www.bildung-machts-bunt.de	BM 3.BM 2005	LR
96.	MVP	Landesverband für Weiterbildung im ländlichen Raum e.V. Geschäftsstelle	Herrn	Hans Jürgen	Pey	An der Krippe 3	19348	Perleberg OT Quitzow	03876 / 791092	-91	pey@leb1.de		September 2000	
97.	MVP	WIB – Weiterbildungs-Information und Beratung in Mecklenburg - Vorpommern	Herr	Gerhard	Evers	Geschäftsführer Landesstelle WIB Baustr. 7	19061	Schwerin	0385 / 64682-0	-22	wib@wib-mv.de	www.wib-mv.de, www.weiterbildung-mv.de		
98.	MVP	BBZ Berufliches Bildungszentrum der Prignitzer Wirtschaft e. V.	Frau	S.	Thiede	Horningstr. 9c	19322	Wittenberge	03877/949700	03877-70582	wb.bbz@t-online.de oder pr.bbz@t-online.de		24.5.2000, eintägig	
99.	MVP	KVHS	Frau	Irene	Frese-Melzer Leiterin	Tribseeser Chaussee	18507	Grimmen	038326-80020	65826	info@vhs-grimmen.de	www.vhs-grimmen.de	9.9.2000,	

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	Nordvorpommern					4							eintägig LF Herbst/September 2004	
100. MVP	VHS Greifswald der Hansestadt Greifswald	Frau	Änne	Nobis		Marthin-Luther-Str. 7a	17489	Greifswald	03834 / 7736-0	-16	postmaster@vhs-hgw.hgw.mv.schule.de	www.greifswald-online.de/bildung/volkshochschule.php	9.9.2000, eintägig	
101. MVP	Weiterbildungsinformation und Beratung - WIB- e.V. in Mecklenburg-Vorpommern	Herrn		Lauterbach		Baustraße 7	19061	Schwerin	0385-64682-0	0385-64682-22	wib@wib.de		15.8.2000-1.9.2000	
102. MVP	KVHS Rügen	Frau	Frau	Pöttsch		Schulstr. 2	18578	Bergen	03838-200580	03838-2005818	KVHS.RUEGEN@t-online.de		13.9.2000, eintägig	
103. MVP	KVHS Parchim	Frau	Dörte	Hillig	Direktorin	Ziegdorfer Chaussee 11	19370	Parchim	03871 / 44-1120	-4207	vhs-pch@t-online.de		7.9.2000, eintägig LF 2004	
104. MVP	Verein der Ingenieure und Wirtschaftler in Mecklenburg-Vorpommern e. V.	Herrn	Dipl.-Ing. Eckhard	Müller und Frau Wachtel		Rosa-Luxemburg-Straße 32	18055	Rostock	0381-4923841	0381-46231190	viw-msa.mv@t-online.de		7.9.2000-9.9.2000	
105. MVP	HWS-Hochschule Wismar Service GmbH	Frau	Kathrin	Dinse	Projektkoordinatorin	Philipp-Müller-Straße	23966	Wismar	03841 / 753-139	-132	egos@mb.hs-wismar.de, n.gruenwald@mb.hs-wismar.de	www.mb.hs-wismar.de	LF 05.-10.05.03	LR
106. MVP	Lernende Region Mittleres Mecklenburg - Küste						18273	Güstrow	03843 / 236-206	-100	info@lernburg-kueste.de	www.lernburg-kueste.de	Vorauss. 2003	LR
107. MVP	VHS Anklam	Herr	Gerd	Matzki	Leiter	Mühlenstr. 8 d	17389	Anklam	03971 / 210213	833697	gm.vhs-ovp@t-online.de		?	LR ?
108. Niedersachsen	Bildungsvereinigung ARBEIT UND LEBEN Nds. e.V.	Herr	Carl-Bertil	Schwabe	Geschäftsführer	Dreyerstr. 6	30169	Hannover	0511 / 16491-0	-26	lgst@arbeitundleben-nds.de	www.arbeitundleben-nds.de, www.lernende-metropole.de	LF in HH ?	LR
109. Niedersachsen	Bildungsgenossenschaft Südniedersachsen (BIGS) – Netzwerk „Lernende Region – Bildung 21“	Frau	Maria	Lemmermöhle		Lange Geismarstr. 73	37073	Göttingen	0551 / 48864-15, -13	-14	m.limmermoehle@bigsgoe.de	www.goest.de/bildungsgenossenschaft.htm, www.bildung21.net	LF 03.09.04 (bereits mehrmals)	LR
110. Niedersachsen	VHS Göttingen					Bahnhofsallee 7	37081	Göttingen	0551 / 4952-0	-33	info@vhs-goettingen.de	www.vhs-goettingen.de		
111. Niedersachsen	VHS Lingen		Frau/Herrn	Heuking-Seeger		Am Pulverturm	49808	Lingen	0591 / 91202-13, -17, -0	-99	j.blohm@vhs-lingen.de, info@vhs-lingen.de	www.vhs-lingen.de	4.9.2000-15.9.2000	
112. Niedersachsen	VHS Stade	Frau	Brigitte	Maus / Verwaltungslleiterin		Wallstr. 17	21680	Stade	04141-40990	04141-409925	office@vhs-stade.de, maus@vhs-stade.de		8.9.2000, 18:00 Uhr - 9.9.2000, 18:00 Uhr	
113. Niedersachsen	VHS Hildesheim	Herrn	Hartmut	Hille	Fachbereichsleiter	Pfaffenstieg 4-5	31134	Hildesheim	05121 / 9361-38, -0	-66	info@vhs-hildesheim.de	www.vhs-hildesheim.de	26.8.2000-16.9.2000	
114. Niedersachsen	VHS Lüneburg	Frau	Bettina	Lübs		Hindenburgstraße 105	21335	Lüneburg	04131-309212	04131-309207	cassens@vhs.lueneburg.de		8.9.2000 (Fahrt zur EXPO) - 9.9.2000	
115. Niedersachsen	VHS Braunschweig	Frau	Ursula	Martens-		Alte Waage 15	38100	Braunschweig	0531 / 2412-101, -0	-114, -221	info@vhs-braunschweig.de	www.vhs-braunschweig.de	9.9.2000,	

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achsen				Berkenbrink									eintägig (10-16 Uhr)
116. Niedersachsen	Grone-Schule-Lüneburg	Herrn	Joachim	Wernich /Bereichsleiter		Stadtkoppel 25	21337	Lüneburg	04131-7632-20	04131-7632-22	grone-schule-lueneburg@t-online.de		9.9.2000, eintägig
117. Niedersachsen	VHS Schaumburg	Herrn	Jürgen	Lingner		Jahnstraße 21A	31655	Stadthagen	05721 / 787-0, -114	-199	info@vhs-schaumburg.de	www.vhs-schaumburg.de	23.9.2000, eintägig
118. Niedersachsen	VHS Oldenburg		Herrn	Meyer		Am Waffenplatz	26122	Oldenburg	0441 / 92391-0	-13	info@vhs-ol.de	www.vhs-ol.de	1.9.2000-3.9.2000
119. Niedersachsen	fundus - Arbeitsgemeinschaft für Berufliche Weiterbildung im Kreis Höxter	Frau	Gabriele	Hanke		Corveyer Allee 21	37671	Höxter	05271 / 9743-10	-30	fundus@gfwhoexter.de	www.fundus.gfwhoexter.de	20.5.2000 / 10.00-17.00 Uhr, eintägig
120. Niedersachsen	Bildungswerk der DAG	Frau	Ursel	Fischer		Schulener Landstr. 150	30165	Hannover	0511 / 639164	9689199	DAGBWHann@aol.com		8.9.2000, eintägig
121. Niedersachsen	VHS des Landkreises Diepholz	Frau	Jutta	Witte		Nienburger Str. 5	28857	Syke	04242 / 976-4067, -4075	-4942	J.witte.vhs@diepholz.de, vhs@vhs-diepholz.de		10.9.200, 11-18 Uhr
122. Niedersachsen	VHS Papenburg	Herrn	Dr. Rainer	Krieger		Hauptkanal rechts 72	26871	Papenburg	04691 / 82-219	-314	Kontakt@VHS-papenburg.de	www.vhs-papenburg.de	noch offen
123. Niedersachsen	KVHS Wernigerode	Frau	Reina	Schmidt		Unterm Ratskopf 53	38855	Wernigerode	03943 / 6915-20, -0	-26	kvhs-wr@t-online.de	www.kvhs-wernigerode.de	26.8.2000, eintägig
124. Niedersachsen	VHS Wolfsburg	Herrn	Ulrich	Stefan		Heinrich-Heine-Str. 36	38440	Wolfsburg	05361 / 89390-40	-15	vhs@stadt.wolfsburg.de	www.vhs-wolfsburg.de	15. 9.2000, eintägig
125. Niedersachsen	Ev. Familien-Bildungsstätte		Herrn	Klinge		Dietrich-Bonhoeffer-Str. 1A	38300	Wolfenbüttel	05331-802452	05331-802 9-452	U.Klinge@Luth-braunschweig.de		9.9.2000, eintägig
126. Niedersachsen	Diakonie-Elisabethstift Jugendwerkstatt					Am Exer 13	38302	Wolfenbüttel			?		9.9.2000
127. Niedersachsen	VHS Emden	Herrn	Jürgen	Seidel		An der Berufsschule 3	26721	Emden	04921-915541	04921-915591	info@vhs-emden.de		9.9.2000, eintägig
128. Niedersachsen	VHS Nienburg	Herrn	Dieter	Labode		Rühmkorfstr. 12	31582	Nienburg	05021 / 9616-0, -13	-96	DLABODE@aol.com , vhs@kreis-ni.de	www.landkreis-nienburgweser.de	8.9.2000, eintägig
129. Niedersachsen	VHS Salzgitter	Herrn	Dr. Peter	Schade		Thiestr. 26 a	38226	Salzgitter	05341 / 839-3604	-4940	vhs@stadt.salzgitter.de	www.vhs-salzgitter.de	13.9.2000-14.9.2000
130. Niedersachsen	LENZ e.V.	Frau	Heidrun	Tietge		Braunschweiger Str. 137	38518	Gifhorn	05371 / 5899-97	-98	heidrun.tietge@lenz-info.de	www.lenz-info.de	LF 05.06.04
131. NRW	Volkshochschule Bochum	Herrn/Frau		Ratenhof		Willy Brandt Platz 2 - 6	44787	Bochum	0234-910-2883		TRatenhof@bochum.de		8.9.2000
132. NRW	Volkshochschule der Stadt Herne / Kulturzentrum / Haus am Grünen Ring	Frau	Elisabeth	Schlüter			44623	Herne	02323-16-2920 (-2841)	02323-16-2410	vhs@herne.de		8.9.2000, eintägig
133. NRW	VHS Herten	Herrn	Manfred	Nousch		Resser Weg 1	45699	Herten	02366 / 3035-10, -15	-95	M.Nousch@herten.de, vhs@herne.de	www.herten.de/kultur/vhs/	8.9.2000, eintägig
134. NRW	VHS Leverkusen	Frau	Ulrike	Alexius		Am Büchelster Hof 9	51373	Leverkusen	0214 / 40641-80	-82	info@vhs-leverkusen.de	www.vhs-leverkusen.de	9.9.2000, eintägig
135. NRW	VHS Münster	Frau	Gisela	Viertel		Aegidiemarkt 3	48143	Münster	0251 / 492-4302, -4321	-7725	viertelG@stadt-muenster.de , vhs@stadt-muenster.de	www.muenster.de/stadt/vhs/	8.9.2000, eintägig
136. NRW	VHS Paderborn	Herr	(Dr. Otmar)	(Allendorf) Happe		Kamp 43	33098	Paderborn	05251-881229	05251-882043	vhs@paderborn.de, h.happe@paderborn.de		4.9.2000 - 8.9.2000

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137.	NRW	VHS Rhein-Sieg	Frau	Mechthild	Tillmann		Ringstr. 24	53721	Siegburg	02241 / 3097-0	-29	Mechthild.Tillmann@rhein-sieg-vhs.de, info@rhein-sieg-vhs.de	www.rhein-sieg-vhs.de	8.9.2000-9.9.2000	LF 2004	
138.	NRW	Arbeitskreis Weiterbildung Arbeit und Leben Oberhausen	Frau	Deslina	Kallinikidon		Elsässer Str. 26a	46045	Oberhausen	0208-825-2930	0208-24679	AuL-Oberhausen@t-online.de		8.9.2000, eintägig		
139.	NRW	Bundeszentrale für politische Bildung	Frau	Petra	Grüne	Stabsstelle				01888 515-0, -287	-312	gruene@bpb.bund.de				
140.	NRW	Bundeszentrale für politische Bildung	Herr	Detlef	Dechant	Stabsstelle				01888 515-0, -270	-312	Dechant@bpb.bund.de				
141.	NRW	Deutscher Volkshochschul-Verband e.V. (DVV)	Frau	Gundula	Frieling		Obere-Wilhelm-Str. 32	53225	Bonn	0228 / 97569-21	-30	frieling@dvv-vhs.de	www.dvv-vhs.de			
142.	NRW	Deutsches Institut für Erwachsenenbildung (DIE)	Prof. Dr.	Klaus	Meisel	Direktor	Friedrich-Ebert-Allee 38	53113	Bonn	0228 / 3294-101	-4101	meisel@die-bonn.de				
143.	NRW	Deutsches Institut für Erwachsenenbildung (DIE)	Herr Dr.	Heino	Apel	Projekt LLL	Friedrich-Ebert-Allee 38	53113	Bonn	0228 / 3294-131	-4131	apel@die-bonn.de				
144.	NRW	Adolf Grimme InstitutAGI	Herr	Heinz	Meyer		Eduard-Weitsch-Weg 25	45768	Marl	02365 / 9189-14	-89	info@grimme-institut.de, meyer@grimme-institut.de, hagedorn@grimme-institut.de	www.grimme-institut.de			
145.	NRW	Projekträger des BMBF im Deutschen Zentrum für Luft- und Raumfahrt e.V. (PT im DLR), Bildungsforschung	Herr	Frank	Tönnissen	Öffentlichkeitsarbeit	Postfach 24 01 07	53154	Bonn	0228 / 3821-310	-323	frank.toennissen@dlr.de	www.lernende-regionen.info			LR
146.	NRW	Projekträger des BMBF im Deutschen Zentrum für Luft- und Raumfahrt e.V. (PT im DLR), Bildungsforschung	Herr	Eckart	Lilienthal	Öffentlichkeitsarbeit	Postfach 24 01 07	53154	Bonn	0228 / 3821-318	-323	eckart.lilienthal@dlr.de	www.lernende-regionen.info			LR
147.	NRW	Projekträger des BMBF im Deutschen Zentrum für Luft- und Raumfahrt e.V. (PT im DLR), Bildungsforschung	Herr	Christoph	Kasten	Abteilungsleitung	Postfach 24 01 07	53154	Bonn	0228 / 3821- 322	-323	christoph.kasten@dlr.de	www.lernende-regionen.info			LR
148.	NRW	Lernende Region Netzwerk Köln e.V., Geschäftsstelle	Herr	Franz	Spies	Orientierungsberatung	Hollweghstr. 22-26	51103	Köln	0221 / 9908-2920	-2929	Franz.Spies@bildung-in-koeln.de				LR
149.	NRW	Lernende Region Netzwerk Köln e.V. – KMU-Service in der Kreishandwerkerschaft	Frau	Mechtild	Neumann	Öffentlichkeitsarbeit	Frankenwerft 35	50667	Köln	0221-2070-452	9908-442	mechtild.neumann@bildung-in-koeln.de		LF 10.09.04 in der VHS Neumarkt (bereits mehrmals)		
150.	NRW	Stadt Köln – Amt für Weiterbildung	Frau	Gabriele	Hammelrath	LF-Organisation	Willy-Brandt-Platz 3	50679	Köln	0221 / 221-23608	-23803	gabriele.hammelrath@stadt-koeln.de , Monika.Grimm@stadt-koeln.de	www.stadt-koeln.de	s.o. 150		

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151.	NRW	Lernende Region Netzwerk Köln e.V. - KMU-Service in der Kreishandwerkerschaft	Herr	Frieder	Engstfeld	Öffentlichkeitsarbeit	Frankenwerft 35	50667	Köln	0221-2070-432	9908-442	friedrich.engstfeld@bildung-in-koeln.de			
152.	NRW	Lernet Bonn/Rhein Sieg e.V.	Herr	Jürgen	Hindenberg	President	Bonner Talweg 17	53113	Bonn	0228 / 2284-148, 0171 9328156	-170	hindenberg@bonn.ihk.de	www.	LF Sept.03 (in Bonn seit 99, Lernet zum 1.Mal)	
153.	NRW	Zentrum für Lern- und Wissensmanagement und Lehrstuhl Informatik im Maschinenbau, Lernende Region Aachen/Euregio	Frau	Andrea	Heide	Koordinationssteam Lernen ohne Grenzen	Dennevertstr. 27	52068	Aachen	0241 / 80911-73	-22	heide@zlw-ima.rwth-aachen.de	www.zlw-ima.rwth-aachen.de		LR Int. Kontakte
154.	NRW	Zentrum für Lern- und Wissensmanagement und Lehrstuhl Informatik im Maschinenbau, der RWTH Aachen (ZLW/IMA der RWTH Aachen) - Lernende Region Aachen/Euregio	Herr	Tom	Tiltmann	Koordinati on				0241 / 80-91172	-91177	tiltmann@zlw-ima.rwth-aachen.de , henning@zlw-ima.rwth-aachen.de Prof. Klaus Henning (ZLW/IMA der RWTH Aachen), hees@zlw-ima.rwth-aachen.de	www.lernen-ohne-grenzen.de	LF 10.-17.09.04	
155.	NRW	EPS	Frau	Isabel	Kuberski	Prokuristin	Kessenicher Str. 233	53129	Bonn	0228 / 5499-32, 0160 5446030	-71	kuberski@epsbonn.de	www.epsbonn.de	LF (als Koordinatorin vom Lernet)	Int. Kontakte
156.	NRW	EPS	Frau		Prokosch-Sander	Leiterin	Kessenicher Str. 233	53129	Bonn	0228 / 5499-30	-71	eps@epsbonn.de	www.epsbonn.de	LF (als Koordinatorin)	Int. Kontakte
157.	NRW	GSI – Gustav Stresemann Institut e.V.	Herr Dr.	Jan Ulrich	Clauss	Wissenschaftlicher Leiter	Langer Grabenweg 68	53175	Bonn	0228 / 8107-190, -191	-198	clauss@gsi-bonn.de			
158.	NRW	Bildungswerk für Friedensarbeit	Frau	Aki	Krieger	Geschäftsführerin	Budapester Str. 21	53111	Bonn	0228 / 96959-70, -40	-42	Krieger@bf-bonn.de , info@bf-bonn.de	www.bf-bonn.de	LF (als AkteurIn)	
159.	NRW	Bundesstadt Bonn, Regionalsekretariat für Arbeitsmarktpolitik	Frau	Martina	Schönborn-Waldorf	Leiterin Büro Bonn	Rathausgasse 5-7	53103	Bonn	0228 / 77-2052		martina.schoenborn-waldorf@bonn.de , regionalsekretariat@bonn.de	www.regionalsekretariat.d e	LF (als Koordinatorin) seit 1999	
160.	NRW	IIZ/DVV										samlowski@iiz-dvv.de , hinzen@iiz-dvv.de			
161.	NRW	Bundesstadt Bonn	Frau	Pia	Heckes	Bürgermeisterin						?			
162.	NRW	Bundesstadt Bonn	Frau	Bärbel	Dieckmann	Oberbürgermeisterin						baerbel.dieckmann@bonn.de , buergerbuero@bonn.de			
163.	NRW	Bundesstadt Bonn	Herr	Gerhard	Samson	Leiter? Presseamt				0228 / 77-2840 ?	-3559 ?	Gerhard.Samson@Bonn.de			
164.	NRW	Fortbildungsakademie	Herr	Markus	Keller	Akademiel	Schönhauser Str. 64	50968	Köln	0221 7 37640-30	-92	markus.keller@faw-koeln.de	www. ?	LF (als Akteur)	LR ?

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

	e der Wirtschaft (FAW) gGmbH				eiter										
165.	NRW	Weiterbildungskonferenz Stadt Marl	Frau	Gisela	Ewert-Kolodziej		Balthasar-Neumann-Str.1	45768	Marl	02365-13908		?			9.9.2000, eintägig
166.	NRW	aktuelles forum nordrhein-westfalen e.V.	Frau	Barbara	Affeldt		Hohenstaufenallee 1-5	45888	Gelsenkirchen	0209-15510-16	0209-15510-29	?			8.9.2000, eintägig
167.	NRW	KVHS Altenkirchen	Herrn	Arnold	Holstein		Parkstr. 1	57609	Altenkirchen	02681 / 81-345	-441	horst.klein@kreis-ak.de	www.kreis-altenkirchen.de		1.9.2000-23.9.2000
168.	NRW	Diakonie / Ev. Fachseminar für Altenpflege		Frau I.	Hock-Altenrath		Otto-Haarmann-Str. 10	45768	Marl	02365 / 67494	65285	?			noch offen
169.	NRW	Ev. Familienbildungsbehörde		Frau	Fromlowitz		Martinikirchhof 7	32423	Minden	0571-20119		?			noch offen
170.	NRW	KVHS Nordhorn Grafschaft Bentheim	Herrn	Peter	Wirtz		Bernhard-Niehues-Str. 49	48531	Nordhorn	05921 / 8365-0, -13	-20	wirtz@vhs-nordhorn.de, info@vhs-nordhorn.de	www.vhs-nordhorn.de		8.9.2000, eintägig
171.	NRW	VHS Werl-Wickede-(Ruhr)-Ense	Herrn	Werner	Pfeifer		Kirchplatz 5	59457	Werl	02922 / 9724-0	-13	info@vhs-werl.de	www.vhs-werl.de		10.9.2000, eintägig
172.	NRW	VHS Gladbeck	Herr	Dietrich	Pollmann		Friedrichstr. 55	45964	Gladbeck	02043 / 99 -2449	-1416	dietrich.pollmann@stadt-gladbeck.de, info@vhsgradbeck.de	www.vhsgradbeck.de		
173.	NRW	VHS Moers	Frau	Marian	Schnell		Kastell 5	47441	Moers	02841 / 201-968, -565	-537	volkshochschule@moers.de	www.moers.de/moers/mo.nsf/frm_schule_volkshochschule?OpenFrameSet		
174.	NRW	VHS Wuersele	Frau	Hedwig	Bock					02405 / 67341		volkshochschule@wuersele.de			
175.	Rheinland-Pfalz	Lernende Region Trier e.V. c/o Handwerkskammer trier	Herr	Günther	Heil	Netzwerkkoordinator	Loebstr. 18	54292	Trier	0651 / 207-116	-222	heil@lernende-region-trier.de	www.lernende-region-trier.de		LF eher Bildungsmesse LR
176.	Rheinland-Pfalz	Verband der Volkshochschulen von Rheinland-Pfalz e. V. / VHS	Herrn	Lothar	Bentin		Hintere Bleiche 38	55116	Mainz	06131-288890	06131-2888930	vhs-verband-rp@t-online.de, vhs@vhs-mainz.de			36. Woche
177.	Rheinland-Pfalz	Johannes Gutenberg Universität Mainz, Zentrum für wissenschaftliche Weiterbildung – Step on! Bildungswegweiser	Frau	Catrin	Yazdani	Projektmanagement		55099	Mainz	06131 / 39-24241, -26191	-24714	info@step-on.de, Catrin.Yazdani@verwaltung.uni-mainz.de	www.step-on.de		LF
178.	Rheinland-Pfalz	VHS im Weiterbildungszentrum Ingelheim	Herrn	Ernst	Scheiner		W.-Leuschner-Str. 61	55218	Ingelheim	06132 / 79003-0, -15	-22	e.scheiner@wbz-ingelheim.de, wbz@wbz-ingelheim.de	www.wbz-ingelheim.de		1.9.2000, eintägig
179.	Rheinland-Pfalz	KVHS Kusel	Herrn	Volker	Heitmann		Haselrech 1	66869	Kusel	06381 / 4242-79	-81	/			21.8.2000-23.9.2000
180.	Rheinland-Pfalz	Beirat für Weiterbildung im Landkreis Bad Kreuznach / Heimvolkshochschul	Frau	Mechthild	Wigger		Schloss	55606	Hochstetten-Dhaun	06752-93840	06752-3837	wigger@schlossdhaun.de, info@schlossdhaun.de			9.9.2000, eintägig

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	e Schloss Dhaun vertreten durch													
181. Rheinland-Pfalz	Kreisverwaltung Rhein-Lahn	Frau	Marietta	Hartwig		Insel Silberau	56129	Bad Ems	02603-972-176		info@rhein-lahn-info.de		6.9.2000, eintägig	
182. Rheinland-Pfalz	Beirat für Weiterbildung im Landkreis Neuwied	Herrn	Walter	Höller / Leiter RWBZ		Marktstraße 67	56564	Neuwied	02631/358 358	02631/358 344	amic-neuwied@firmen-netz.de		6.9.2000-16.9.2000	
183. Rheinland-Pfalz	Kreisbeirat für Weiterbildung im Landkreis Bitburg-Prüm	Herrn	Joachim	Kandels		Rathausplatz 3-4	54634	Bitburg	06561-6001-144	06561-6001-944	bitburg@t-online.de		8.9.2000	
184. Rheinland-Pfalz	VHS Daun	Herrn	Holdwill	Weber		Burgfriedstr. 25	54550	Daun	06592 / 98-0966	-4652	volkshochschule@stadt-daun.de	www.stadt-daun.de/mainframe.asp?lang=de&e1=140&e2=155	8.9.2000-16.9.2000	
185. Rheinland-Pfalz	KVHS Mainz-Bingen	Frau	Monika	Nickels		Wilhelm-von-Erlanger-Str. 1000	55218	Ingelheim	06132-787-287/-221	06132-787-198	kvhs@Mainz-Bingen.de		12.8.2000, eintägig	
186. Rheinland-Pfalz	Palatinet-Bildungsnetz: Die lernende Region südliche und westliche Pfalz	Herr	Alexander	Geisler	Koordinationsstelle	Bürgerstraße 23	76829	Landau	06341 / 906-412	-401	palatinet@uni-landau.de	www.palatinet.de	LF 07.09.02	LR
187. Saarland	Deutsches Forschungszentrum für Künstliche Intelligenz GmbH	Frau	Elke	Rieder	Projektleiterin Marketing	Stuhlsatzenhausweg 3	66123	Saarbrücken	0681 / 30264-810	-849	Elke.Rieder@dfki.de	www.dfki.de , saarlernnetz.de		LR
188. Saarland	KVHS Saarlouis	Herr	Rudolf	Hahn		Kaiser-Wilhelm-Str. 4-6	66740	Saarlouis	06831-4444-13/ -22	06831-444-422	kvhs@kreis-saarlouis.de		3.9.2000-10.9.2000	
189. Saarland	bfm Berufsbildungswerk Zweigniederlassung Saarbrücken	Herrn	Josef	Schömann		Unterfurthener Str. 27	66117	Saarbrücken	0681-5845728	0681-5845730	saarbruecken.schoemann@bfm.de		noch offen	
190. Saarland	CEB Fortbildungswerk	Frau	Margot	Hauptenthal		Industriestraße 6-8	66663	Merzig-Hilbringen	06861 / 9308-0	-25	info@ceb-merzig.de	www.ceb-merzig.de	8.9.2000-9.9.2000	
191. Saarland	ctt Gesellschaft für berufliche Bildung mbH	Herrn	Henning	Romund		Zum Felsacker	66773	Schwalbach	06831-953210	06831-7953103	henning.romund@ctt-bildung.com		6.9.2000, eintägig	
192. Sachsen	PONTES-Agentur im internationalen Begegnungszentrum St. Marienthal	Frau Dr.	Regina	Gellrich	PONTES-Projektleiterin	St. Marienthal 10	02899	Ostritz-St. Marienthal	035823 / 77252	-250	ibz-pontes@t-online.de	www.pontes-pontes.de	LF 25.09.04 (3. LF)	LR Int. Kontakte
193. Sachsen	KVHS Elbe-Elster Nebenstelle Herzberg	Herrn	Martin	Brasse		Ludwig-Jahn-Str. 4	04916	Herzberg	03535 / 6126	248161	vhs-Fi@t-online.de, vhs-hz@t-online.de	www.kvhs-elbe-elster.de	2.9.2000 evtl. 8./9.9.2000	
194. Sachsen	Frauenzentrum "Horizont"	Frau	Ines	Eichhorn		Weinbergstraße 15	01979	Lauchhammer	03574 / 122966	-59	info@fi-lauchhammer.de	www.fi-lauchhammer.de	11.9.2000 - 14.9.2000	
195. Sachsen	Europa-Zentrum Meissen e.V.	Frau	Jutta	Leuschke		Elbstraße 8	01662	Meißen	03521-4552209	03521-4552295	europazentrummeissen@t-online.de		noch offen	
196. Sachsen	KVHS Mittlerer Erzgebirgskreis	Herrn	Ralph	Göhler		Grünthaler Straße 115	09526	Olbernhau	037360-72770	037360-3047	VHS.Olbernhau@t-online.de	www.vhs-mittleres-erzgebirge.de	8.9.2000, eintägig	
197. Sachsen	BBI Heimerer Oschatz	Herrn	Ulf	Tscheck		Riesaer Str. 23	04758	Oschatz	03435-90240	03435-902499	Tscheck@heimerer.de		6.9.2000-13.9.2000	

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198.	Sachsen	Sächsischer Volkshochschul-Verband e.V.	Herr	Bernd	Stämmler	Geschäftsführer	Bergstr. 61	09113	Chemnitz	0371 / 35427-50	-55	info@vhs-sachsen.de, staemmler@vhs-sachsen.de	www.vhs-sachsen.de	BM 2004	
199.	Sachsen-Anhalt	KVHS Quedlinburg	Frau	Martina	Peetz	FB-Leiterin Sprachen	Mummental 2	06484	Quedlinburg	03946 / 5340-37, -32	-59	peetz@kvhs-quedlinburg.de, info@kvhs-quedlinburg.de	www.kvhs-quedlinburg.de	LF jedoch nicht 2004	
200.	Sachsen-Anhalt	Deutsche Angestellten-Akademie im Bildungswerk der DAG e.V. Zweigstelle Dessau		Frau	Geißler		Brauereistraße 1-2	06847	Dessau	0340-54049-17	0340-54049-20	DAA-Dessau@t-online.de		September 2000	
201.	Sachsen-Anhalt	KVHS Aschersleben-Staßfurt	Frau	Christine	Zimmermann		Magdeburger Str. 4	06449	Aschersleben	03473 / 9203-0	-22	kvhs@aschersleben-stassfurt.de	www.aschersleben-stassfurt.de/kvhs	8.9.2000, eintägig	
202.	Sachsen-Anhalt	PAS - private Akademie für die Selbständigkeit GmbH	Frau	Dr. Sigrid	Auras		Kleiststr. 9 b	39108	Magdeburg	0391 / 7330-132	-132	pAS-GmbH@t-online.de		8.9.2000, eintägig	
203.	Sachsen-Anhalt	VHS Dessau	Herrn		Dr. Lundershausen		Wolfgangstr. 13	06844	Dessau	0340-2400552	0340-2400553	vhs@dessau.de		8.9.2000, eintägig	
204.	Sachsen-Anhalt	VHS Burgenlandkreis	Frau	Andrea	Kabisch		Domherrenstr. 1	06712	Zeitz	03441 / 2124-65, -55	-12	vhsBurgenlandkreis@t-online.de	www.zz-regional.de/vhs/index.htm	8.9.2000, eintägig	
205.	Sachsen-Anhalt	KVHS Schönebeck	Frau	Frau	Förster		Tischlerstr. 13 a	39218	Schönebeck	03928 / 4851-0	-51	kvhs@schoenebeck.de	www.kreisvolkshochschule-schoenebeck.de	9.9.2000, eintägig	
206.	Sachsen-Anhalt	KVHS Köthen	Frau	Heidrun	Pfitzer		Wallstr. 31 A	06366	Köthen	03496 / 212033	309770	/		8.9.2000, 8-12 Uhr, eintägig	
207.	Sachsen-Anhalt	Mitteldeutscher Verband für Weiterbildung e.V.		Frau	Herrgoß		Regensburger Str. 7 a	06132	Halle	0345-772880-28	0345-7709460	HoPa-Halle@t-online.de		4.9.2000-9.9.2000	
208.	Schleswig-Holstein	Wirtschaftsförderung Lübeck GmbH / Verbund Weiterbildung in Lübeck c/o Media Docks	Herr	Harald	Poppner	Projektleiter Verbund Weiterbildung in Lübeck	Willy-Brand-Allee 31 c	23554	Lübeck	0451 / 280373-03, 0163 / 6501301	-04	poppner@luebeck.org, info@weiterbildung-luebeck.de	www.weiterbildung-luebeck.de, www.messe-luebeck.de	?	LR ?
209.	Schleswig-Holstein	VHS Norderstedt / Weiterbildungsverbund Segeberg	Herrn	Werner	Hutterer		Rathausallee 50	22846	Norderstedt	040-53595900	040-53595904	info@vhsnorderstedt.de		23.8.2000 & 26.8.2000	
210.	Schleswig-Holstein	Weiterbildungsverbund Dithmarschen / Entwicklungsgesellschaft Brunsbüttel mbH		Herrn	Ackermann / Herrn Haupt		Elbehafen	25541	Brunsbüttel	04852-8384-0	04852-8384-30	info@egeb.de		8.9.2000, eintägig	
211.	Schleswig-Holstein	Weiterbildungsverbund Mittelholstein / c/o DAG-Forum e. V.	Herrn	Dirk	Kessemeyer		Plöner Straße 2	2453	Neumünster	04321-929181	04321-921212	dirk.kessemeyer@neumuenster.netsurf.de		2.9.2000-10.9.2000	
212.	Schleswig-Holstein	Stiftung S-H Landesmuseen	Frau	Dr. Uta Kuhl und	Sybille Laturner		Schloss Gottorf	24837	Schleswig	04621 / 8134-51	-555	info@schloss-gottorf.de	www.gottorf.de	6.9.2000-13.9.2000	
213.	Schleswig-Holstein	VHS Melsdorf	Frau	Ute	Heinecke		Schiedekoppel 2	24109	Melsdorf	04340 / 419938	/	/		8.9.2000, eintägig (15-18 Uhr)	

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214.	Schleswig-Holstein	VHS Pinnberg e.V. – Projektbüro: Lernende Metropolregion Hamburg	Frau	Susan	Remé		Mühlenstr. 2	25421	Pinneberg	04101 / 8089-10	-29	reme@vhs-pinneberg.de	www.lernende-metropole.de	4.9.2000-9.9.2000 BM + BK 2004	LR
215.	Schleswig-Holstein	VHS Rendsburger Ring	Frau	Regina	Wieck		Paradeplatz 11	24768	Rendsburg	04331 / 2088-0	-30	vhs@vhs-rendsburg.de		LF	
216.	Schleswig-Holstein	Kreis Nordfriesland Der Landrat / Entwicklungsabteilung	Frau	(Gisela) Inke	(Lehmann) Clausen		Marktstraße 6	25813	Husum	04841-67-464	04841-67-423	info@nordfriesland.de, Inke.Clausen@nordfriesland.de		21.10.2000-22.10.2000	
217.	Thüringen	VHS Jena-Stadt	Herrn	Harri	Groth		Friedrich-Wolf-Straße 2	07743	Jena	0 36 41 / 4682-0	-17	volkshochschule@jena.de	www.jena.de/volkshochschule/	8.9.2000 - 15.9.2000	
218.	Thüringen	Thüringer Volkshochschulverband e.V. / Landeskuratorium für Erwachsenenbildung Thüringen	Frau	Angelika	Mede		Konrad-Zuse-Str. 3	07745	Jena	03641 / 6209-03	-78	mede@vhs-th.de, angelika.mede@vhs-th.de	www.vhs-th.de	30.9.2000-1.10.2000	
219.	Thüringen	Lernende Region Ilm-Kreis	Frau	Katharina	König	Koordinatorin LR	Am Helmholtzring 1, Haus M/406	98693	Ilmenau	03677 / 69-1709	-1569	Katharina.Koenig@TU-Ilmenau.de	www.lernregion.net	LF 15.05.04	LR
220.	Thüringen	Paritätisches Bildungswerk - Landesverband Thüringen e.V.	Frau	Karin	Kunert		Bergstraße 11	99192	Neudietendorf	036202 / 26-152, -156, 77 98 14	-158, 77 98 11	during@pbw-thueringen.de	www.pbw-thueringen.de	30.9.2000	

Supplement 3

Promotion and dissemination efforts of the German team

(Internet, E-Mails, personally, consulting function, presentation during congresses, workshops, LF)

Below are listed only contacts with whom we had an exchange (personally, via E-Mail or both); far higher is the number of the persons who regularly received informations about the LLW5-project, but didn't react (see GE Table of dissemination). From the beginning of the LLW5-project not every dissemination contact has been recorded!!!

LOCAL / REGIONAL

- Industrie- und Handelskammer Aachen, i.A. Monika Frohn, M.A., Geschäftsführung, Theaterstr. 6 – 10, 52062 Aachen, Tel: +49 241 4460-102, Fax: +49 241 4460-149, www.aachen.ihk.de
- Wirtschaftsfoerderungsgesellschaft, Landkreis Emmendingen, Andreas Feller, Dr. Dipl.paed.; MA phil., Gartenstr. 30, D- 79312 Emmendingen, fon: 0049 - 7641 – 451671, fax: 0049 - 7641 – 451449, E-mail: a.feller@landkreis-emmendingen.de, Internet: www.lernreg-em.de
- ver.di-Forum Nord e.V., Projekt Lernendes Neumünster, Kaiserstraße 11-19, 24534 Neumünster, Tel. 04321-200681, Fax 04321-7076525, lernendes-neumuenster@freenet.de (Mailingliste LR)
- Julia Plehnert, Moderation Weiterbildungsverbund, Rendsburg-Eckernförde, Weiterbildungsverbund Rendsburg-Eckernförde, c/o Bildungszentrum Tannenfelde, 24613 Aukrug, Tel.: 04873/18-73, Fax: 04873/18-88, e-mail: info@weiterbildung-rd-eck.de (Mailingliste LR)
- Peter Schönrock peter.schoenrock@tbh-kleve.de (Mailingliste LR)
- "Nicola Dettmer" dettmer@vhs-pinneberg.de (Mailingliste LR)
- Catrin Yazdani M.A., Johannes Gutenberg-Universität Mainz, Zentrum für wissenschaftliche Weiterbildung, Step on! Bildungswegweiser, Projektmanagement, 55099 Mainz, Tel.: 06131/39-24241(-26191), Fax: 06131/39-24714, info@step-on.de
www.step-on.de, Catrin Yazdani Catrin.Yazdani@verwaltung.uni-mainz.de (Mailingliste LR)
- Katharina Fourmont, katharina.fourmont@bilse.de (Mailingliste LR)
- Tom Tiltmann, tiltmann@zlw-ima.rwth-aachen.de (Mailingliste LR + Kontakt in Benediktbeuern)
- Eva Linke, eva.linke@mail.aachen.de (Mailingliste LR)
- Lydia Tatjana Nitzsche, lydia-tatjana.nitzsche@lernende-region-bodensee.de (Mailingliste LR)
- Heinz Kastenholz, WFG Schwäbisch Hall, Stauffenbergstrasse 35-37, 74523 Schwäbisch Hall, Telefon: (0791) 5801-23, Telefax: (0791) 5801-13, Mobil: (0170)5838610), mailto:kastenholz@wfgsha.de, Internet: <http://www.wfgsha.de/> (Mailingliste LR)
- Norbert Wörner, Projektkoordination, LernendeRegion main-kinzig+spessart, Gesellschaft für Wirtschaftskunde e.V., Martin-Luther-King-Straße 1, 63452 Hanau, Tel. 06181-9975228, Fax 06181-9975111, <http://www.bpmks.de>, n.woerner@regioline-mkk.de (Mailingliste LR)
- Maria Lemmermöhle, Bildungsgenossenschaft Südniedersachsen e.G. (BIGS), Netzwerk "Lernende Region - Bildung 21", Lange Geismarstr. 73, 37073 Göttingen, Tel: 0551/4886413/15, Fax:0551/4886414, mail: m.lemmermoehle@bigs-goe.de, www: [www: www.bildung21.net](http://www.bildung21.net) (Mailingliste LR + LF)
- Carsten Krauß, Projektmanagement, STZ Zwickau gGmbH, Walther-Rathenau-Straße 53, D-08058 Zwickau, Phone: +49 (0) 3 75 / 3 32 - 38 35, Fax: +49 (0) 3 75 / 3 32 - 22 21, Mail: krauss@stz-zwickau.de (Mailingliste LR)
- Redaktion Bildungslinks, www.Bildungslinks.de, Das Profiportal für Multiplikatoren und Experten in der Weiterbildung, Herausgeber: <http://www.BaS-Hamburg.de>, Bildungsportal: <http://www.Bildungslinks.de>, Redaktion@Bildungslinks.de, Tel.: 040/ 85 40 38 64, Fax: 040/ 85 40 38 73, ICQ: 27215115 (Mailingliste LR)
- Jörg Brückner brueck.j@TU-Cottbus.De (Mailingliste LR)

- Djspronature@aol.com, Dr. Jürgen Schneider, Projektkoordinator der LR Südliches Sachsen-Anhalt (Mailingliste LR)
- Carsten Braasch" <carsten.braasch@web.de (Mailingliste LR)
- Frank Beyer, RegioNet-OWL, Felix-Fechenbach-Str. 5, 32756 Detmold, Tel. 05231/62-5600, Fax 05231/630119910, Beyer, Frank (Kreis Lippe)" F.Beyer@lippe.de, Mail regionet-owl@lippe.de www.regionet-owl.de (Mailingliste LR)
- Karin Schulz karin.schulz@phil.tu-chemnitz.de (Mailingliste LR)
- Frau Gabi Afferus, Netzwerk Ampel, Ahrhaus (?), LR Kreis Borken, Tel. 02561 / 699576 (Mailingliste LR + telefonisch)
- Herr Manfred Fersch, VHS Cham, Projektleiter Lernende Region Cham, mf@lll-cham.de (Mailingliste LR + personal contact)
- Herr Käter, Frau Romina Vianden-Prudent, Lernende region Bad-Tölz (Mailingliste LR + personal contact + LF)
- Andrea Heide, Lernende Region Aachen (Mailingliste LR + personal contact + conference)
- Herr Poppner, Projektkoordination Verbund Weiterbildung in Lübeck (personal contact)
- Frau Rieder, Projektassistentin Lernende Region Saarbrücken (Saarlernnetz? Mailingliste LR + personal contact)
- Frau Klingelbiel, VHS Rheingau-Taunus, Lernende Region Rheingau-Taunus (Mailingliste LR + personal contact)
- Herr Heil, Lernende Region Trier (Mailingliste LR + personal contact)
- Herr Evers, WIB in Meckenburg Vorpommern (personal contact)
- Herr Spies, LR Netzwerk Köln (Mailingliste LR + personal contact + LF)
- Frau Binder-Rohde i.A. von Frau Schwarz, Leiterin der VHS Steglitz-Zehlendorf, Berlin
- Herr Hindenberg, Learning Festival in Bonn and Chamber of Commerce (personal contact + LF)
- Informations to all the LF organizations in Bonn (personal contact)
- Herr Matzki, Leiter VHS Anklam, deutsch-polnische Zusammenarbeit (Mailingliste LR + personal contact)
- Stadt Bonn, Deputy Mayor, Pia Heckes (personal contact)
- Stadt Bonn, LF coordinator Frau Schönborn-Waldorf (personal contact)
- Frau Krieger, Bildungswerk für Friedensarbeit, Bonn (personal contact)
- Frau Prokosch-Sander, EPS Bonn (personal contact)
- Frau Gellrich, Projektleiterin LR Pontes, Euroregion Neiße, Mail wg Veranstaltung „Lernen ohne Grenzen“, ibz-pontes@t-online.de (Mailingliste LR)
- Herr Meyer, AGI, Former LF national coordinator 1998-2000 (personal contact)
- wwwrun@marlonia.maridan.net (Mailingliste LR)
- Christoph Schäberle lasa-luchs@web.de (Mailingliste LR)

NATIONAL

- Dis.kurs, Das Magazin des DVV, Heft 3-2003
 - INFORM, Magazin of the Learning Regions, Sept. 2003-11-19
 - 22.10.2003: Conference in Aachen: Surpassing (?) the borders, Presentation of the LLW5-Project for ca. 70 multipliers from all over Germany and Nederland
 - Herr Kasten, Projektkoordination Lernende Regionen (Leiter)
- Herr Tönnissen, Projektkoordination LR, Öffentlichkeitsarbeit,
 Eckart Lilienthal, Öffentlichkeitsarbeit und Ergebnistransfer,
 Projektträger im DLR für das Bundesministeriums für Bildung und Forschung, Abt. Bildungsforschung,
 Programm "Lernende Regionen - Förderung von Netzwerken", Postfach 240107, 53154 Bonn, tel. 0228 / 38 21 31 8, fax 0228 / 38 21 32 3, www.lernende-regionen.info

- Mailingliste der Lernende Regionen: 75 Region probably thousand of multipliers, several mailings (see GE Table of dissemination)
- Mailingliste DVV: 16 Verbände, ca. 1000 VHS bundesweit, several mailings (see GE Table of dissemination)
- Andreas Baaden, Deutsche UNESCO Kommission (took part to the LF in Bonn)
- Marketing Tagung Benediktbeuern, Presentation auf Tafeln, Mai 2003

INTERNATIONAL

- KENYA ADULT LEARNERS ASSOCIATION, P.O BOX 19343 - 00202 KNH, Nairobi, Kenya, mgathoni2002@yahoo.com, MAGDALENE GATHONI MOTSI
- UIE, Bettina Boychinek, Informations per Mail and personally
- EAEA, Ellinor Haase, per Mail and personally, she took part to the stage discussion during the LF in Bonn
- Ewa Przybylska, Projektleiterin IIZ/DVV, Poland
- Liz Suda, AE provider, Australia
- CIC aktuell-Homepage, Meeting in Bonn: „Fachkräfte aus EU geben der Lernfestbewegung neue Impulse“
- Biljana Mojsovska, IIZ/DVV Projektbüro Skopje, Blagoj Strackov 8, 1000 Skopje, R. Makedonien, Tel./Fax: + 389 2 3178 106, 3178 270, <http://www.iiz-dvv.de/>, <http://www.inebis.org/>
- Roseli Rodriguez de Mello, Professor at the Federal University of Sao Carlos, Brazil, roseli@power.ufscar.br

REPORT ON THE COLLECTIVE EVENT IN SPAIN, 2003

The Lifelong Learning Festival was held in Spain for the first time in November 2003. It was organised and co-ordinated by FEUP (Federación Española de Universidades Populares) and CREA (Centre Especial de Recerca en Teories i Pràctiques Superadores de Desigualtats. Universitat de Barcelona) through the project *Widening and strengthening the European dimension of the learning week movement*, subsidised by the European Commission as part of the Socrates programme. The festival was carried out in collaboration with other social and educational organisms and entities, as well as coinciding with a Collective Event where other institutions that form part of the project would participate.

We prepared the celebration of the Lifelong Learning Festival with two preview meetings. These meetings were planned with a view to giving the participants in different schools, associations and entities the opportunity to decide and plan which specific activities they wanted to carry out during the festival.

These two meetings were organised in July and October of 2003 and participating in them were educators, organisers and participants in Adult Education. At the first meeting, held in Madrid, different organisational topics were dealt with: the design of the program of acts at the LLW, contact with the entities that were being involved in the act and the concretion of proposed ideas to approach in the festival. The second meeting took place in Barcelona and in this, they mainly worked on finalising the preparations for the LLW.

Lastly, the First Festival of Lifelong Learning was divided into two acts. The first act centred on the annual celebration of Popular Universities Day [el día de las Universidades Populares] and took place on the 21st of November in Madrid. This event 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. Furthermore, it is a useful event to promote lifelong learning.

The second act was held on the 22nd of November 2003, also in Madrid, the third Congress of Dialogic Literary Circles. Literary circles from different Spanish provinces participated: Madrid, Vigo, Vitoria-Gasteiz, Bilbao, Almería, Valladolid and Catalonia; and at the same time people interested in the experiences from Menorca, Córdoba and Castellón also took part. Entities that are currently running Circles in Brasil (Sao Carlos) and Australia gave their support through a video that was seen by all those attending the Congress.

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

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

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

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

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

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

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

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

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

The beginning of the LLW in Spain has meant a new contribution to Adult Education. Before the year 2003, in Spain there still did not exist a concern of this type, which has been installing itself in some European countries for some time. The implementation of the *First Festival of Lifelong Learning and Adult Education* provided a new contribution to the movement of Democratic Adult Education that during the past few years has been developing in the Spanish State. This creates a new route for being able to

diffuse the importance of permanent education and the need for the voices of the people participating to be taken into account.

The LLW had an important impact at three different levels: in the number of people that took part, from the media, representatives of public administrations and relevant organisations that were interested.

1. **Assistance.** In the Conference on Dialogic Literary Circles around 300 people participated from different entities and organisations that are putting into practice literacy circles with a dialogic focus. Teachers, organisers and the people participating began a discussion about the need to promote the use of these gatherings around the world. They also talked about the importance of allowing for more musical dialogic circles and to generate an interest in the schools and the children.
2. **Media.** Different forms of media from the regional and national scale were interested in the celebration of the First Festival of Lifelong Learning in Spain. National newspapers such as *ABC*, *El País* and national (*Televisión Española*), regional (*Telemadrid*) and educational television (*Tele UNED. Televisión de la Universidad Nacional de Educación a Distancia*).
3. **Administrations and organizations.** Professionals from the Spanish Ministry of Education and NIACE (National Institute of Adult Continuing Education), EAEA (European Association for Education of Adults), UNED (National University of Distance Learning) attended the event.

Before and after the collective event, different activities were also specified in relation to the Festival and at a regional and local level promoted the importance of lifelong learning and the movement of the Lifelong Learning Week.

For dissemination activities see <http://www.llw5.org>. See also E-bulletin 4/5, page 11-13, <http://www.llw5.org/e-bulletin>.

- a) Commission of Conferences of Women's Rights (CONFAPEA)
- b) Commission of the multicultural group of FACEPA (Federació d'Associacions Cultural i Educatives de Persones Adultes, Federation of Cultural and Educational Associations of Adults)

The dissemination of the project and the Lifelong Learning Week have been two closely related aspects. This is due most of all to the drive this project has meant for the First Festival of Lifelong Learning in Spain. For this reason, in the case of CREA the diffusion has also been closely related and has been carried out by the adult schools and the entities that are associated with CONFAPEA and FACEPA.

In Catalonia there is an association dedicated to the education of adults (AEPA. Associació per l'Educació Persones Adultes) that published, together with the Barcelona Council, a magazine (*PAPERS d'Educació de Persones Adultes*) focusing on permanent education. It is important to point out that in the latest edition of the magazine that dealt with the importance of adult education in Europe, an article was published dedicated to the First Festival of Lifelong Learning and the Education of Adults organised in Spain³.

Prepared by CREA-UB team

³ Drogenik, O & Pangerc, Z. 2004. Primer festival d'aprenentatge al llarg de tota la vida a Espanya. *Papers d'Educació de Persones Adultes*. Núm: 44. Marzo 2004. AEPA (Associació per l'Educació de Persones Adultes)

REPORT ON THE 1T SPANISH LIFELONG LEARNING WEEK 2003
(LLW G1 model structure for reporting)

1) Identity Card	
Title:	<p>Español: I Festival del Aprendizaje a Lo Largo de La vida y la Educación de Personas Adultas en España –LLL-.</p> <p>English: FIRST FESTIVAL OF LIFELONG LEARNING AND ADULT EDUCATION IN SPAIN –LLL-</p>
Implementation of the First Festival in Spain:	<p><u>Date of Spanish National Ceremony:</u> 21st November 2003.</p> <p><u>Local and regional activities:</u> throughout November 2003.</p> <p><u>National and International activities:</u> November and December 2003.</p> <p><u>How did the idea of organising a Festival in Spain start?</u></p> <p>The Popular Universities network celebrated “The Day of the Popular Universities” annually (from 1993 to 1996), to value and celebrate learning with learners, women, young and older people, etc. Some of the themes central to this celebration were: lifelong learning education and training, the celebration of a Book Day, Theatre Day, performances by groups of learners, schools, associations....</p> <ul style="list-style-type: none"> - In 1997 (19 – 25 May) , The Spanish Federation of Popular Universities (FEUP) participated in a SOCRATES project: “Adult Learners’ Week” coordinated by NIACE; FEUP participated in a study visit and had the opportunity to attend relevant events organised in different areas of the Festival in UK. At the time NIACE had organised this National event to promote Lifelong Learning and Adult Education for six years. Some of the objectives to be achieved through this celebration were: Marketing for the promotion of AE; inter-institutional coordination; recognising learners’ achievements. - In CONFINTEA V (July 1997) UNESCO, following a NIACE’s proposal, promotes among ONGs and participating institutions, the idea of the celebration of Lifelong Learning Festivals/Weeks in different countries. - Through the collaboration in the European Commission Memorandum on LLL and the Commission Recommendation “Making an European Area of Lifelong Learning a Reality” (November 2001), FEUP and other Spanish AE organisations follow this Recommendation for the celebration of a future Festival in Spain. - FEUP, in a number of meetings with the Ministry of Education, Culture and Sports, study the possibility of organising a Festival of LLL and AE in Spain (2000), in collaboration with other interested entities (UNESCO’s Commission in Spain, FAEA,...) - Through the Grundtvig Project LLW5 coordinated by Slovenia, of which FEUP and CREA are partners and participate in a variety of activities, they follow the idea of widening and strengthening the European dimension of the LLL movement (October 2000 to the present).

	<ul style="list-style-type: none"> - In November 2002, FEUP participated in a workshop in Sofia (Bulgaria) about the celebration of Festivals in the `Region of Europe` within the framework of UNESCO's Conference following CONFINTEA V in the `European Region`. - As Board member of EAEA (since November 2002), FEUP collaborates in one of the main objectives: the promotion of the celebration of Festivals LLL in European countries. - In July 2003, a national coordination meeting with the participation of Popular Universities from different localities belonging to a number of Autonomous Communities, territorial Associations of UU.PP. (ARMUP, AUPEX...) and other organisations (CREA, MECD, CONFAPEA...) is organised by FEUP to plan a LLL Festival in Spain, at local, regional, national and international levels. - From 2001 until 2003, FEUP organises various meetings with officials from the Ministry of Education, Culture and Sports to negotiate their contribution to the development of the First Festival of LLL in Spain. The Universidad Nacional de Educación a Distancia (UNED) – National University for Distance Learning – joins this negotiating process, and the launch of the First Festival of LLL in Spain 2003 is agreed. The Paulo Freire Foundation also joins this process. - A planning and monitoring meeting is organised by CREA and FEUP (September 2003) for the organisation of the main events of the Festival. - FEUP meets institutions from its network of Popular Universities and Territorial Associations of UU.PP. (ARMUP, AUPEX...) which have expressed their wish to participate in the First Festival of LLL in Spain, as well as CREA, UNVED, CONFAPEA.... and their networks (October, November 2003). - FEUP invites other organisations to the celebration: UNESCO - UIE – President of EAEA, NIACE, the Norwegian Association for Adult Learning... and the European partners from the Grundtvig Project to promote the European and global dimension of the LLL movement (November 2003). - Invitation sent to the media to participate in the celebration of the First Festival LLL in Spain and in this way contribute to a wider dissemination of the Festival. - Celebration of the First Festival of Lifelong Learning and Adult Education in Spain, 2003, at local, regional, national, European/international levels.
Slogan:	<p>English: "Life is an opportunity to learn" Español: "Toda la vida es una oportunidad para aprender"</p>
Basic aim:	Celebrating, promoting, disseminating, awarding and recognizing the importance of Lifelong Learning (LLL).
Time frame and duration:	<u>Local and regional activities of the Festival LLL in Spain.</u>

	<ul style="list-style-type: none"> - During the week of 7th November 2003: celebration of activities in different localities organised by Popular Universities, Adult Education Centres and other participating and collaborating institutions. - During de week of 15th November 2003: celebration of the Regional Festivals LLL in the different Autonomous Communities . <p><u>National and International Activities of the Festival LLL in Spain.</u></p> <ul style="list-style-type: none"> - 21-22 November 2003: National Ceremony of the First Festival of Lifelong Learning and Adult Education (LLL) in Spain. <p style="text-align: center;">21st November:</p> <p><u>21 November 2003</u> (Edificio de Humanidades, UNED, Madrid)</p> <ul style="list-style-type: none"> - The Official Opening Ceremony of the First Festival of Lifelong Learning and Adult Education in Spain. - Day of the participants of UU.PP. And presentation of national participants: Lifelong Learning Histories in Spain. <ul style="list-style-type: none"> . Cocktail/lunch. . Coloclown (workshop of self-esteem). . Laughter Therapy Workshop . Musical performance from the Senegalese group (association that works in intercultural learning). <p>Additional Activities:</p> <ul style="list-style-type: none"> - Open workshop on ICT and adult education. - Exhibition of pedagogical and informative materials about Lifelong Learning and Adult Learning. <p>People from various Autonomous Communities of Spain participated in this important event.</p> <p style="text-align: center;">22nd November:</p> <ul style="list-style-type: none"> - III Dialogic Literary Circles Meeting of CONFAPEA / CREA. <ul style="list-style-type: none"> . 'Round table': The history of the Literary Circles. . Live Literary Circles . Working groups: How do we coordinate ourselves? Proposals for the coordination of the world network of literary circles. . Conclusions from the working groups. <ul style="list-style-type: none"> - 24 - 27 November 2003: International Coordination Meeting, Grundtvig Project "Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement", in Barcelona, with CREA, FEUP and national institutions from Slovenia, Germany, Romania and Bulgaria. <ul style="list-style-type: none"> - 3 December 2003: (Edificio de Humanidades, UNED, Madrid) Conference by Ana Maria Araujo Freire (President of Paulo Freire Foundation) "Adult Education in Brazil today. The legacy of Paulo Freire".
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Location:	Local: Spanish Popular Universities (Andorra, Cartagena, Herencia, Logroño, etc.) Regional: Autonomous Communities (from Extremadura, Castilla-La Mancha, Murcia...) National and international celebration in Madrid. International: Grundtvig LLW5 meeting in Barcelona.
Level of coordination:	International, European, National, Regional and Local
Level of events:	International, European, National, Regional and Local.
Type of events:	<p>Activities at local, regional, national and international levels:</p> <ul style="list-style-type: none"> - Meetings of participants, meetings of Popular Universities and other lifelong learning associations and entities. - Press conferencies. - Round tables” with politicians and personalities from various institutions, experts in adult education and lifelong learning, personalities from the cultural world, participants in adult education. - Contact with the media: national, regional and local television and radio programmes. - Live workshops of participants, ITC workshops for adults..... - Self-esteem workshops (Coloclown), laughter workshops.... - Live music: flamenco, Senegalese music group which is a member of an Association pro interculturality. - New technologies, artists’ exhibition, traditional craftsmanship, cultural visits, information exchange, theatre, dance...
Beneficiaries:	<p>It is estimated that approximately 8.500 people participated in the different events organised at local, regional and national level to celebrate the First Festival of Lifelong Learning and Adult Education in Spain, 2003.</p> <p>In reality the number of beneficiaries is much higher, many people have received information about the First Festival LLL through the media (written press, local, regional and national television and radio) and the use of ICT (web pages, radio internet...); this makes the number of beneficiaries incalculable.</p> <p>Lifelong learners have been the protagonist of this Festival, they are one of the main reasons for the celebration of the Festival of LLL in Spain and other countries in the world. Learners have been the protagonist of all the activities organised at local, regional and national levels.</p> <p>One of the activities organised with a transverse character has been the compilation of learning histories of people from different localities of Spanish Autonomous Communities. These people participated in “round tables”, debates, they were interviewed by the media, etc... they had the opportunity to explain the meaning of learning in their lives.</p> <p>Furthermore, people participated actively in workshops, exhibitions, sharing learning experiences, etc..</p> <p>Learning histories have been featured in the main national newspapers (EI PAIS and ABC).</p> <p>The profile of people participating in the activities has been the following: older people, women, young people and immigrants.</p> <p>A series of collaborations and contacts have been established between institutions participating in the First Festival of LLL in Spain; the Festival has been an</p>

	<p>opportunity to develop inter-institutional collaboration within the framework of lifelong learning and adult education.</p> <p>Likewise, the European partners of the Grundtvig project (LLW5), other international institutions (EAEA, UNESCO...) and their members are also beneficiaries of the First Festival LLL in Spain due to their participation in the project. There has been a general contribution to the widening and strengthening the European dimension of the Lifelong Learning Week movement, and at a global level, complying with the objectives set out by UNESCO in CONFINTEA V.</p> <p>In general, the profile of beneficiaries has been the following:</p> <ul style="list-style-type: none"> - People and institutions participating in adult education (older people, women, young people, immigrants...). - Political and cultural leaders. - The media. - Public administration Officials and politicians at local, regional and national levels. - National and international adult education organisations.
Central theme/s (optional):	<p>These were the themes central to the Festival – within the framework of lifelong learning:</p> <ul style="list-style-type: none"> • Education and Social Inclusion of Women. • Personal Development and the values of active citizenship, interculturality and tolerance. • Employability and innovation of access for employment of young people.

2) Relevant LLW related documents and references

International documents on LLL (W):	<ul style="list-style-type: none"> - Grasping the chance to Learn. "A review of Adult Learners' Week ". 13 – 19 May 1996. NIACE. - Adult Learners' Week 1997. Live & Learn. A practitioners' guide to Adult Learners' Week. NIACE. - Fifth International Conference on Adult Education (CONFINTEA V), Hamburg, 1997. - General documents produced by NIACE about the celebration of "Adult Learners' Week", from 1997 until the present: guides, learners' profiles, leaflets, posters, stickers, videos, etc... - Memorandum on Lifelong Learning, European Commission, 2000. - "Making an European area of Lifelong Learning a Reality", European Commission, November 2001. - Scottish Adult Learning Guide. 2001. Scottish Adult Learning Partnership. - Securing the right to learn. An Internationally produced guide to advocacy. UNESCO, 2002. - Sofia Conference on Adult Education and Lifelong Learning in Europe: Moving towards EFA Goals and the CONFINTEA V Agenda; Call to Action - 9th November 2002. - Adult Learners' Week 2002. Learners' Profiles Book. Scottish Adult Learning Partnership. - Manual for LLW co-ordination. 100924-CP-1-2002-1-SI-Grundtvig-G1 Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement. 2003 - The Concrete Objectives of Education and Training Systems in Europe, 2010. Documents from Working Groups from the European Commission: A...G,
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	<p>H....2003.</p> <ul style="list-style-type: none"> - Conclusions, Bangkok: CONFINTEA + 6, UNESCO. 2003. - UNESCO –VHS- : “Adult Learners Weeks and Lifelong Learning Festivals”. 2002 - IIZ/DVV –CD-: ”Das Lerfest in Bonn”, 2001. Sabrina Bóscolo.
National documents on LL(W):	<ul style="list-style-type: none"> - L.O.G.S.E (Ley Orgánica de Organización General del Sistema Educativo de España). Título III “Educación de las Personas Adultas” (The Education of Adults), 1990. - Framework programme and conceptual basis of the Spanish Federation of Popular Universities. FEUP ,VII Congress Meeting (Albacete, January 2000). - Main Document on LLL in Spain. FEUP, 2003. - National Report LLL in Spain. FEUP, 2003. - Digital recording, DVD/CD/ video of the First Festival of Lifelong Learning and Adult Education in Spain. 21st November 2003. National Opening Ceremony. - Video recording of the national programme broadcasted on TV2, about the First Festival of Lifelong Learning and Adult Education in Spain. - Recordings from different local and regional activities of the First Festival of Lifelong Learning in Spain. - Video recording of the regional programme broadcasted on TeleMadrid.
References to the Spanish LLW in publications:	<ul style="list-style-type: none"> - ABC, national newspaper. - EL PAIS, national newspaper. - Local and Regional newspapers.

3) LLW Goals / Impacts

Related to attitudes and values:	<p>The objectives of the Festival follow those of the European Commission Recommendation:</p> <ul style="list-style-type: none"> ● Personal Development. ● Active Citizenship. ● Social Inclusion. ● Employability and adaptability to the demands of the working place. <p>Prime overall objective of the Festival LLL :</p> <p>The overall objective of the First Festival LLL in Spain has been to develop and implement global lifelong learning and adult education strategies. To implement a short and medium term working plan to reinforce and widen the dimension of lifelong learning and adult education in Spain.</p> <p>The general objectives of the Festival of Lifelong Learning in Spain have been the following:</p> <ul style="list-style-type: none"> - To raise awareness about the need for continuous education and lifelong learning, to motivate to participate, to live, to learn, to work and to be an active citizen in the new “Knowledge Society”. - To promote, celebrate and value lifelong learning and adult education. - To explore those elements that affect the ability of adults to learn, at the same time promoting the development of basic skills within the sphere of social, cultural and working life and the shaping of values for an active and democratic citizenship, interculturality, tolerance, equal opportunities and
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	<p>social inclusion.</p> <ul style="list-style-type: none"> - To promote inter-institutional coordination. - To show the social, political and economic importance of adult education as a resource or means for human growth and development.
Related to practice:	<p>Specific Objectives:</p> <ul style="list-style-type: none"> - To promote awareness of existing educational and learning resources at local, regional and national levels. - To organise local, regional and national events to celebrate lifelong learning in a coherent coordinated way within the framework of the First Festival of Lifelong Learning and Adult Education in Spain. - To stimulate, to promote and to provide coordinated work in partnership with other services, organisations and institutions of education and adult training on local, regional, national and international levels. - To award, “giving voice” to people who learn in different educational institutions bringing together their “relevant personal learning histories”; to celebrate their leading role as learners recognising their achievements. To reinforce the themes of the Festival LLL as indicated on point 1 of this document. - To make “visible” and to organise lifelong learning and adult education materials and good practises in a systematic manner, within the main themes of the Festival. - To inform the public about lifelong learning opportunities; to bring together and promote existing non profit private and public educational provision through the available media: leaflets, posters, press, radio, TV, and ICT. - To raise awareness about the benefits of the educational process in collaboration with the local, regional and national media (radio, TV. and press), at the same time looking for common objectives and providing information about relevant themes of social interest. - To promote the involvement and participation of possible patrons and sponsors. - Reinforcement of the idea that learning can be fun and close to the new personal and social needs. - To support the Resolution adopted in the General Conference 30th session, November 1999 which promotes the International Week of Adult Learning, with the objective of coordinating the activities organised for national lifelong learning weeks and festivals.
Related to theory:	<ul style="list-style-type: none"> - To reflect upon theory and practice of lifelong learning in Spain and other countries at the present. - To collect and systematize relevant learning histories and to promote their value as ‘motivators’ for others to start participating in learning processes. - To reflect upon examples of good practises to improve the methodology used in learning processes. - To analyze available resources for the education of adults.

	<ul style="list-style-type: none"> - To bring together different theoretical and practical approaches in adult education from a global point of view.
Related to policy:	<ul style="list-style-type: none"> - To look for – through analysis – political strategies that promote LLL for personal and collective development. - To advocate and lobby for the implementation of the strategy framework of lifelong learning and key messages/concrete proposals. - To improve collaboration between participants, experts in LLL and institutional Officials for a better development of educational processes. - To contribute to the improvement of communication and territorial synergy.

4) Main LLW aspects and corresponding actors

National steering body:	<ul style="list-style-type: none"> - Spanish Federation of Popular Universities (FEUP). - Ministry of Education, Culture and Sports (MECD). - National University for Distance Learning (UNED). Postgraduate Adult Education Course. Department of History of Education and Comparative Education. - Centre for Social and Educational Research, University of Barcelona (CREA).
National co-ordinator(s):	<ul style="list-style-type: none"> - Spanish Federation of Popular Universities (FEUP). - Ministry of Education, Culture and Sports (MECD). - National University for Distance Learning (UNED). Postgraduate Adult Education Course. Department of History of Education and Comparative Education. - Centre for Social and Educational Research, University of Barcelona (CREA). - Confederation of Federations and Associations of Participants in Adult Learning and Democratic Culture of Adults (CONFAPEA).
International co-ordination.	<ul style="list-style-type: none"> - "Paulo Freire' s Foundation, Brazil, Latin America. - National Adult Education Institutions from the following countries of the SOCRATES Project – Grundtvig LL5, Directorate General for Culture and Education, European Commission (N° 100924-CP-1-SI-GRUNDTVIG-G1): Slovenia, Germany, Romania, Bulgaria and Spain. - UNESCO Institute for Education, Hamburg. - European Association for the Education of Adults (EAEA). - National Institute for Continuous Adult Education (NIACE), UK. - Norwegian Association of Adult Learning. - Paulo Freire Foundation, Brazil, Latin America.
Regional and local thematic co-ordination:	<ul style="list-style-type: none"> - Educational institutions such as local Popular Universities (folk high schools) with their municipalities... - Territorial Associations of Popular Universities (Association of UU.PP. from Extremadura - AUPEX - , Association of UU.PP. from Ciudad Real and UU.PP. from Albacete, Association of UU.PP. from Murcia - ARMUP - , Association of UU.PP. from Canary Islands – ACUP - ...). - Adult Education Centers: Popular Universities, Adult Education Centers from Autonomous Communities, Territorial Centers from UNED... - Adult Education Centers from FAEA (Federation of Associations of Adult Education). - ONGs and different associations of Adult Education...
Organisation of events:	The Spanish Federation of Popular Universities (FEUP), in collaboration with other organizations already mentioned (CREA, MECD, UNED...), at a local, regional,

	national and European/international levels.
Media support:	<ul style="list-style-type: none"> - EL PAIS, national newspaper. - ABC, national newspaper. - Video recording of regional programme broadcasted by TELEMADRID. Radio Internet , local radio and regional radio. - Local and Regional newspapers. - Digital recording, DVD/CD/video of the First Festival of LLL and Adult Education in Spain. National Opening Ceremony, 21st November 2003. - Video recording of the National Programme broadcasted by TV 2, about the First Festival of LLL and Adult Education in Spain. - Recordings from different local and regional activities organised to celebrate the First Festival of LLL and Adult Education in Spain.
Public funding:	National Ministry of Education, Culture and Sports, Ministry of Labour and Social Affairs, Municipalities...
Other collaborations:	Spanish Women´s Institute

5) Harmonised activities . Methodology

National co-ordination	<p>Continuous promotion and dissemination - with a transverse character - of the activities organised by FEUP, recognizing the importance of celebrating this type of event: LLL Festival/Week.</p> <ul style="list-style-type: none"> - Drafting of main document about the organisation of the Festival: objectives, types of activities, promotional plan, etc...to facilitate the organisation of activities at local, regional and national level. - Collaboration with national organisations, such as Ministry of Education, Culture and Sports, Ministry of Labour and Social Affairs and other Adult Education organisations. - Planning meeting with institutions and coordinating bodies of the Festival at national, regional and local level. - Implementation of promotional plan through institutional contacts, publishing of materials such as institutional posters and other posters with blank space for the promotion of local and regional activities, leaflets, stickers, badges, etc... - International cooperation with: UNESCO UIE, Grundtvig LLW5 (N° 100924-CP-1-SI-GRUNDTVIG-G1), EAEA and Paulo Freire Foundation. - Internacional coordination meeting. - Organisation of local, regional and national activities. - Monitoring, evaluation, collection and systematization of information for final report of the First Festival of LLL and Adult Education in Spain, 2003. <p>In General, the intervention methods of the Spanish Popular Universities are based on the following criteria:</p> <ul style="list-style-type: none"> - Investigation-action, flexibility, dialogue and communication, constant socialising work in teams and with groups, active and critical participation, adaptation to the particular timing and needs of the group, development of creativity and recreational aspects <p>In running their programmes the Popular Universities apply the following basic methods:</p> <ul style="list-style-type: none"> - Analysis of the actual situation. - Preparation/adaptation of actions. - Search for and rationalisation of funds. - Motivation process. - Development of formative processes. - Participation and self-organisation processes.
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	<ul style="list-style-type: none"> - Creation of spaces for exchange of views, communication, and expression. - Social projection. - Assessment and evaluation.
Organisation of national events	<ul style="list-style-type: none"> - National press conference - LLW Opening Ceremony at national level: Day of the participants - III Dialogic Literary Circles - Conference "Adult Education in Brazil today", about the ideas of Paulo Freire. - Professional event at national level: working sessions 2003.
Regional and Local co-ordination:	<p>Tasks:</p> <ul style="list-style-type: none"> - Establishing partnerships, co-operation, co-ordination. - To get the network of Spanish Popular Universities involved (in 230 localities). The celebration of the First Festival of LLL in Spain was included in the programme approved by the General Assembly of Popular Universities (Lorca 2003). - Planning and co-ordinating of events - Media promotion - Funding - Creating informative and promotional material - Monitoring, evaluating and reporting
LLW registration:	<ul style="list-style-type: none"> - National Steering/Working Group of the First Festival LLL and AE in Spain. - Local and regional activities classified by Autonomous Communities. - National activities: <ul style="list-style-type: none"> - National Opening Ceremony and Day of the Participants of UU.PP. of The First Festival of Lifelong Learning and Adult Education in Spain (21st November 2003), with the participation of the following organisations: UNESCO, EAEA, NIACE, CREA, UNED, FAEA, MECED, MTAS, among others..). - III Dialogic Literary Circles National Meeting (22nd November 2003) - International Conference by Ana Araujo Freire: "Adult Education in Brazil today. The Legacy of Paulo Freire" (3rd December 2003) - Other International Activities: <ul style="list-style-type: none"> - International Coordination Meeting of Grundtvig Project Partners LLW5: (100924-CP-1-2002-1-SI-Grundtvig-G1 Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement), (24th-27th November 2003) - Adult Learners' Week Festivals in other European countries. - Press Cuttings from local, regional and national press. - List of Media contacts at local, regional and national levels. - Festival logistics (information compiled of possible use in future festivals). - Promotional materials produced for the Festival: banners, posters, stickers, leaflets, videos and other materials.
LLW evaluation:	<p>It is advisable to ask ourselves what advantages can be obtained from the evaluation process, in order to understand and value its usefulness.</p> <p>It is important for the educational experts to know that they are working within the right parameters; their action is based on an objective analysis and knowledge of reality.</p> <p>Due to the special nature of the LLL Festivals these must be flexible and adaptable to different needs and environments.</p> <p>The evaluation process offers the necessary framework to facilitate decision making</p>

	<p>with a true knowledge of problems and possible solutions, and to avoid taking arbitrary decisions.</p> <p>Qualitative and quantitative methods are generally the most used. Methods such as assessment of needs, observation, perception, interpretation, description de experiences, questionnaires ...</p>
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6) LLW evaluation

<p>Evaluation at the national level</p>	<ul style="list-style-type: none"> - <u>Initial Evaluation:</u> <ul style="list-style-type: none"> o Participation in “Adult Learners’ Week” organised by NIACE, 1997. o Reading various documents about the celebration of “Adult Learners’ Weeks” from 1997 to the present: ie. Guides, publications, profiles of learners, leaflets, posters, stickers, videos, etc... o Participation in workshop about LLL Festivals: UNESCO, Sofia, November 2002. o Drafting of main document for organisation and development of the Festival in Spain. o Drafting of National LLL Report in Spain. FEUP, 2002/2003. o Analysis of necessary and available resources. - <u>Process Evaluation:</u> <ul style="list-style-type: none"> o Planning meeting: <ul style="list-style-type: none"> ▪ Analysis of what is necessary for the organisation of the First Festival LLL and AE in Spain, November 2003. ▪ Securing and implementation of funding and infrastructure necessary for the organisation of the Festival in Spain. ▪ Decide on the organisation and planning of different events, target groups, collaborating organisations, typology of activities at local, regional, national and international level, the media, evaluation process, etc.. ▪ Utilize a variety of evaluation tools: CREA’s evaluation model for Grundtvig project LLW5, questionnaires of this project, CIPP method (Context – Inputs – Process – Products), Slovenian LLW model for Grundtvig project, visits and reports about the First Spanish Festival from different working groups, etc.. o Systematization of events organised at local, regional, national and international level. - <u>Evaluation of impact/ Product:</u> <ul style="list-style-type: none"> o Systematic organisation of questionnaires from people attending the National Opening Ceremony of the First Festival LLL in Spain, 2003. o Compilation of data about the impact of LLL in Spain at local, regional, national and international level: programmes organised, publicity materials, press cuttings, radio and television broadcasting, video recordings, profiles of learners, number and type of people and participating institutions, etc... o Motivate and raise awareness about the difficulties to access lifelong learning educational processes, through the celebration of the First Festival LLL in Spain and its impact on the media (EL PAÍS, ABC, TV2, TELEMADRID...). o Production of an “information pack containing experiences about the Festival of LLL in Spain”, including data and documentation related to
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	<p>local, regional, national and international activities, to be utilised in future Festivals.</p> <ul style="list-style-type: none"> o Inter-institutional coordination and gain momentum for future collaborations; agreement between institutions to celebrate a Second Festival of LLL in Spain, 2004. o FEUP's web page of the First Festival of LLL and Adult Education In Spain. o Systematization of all products obtained from the different activities organised for the First Festival of LLL in Spain (documents, programmes, videos, leaflets, photographs...)
Processing of data	<ul style="list-style-type: none"> - Classification of all documents and materials of the First Festival of LLL in Spain (local, regional, national and European/international level). - Publication of Report of the Festival of LLL in Spain. - Publication of profiles of relevant learning histories. - Include Festival's Report and other significant data in FEUP's web page and web pages of other partners. - Via PC based application (on the base of the Slovenian model)
LLW report and analysis	<ul style="list-style-type: none"> - Reports, analysis and other materials will be disseminated among people and institutions participating in the First Festival of LLL in Spain, 2003 and other potentially collaborating institutions for the next Festival to be organised in Spain. A copy of the First Festival of LLL in Spain Report will be distributed to collaborating institutions: ie. UNESCO, EAEA, ICAE, Grundtvig's partners, Popular Universities, Adult Education organisations, Public Organisations (MECD, MTAS, Autonomous Communities, Town Halls, Regional Councils, Foundations, etc...) - Facilitate information about the Festival for inclusion in Web pages of organisations concerned with the Lifelong Learning Festival and Adult Education. For instance: <p> www.feup.org www.llw5.org www.ub.es/div-fac/div5/serveis/crea/crea.html www.mec.es www.uned.es www.niace.org.uk/ www.unesco.org/education/uie www.icae.org.uy www.eaea.org www.iizdvv-bg.org www.acs.si www.lifelonglearning-bg.org www.fssk-bg.org </p>

7) Categorisation of LLW providers of events

Field of education:	<p>National Ministry of Education, Culture and Sports, Spanish Federation of Popular Universities, Regional Governments of Education, Provincial Governments, Educational Services of Municipalities, Popular Universities, Territorial Associations of Popular Universities (Association of UU.PP of Extremadura - AUPEX-, Association of UU.PP. of Ciudad Real and UU.PP. of Albacete, Association of UU.PP. of Murcia -ARMUP-, Association of UU.PP. Canarias -ACUP-...), faculties and universities (UNED) y University of Barcelona (CREA), Spanish Federation of Associations of Adult Education (FAEA), European Association for the Education of Adults (EAEA), UNESCO Institute for Education (UIE), in Hamburg, National Institute for Continuing Adult Education (NIACE) and all the other national and international organisations already mentioned, etc.</p>
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Field of work:	National Ministry of Labour and Social Affairs, Popular Universities from various Spanish localities, New Knowledge Centres, NCC (AUPEX), Spanish Federation of Popular Universities (FEUP) Network, etc.
Field of culture:	National Ministry of Education, Culture and Sports, Spanish Federation of Popular Universities Network, personalities from the cultural world: Planeta's Book Prize Winner Rosa Regás "Los Retos de la Mujer en el Siglo XXI", Cultural Associations from different localities, and other institutions as mentioned above, etc.
Environmental field	
Social field:	National Ministry of Labour and Social Affairs, Spanish Federation of Popular Universities (FEUP) Network, learners of Popular Universities who share their learning experiences to develop on a personal and social level.
Other fields:	Savings Banks, ie.. Caja Badajoz
Public authorities:	Ministries, municipalities, provincial and regional governments, etc.

8) Categorisation of LLW events

Presentations of programmes/projects and activities:	<p>- During the week of 7th November 2003: celebration of activities in different localities organised by Popular Universities, Adult Education Centres and other participating and collaborating institutions.</p> <p>. Activities related to the motto "Life is an opportunity to learn" and themes of the First Festival of LLL in Spain: dissemination of information, student and participant debates, open workshops, exhibitions, seminars...</p> <p>. Selection of relevant Learning Histories for their participation and promotion in the First Festival LLL; these Histories will be used as learning models from the local, regional and national levels, to motivate those people who are not participating in the educative and cultural process to participate. Histories selected at a local level will take part in the selection process for the regional and national awards. Due to their human interest these histories could be a tool to gain the support of the media (radio, written press, TV...) in this Festival.</p> <p>- During de week of 15th November 2003: the activities to celebrate the First Festival LLL in the different Autonomous Communities will be organised by a number of organisations from the regions: C.A. Murcia (19 Nov. Ceutí); C.A. Extremadura (20 Nov. Zafra) ; C.A. Castilla La Mancha (28 Nov, Albacete); other regions are celebrating The Regional Festival at a later date (eg. Palencia, Canarias, Madrid...)</p> <p>. The following activities will be organised within the framework of the Festival themes:</p> <p>. Regional Institucional Ceremony</p> <p>. Meetings of participating young people and women from UU.PP, institutions and collaborating organisations.</p> <p>. "Round tables" and debates with political leaders, experts and participants, workshops, exhibitions...</p>
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	<ul style="list-style-type: none"> . Selection process of learning histories at regional level from local participants to be publicised at national events. . Regional award ceremonies. . Video/CD recording of relevant activities from the Regional Festival. <p>- 21 - 22 November 2003: National Ceremony of the First Festival of Lifelong Learning and Adult Education (LLL) in Spain. "Life is an opportunity to learn."</p> <p style="text-align: center;">21st November:</p> <p><u>21 November 2003 (UNED, Madrid)</u></p> <p>- The Official Opening Event of the First Festival of Lifelong Learning and Adult Education in Spain.</p> <p>11:30h. Opening Ceremony, with the participation of:</p> <ul style="list-style-type: none"> - D. Manuel Pérez Castell, President of the Spanish Federation of Popular Universities –FEUP- - D. Manuel Corredoira López, Assistant Director of Vocational Training from the Ministry of Education, Culture and Sports. - D. Florentino Sanz, Director of the Postgraduate Adult Education Course. Department of History of Education and Comparative Education, UNED. - D^a. Sue Duffen, Senior Promotions Officer, NIACE (National Institute for Continuing Adult Education). - D. Janos Tóth, President of the European Association of Adult Learning - EAEA- - D^a. Ana Lebrón Ruiz, President of CONFAPEA (Confederation of Federations and Associations of Participants in Adult Learning and Democratic Culture of Adults). - D^a. Olga Drofenik, Coordinator of Grundtvig Project. Slovenian Institute of Adult Education –SIAE- - D^a. Bettina Bochynek, Research Specialist, UNESCO Institute for Education. <p>13:00h. Break</p> <p>13:15h. Participants: Lifelong Learning Histories in Spain:</p> <ul style="list-style-type: none"> - D^a. Carmen Rosas Gutierro– Extremadura Autonomous Community- - D^a. Teresa Lozano González – Madrid Autonomous Community- - D^a. M^a José Gallego Delgado – Castilla-La Mancha Autonomous Community- - D^a. Victoriana Marcilla Ruiz – Castilla-León- Autonomous Community- <p>14:00h. Cocktail/lunch.</p> <p>16:00h. Coloclown: First Festival of Lifelong Learning and Adult Education by "La Mar Salá"- Theatre Company.</p> <p>18:30h D.^a Alejandra González. Laughter Therapy Workshop</p> <p>19:00h. Break</p> <p>19:30h Musical performance from the Senegalese group: DJanbutu</p>
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	<p style="text-align: center;">Thiossane “Tradicional Family”.</p> <p>Additional Activities (Hall):</p> <ul style="list-style-type: none"> – Open workshop (Adult Education and ICT. Regional Association of Popular Universities from Extremadura –AUPEX-.) – Exhibition of pedagogical and informative materials about Lifelong Learning and Adult Learning. <p>People from various Autonomous Communities of Spain will participate in this important event. An Award Ceremony will take place to recognise learning histories.</p> <p style="text-align: center;">22nd November:</p> <ul style="list-style-type: none"> - III Dialogic Literary Circles Meeting of CONFAPEA / CREA. <p>10:00h. Opening 10:30h. ‘Round table’:</p> <p style="text-align: center;"><i>The history of the Literary Circles.</i></p> <p>11:45h. Break 12:15h. Live Literary Circles 13:30h. Lunch 15:30h. Working groups: How do we coordinate ourselves? Proposals for the coordination of the world network of literary circles. 17:00h. Conclusions from the working groups.</p> <ul style="list-style-type: none"> - 24 - 27 November 2003: International Coordination Meeting, Grundtvig Project “Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement”, in Barcelona, with CREA, FEUP and national institutions from Slovenia, Germany, Romania and Bulgaria. <p>3 December 2003: (UNED, Madrid) Conference by Ana María Araujo Freire (President of Paulo Freire foundation) “Adult Education in Brazil today. The legacy of Paulo Freire”.</p>
Events involving audience participation:	<p>In local, regional and national activities of the First Festival LLL and AE in Spain:</p> <p>Organised debates, round tables, presentation of learning histories, workshops, interviews on TV, radio and newspapers, open cultural activities, and activities in relation to:</p> <ul style="list-style-type: none"> • Education and Social Inclusion of Women. • Personal Development and the values of active citizenship, interculturality and tolerance. • Employability and innovation of access for employment of young people.
Information and guidance:	<ul style="list-style-type: none"> - Information and planning meetings with organisations, institutions and people involved in the development of the First Festival LLL/AE in Spain. - Dissemination of significant Festival’s documents through members of collaborating networks.

	<ul style="list-style-type: none"> - Continuous information from FEUP to advice about the organisation of activities.
Accompanying events:	Opening ceremonies, presentations of books, publications, journals, newspapers, concerts, meetings, press conferences, meetings of municipal councils, provincial and regional governments, exhibition of participants workshop, etc.
Broadcasting:	<ul style="list-style-type: none"> - Press conferences. - EL PAIS, national newspaper. - ABC, national newspaper. - Video recording of regional programme broadcasted on TELEMADRID. - Radio Internet , local radio and regional radio. - Local and Regional newspapers. - Digital recording, DVD/CD/ video of the First Festival of Lifelong Learning and Adult Education in Spain, National Opening Ceremony, 21st November 2003. - Video recording of national programme broadcasted on TV2, about the First Festival of Lifelong Learning and Adult Education in Spain. - Recordings of a variety of local and regional activities of the First Festival of Lifelong Learning in Spain.

9) Promotional and informative material

National level:	<ul style="list-style-type: none"> - Corporate image: I Festival LLL / AE in Spain, general logo, institutional poster, poster for activities in regions and localities, leaflets, LLW web page (FEUP/FAEA/AUPEX...), stickers. - Inclusion of logos of the main institutions supporting the Festival in all the promotional materials (FEUP , CREA, CONFAPEA , UNED, FAEA, MECD, MTAS, Women´s Institute, Grundtvig LLW5, EAEA and UNESCO). - Programme and calendar of I Festival LLL/AE events. - Securing the right to learn. An Internationally produced guide to advocacy. UNESCO , 2002. - Manual for LLW co-ordination. 100924-CP-1-2002-1-SI-Grundtvig-G1 Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement. 2003 - Main Document on LLL in España. FEUP, 2003. - Other materials and documents (see point 2). - Videos, CDs about LLL Festival and other adult education documents, free software LINEX....
Regional / Local level	<ul style="list-style-type: none"> - Corporate image: I Festival LLL / AE in Spain, general logo, institutional poster, poster for activities in regions and localities, leaflets, LLW web page (FEUP/FAEA/AUPEX...), stickers. - Inclusion on all promotional materials of logos of the main institutions supporting the Festival (FEUP , CREA, CONFAPEA , UNED, FAEA, MECD, MTAS, Women´s Institute, Grundtvig LLW5, EAEA, UNESCO and logos from local and regional organisations: ARMUT, AUPEX, Universities of Cartagena, Logroño, Andorra...). - Programme and calendar of I Festival LLL/AE events at local and regional level. - Securing the right to learn. An Internationally produced guide to advocacy. UNESCO , 2002. - Manual for LLW co-ordination. 100924-CP-1-2002-1-SI-Grundtvig-G1 Widening and Strengthening the European Dimension of the Lifelong Learning Week Movement. 2003 - Main Document on LLL in Spain. FEUP, 2003.

	<ul style="list-style-type: none"> - Other materials and documents (see point 2). - Videos, CDs about LLL Festival and other adult education documents, free software LINEX....
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10) Funding

National co-ordination:	<ul style="list-style-type: none"> - FEUP. - MECD./ - MTAS. - UNED. - CREA.
Regional/Local, thematic co-ordination:	<ul style="list-style-type: none"> - Popular Universities and Territorial Associations of UU.PP. - Municipalities.
Organisation of events:	<ul style="list-style-type: none"> - FEUP. - MECD./ MTAS. - UNED. - CREA. - Popular Universities and Territorial Associations of Spanish UU.PP. - Project Reference nº 100924-CP-1-SI-GRUNDTVIG-G1 “WIDENING AND STRENGTHENING THE EUROPEAN DIMENSION OF THE LIFELONG LEARNING WEEK MOVEMENT”

For dissemination activities see <http://www.llw5.org/e-bulletin>, number 4/5, page 7.

Produced by The Spanish Federation of Popular Universities (FEUP)
Madrid, February 2004.

REPORT ON THE 1ST SPANISH LLW 2003

(LLW G1 structure for LLW reporting)

1. NATIONAL CONTEXT, OBJECTIVES AND TARGET GROUPS

1.1. Rationale and background for the LW

The first Lifelong Learning Week took place in Spain in November of 2003. With the title “Festival del aprendizaje a lo largo de toda la vida y la educación de personas adultas” (Festival of lifelong learning and the Education of adult people), around 300 people gathered in Madrid with the slogan “toda la vida es una oportunidad para aprender” (One’s whole life is an opportunity to learn). Participants, teachers and public administration professionals from all over Spain too part, as they discussed education as an option for everyone, and they presented the literacy circle dialogues.

1.2. Concrete aims and objectives of the Spanish LLW

- the ways in which the situation set out under 1.1. has been changed / will be further changed
- and the needs as set out in the national reports addressed / will be further addressed by LF

The basic objective of the first edition of the Festival of Lifelong Learning was to promote the reflection of the importance of lifelong learning. Teachers, administrative professionals, and other adult education professionals discussed lifelong education with the adult participants to promote a formation based on democratic principles, to encourage the democratic and egalitarian administration of the adult educational centres, and to emphasise the importance of lifelong learning and new technologies as mechanisms of social integration.

In this addition of the “Festival of Lifelong Learning” it was also hoped that it would be possible to provide information about the educational and learning resources available in the different areas (local, regional and national), and to encourage the people participating in adult education to take part in the design of the Lifelong Learning Week, and in all of the events it entailed. The objective was allow for the people participating to decide on the aspects that they wanted to address in the events related to the Lifelong Learning Week and to allow for the people related to the democratic Education of Adult People to be represented at the debate tables and in the discussions. So in this way, their voices were taken into account. On the other hand, they also created spaces of dialogue between the whole community of professionals and adults related to the “Lifelong Learning Week and the Citizens”.

From a theoretical viewpoint, these types of presentations also have the objective of emphasising the importance of the social model of adult education in detriment of the school model (Medina, 1997) and to spread the “Participant Bill of Rights” as important practices for encouraging adults (FACEPA, 1997).

Finally, in the 2003 edition of the Lifelong Learning Week there was also the additional objective of making these types of events available to make the role of the people

participating in the Democratic Education of Adult People visible, so as to become a path of direct involvement for the participants in the management and design processes of these types of events.

1.3. LLW G1 project impact on the Spanish LLW

The innovative thing about the “Festival of Lifelong Learning and Adult Education” was that it was the first time something like this had been done in Spain. Until now, Literary Circles have been held, but they only reached the state level, and mostly centred on the subject of literature and the possibility for people without university studies to read and interpret works of universal literature. On the other hand, it is also important to highlight the triconference movement, in which the academic field (both the schools for adults, as well as universities), the research field and participants coincide in areas of debate and egalitarian discussion. The “Lifelong Learning Week” adds a new perspective to the education of adults in Spain. On one hand, it emphasises the issue of lifelong learning and on the other, it joins the issue of continuing education of Spanish adults to the European context. At the same time, the educational movement for Spanish adults contributes elements to the rest of Europe, such as the literacy circles. This is the present form of an adult educational movement with roots in literacy circles, which during the XIX century were formed in some parts of Spain, where they promoted the literacy of the people that did not have the means to go to school.

1.4. Innovation and European dimension in the Spanish LLW

The Third Literary Circles Congress dealt with the importance of the dissemination of the gatherings throughout the world. CONFAPEA is already carrying out actions to promote the dialogic methodology used in the gatherings, as is the case of the projects financed by the European Commission, *European Multicultural Dialogue y Gatherings in the cyberspace*. This is a way to unify criteria that is being prioritised by the European Union.

In Spain there exists a consolidated Educational movement of Adults. Every year they celebrate the Congress of the Literacy Circles, such as the Triconferences (which are held every three years). In these spaces, the people participating, along with the professionals of EA and the teachers, debate and reflect on matters in relation to the education of adults in Spain.

The project “Widening and Strengthening the European Dimension of the Movement for the Lifelong Learning Week” contributes a new element to the movement of Adult People Education such as the celebration of the “Lifelong Learning Week”. This serves to reinforce the reach of the different organised presentations for the movement of the people participating, because it adds an extra space to be able to strengthen the egalitarian dialogue and reflection.

1.5. Categories of persons who directly participated in LLW

The people who participated in the “Festival of Lifelong Learning and Adult Education”, held in Madrid in November of 2003, were participants, teachers and public administrative professionals. In total, around 300 people gathered from all over Spain.

2. OUTPUTS OF THE PROJECT IMPLEMENTED IN PLANNING AND IMPLEMENTING LLW

2.1. Outputs implemented

OUTPUT 1. Networks of LLW co-ordinators. “Workshop for Adult Education participants”.

NATURE. Workshop.

VOLUME. 15 participants.

STRUCTURE. Recommendations

CONTENT. A workshop based on the democratic adult movement carried out in Spain. The principle objective was that the people participating in Adult Education explained how Democratic Education works and its history. This provided an opportunity to exchange opinions and experiences in regard to lifelong learning.

OUTPUT 2. Collective event. Third Conference on Dialogic Literary Circles.

NATURE. Collective Event.

VOLUME. 300 people.

STRUCTURE. Action

CONTENT. An integral event for the First Lifelong Learning Festival in Spain. The event's objective was to spread the experience of the dialogue circles around the country and the world and to find effective strategies to be able to do so. In the congress the need to promote the musical dialogue circles was also debated.

OUTPUT 3. National report.

NATURE. Report.

VOLUME. 44 pages

STRUCTURE. Action

CONTENT. A report that describes the reality of the education of adults in Spain. It includes the conceptualisation of lifelong learning, the institutional and associative role in this field, the campaigns developed to promote the importance of lifelong learning and the description of different positive-practices related to the subject.

OUTPUT 4. Manual for co-ordinators

NATURE. Report

VOLUME. 78 pages

STRUCTURE. Measure

CONTENT. Document in which the basic outlines to organise the Week or Festival of Learning are developed. It is a report especially aimed at teachers and people in charge of co-ordinating this type of event where the following subjects are incorporated: the role carried out by the co-ordinator, the planning of the activities of LLW, the promotional campaign of LLW, the creation of recourses, evaluation and financing.

OUTPUT 5. Poster.

NATURE. Poster.

VOLUME. 1 page

STRUCTURE. Action

CONTENT. Promotional poster that informs of the celebration of an event during the First Week of Learning held in Spain in November of 2003. This event is the Third Congress of the Dialogue Literacy Circles whose organisation relies on CONFAPEA, CEPA Tetuán and CREA, where the central matter is the diffusion of the dialogue circles around the world.

OUTPUT 6. Leaflet

NATURE. Leaflet

VOLUME. 8 pages

STRUCTURE. Recommendations

CONTENT. This leaflet presents the principle results and products obtained with the project. It also contains a brief description of the experience of the Week/ Festival of Learning and of the co-ordination team that worked on the project.

OUTPUT 7. Web page and Forum.

NATURE. Web page

VOLUME.

STRUCTURE. Action

CONTENT. The web page presents the principle results and the products developed in the projects. It is a very useful tool for keeping informed the people interested in lifelong learning about the importance of the weeks of learning. On the web page there is a part in forum format, where all members of the team can be in contact and establish feed-back in relation to the contents and subjects of the project.

OUTPUT 8. E-bulletin.

NATURE. Report

VOLUME.

STRUCTURE. Actions

CONTENT. This is an electronic bulletin that presents the experiences end projects related to the Weeks and Festivals of Learning and Lifelong Education.

OUTPUT 9. LLW model.

NATURE. Report

VOLUME. 5 pages

STRUCTURE. Action

CONTENT. A report which describes the principle characteristics of the First Week of Learning celebrated in Spain: reference documentation, objectives, identification data, the people it is aimed towards, activities carried out, finances and promotional material.

OUTPUT 10. Collective event plan.

NATURE. Report

VOLUME. 2 pages

STRUCTURE. Action

CONTENT. A report that briefly describes the Third Conference on the Literacy Circles organised by CONFAPEA. It is an event which forms part of the collective event celebrated in Spain in November of 2003.

OUTPUT 11. Dissemination plan.

NATURE. Report

VOLUME. 7 pages

STRUCTURE. Action

CONTENT. A model that establishes the necessary guidelines for the dissemination of results and products of the projects. (To what public, how will it be completed, why and when) From CREA, the dissemination of the project and the LLW has been developed with CONFAPEA.

3. EVALUATION OF THE LLW

THEORETICAL EVALUATION OF THE LIFELONG LEARNING WEEK

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 are relevant in today's society: authors like Habermas, Beck, Freire, Giddens, Flecha, and others inscribe in these theories.

Questionnaires were used to evaluate the results of the project. In addition, we also carried out a General Assembly and communicative discussion groups.

All of these instruments of evaluation have been designed and implemented from a dialogic perspective. To assure the affectivity, quality and the viability of the whole process, the following criteria has been followed:

- Explain the objectives of evaluation. It is necessary that all participants, educators, coordinators, promoters and volunteers understand why the evaluation is being carried out.
- Describe the lines being followed in the evaluation, to present the main points being covered.
- Encourage all the participants to express their opinion. In other words, to give a voice to those participants that do not normally take part in this kind of activity. This must not be translated as an obligation, but simply that all participants can evaluate the Learning Festival and give their opinion of the event.
- Throughout all the process it is vital that egalitarian dialogue is promoted, starting from the view that all contributions are important, being based on the validity of arguments and not on positions of power.
- More specifically, in discussion groups and in assemblies it is important to consider the following points:
 - o To avoid a participative monopoly, in other words that the same person is not the only one to comment. Solidarity between participants must be encouraged, so that everyone is viewed as being able to participate.
 - o The moderator is vital, to give spaces to the participants and to ensure respect for the right to speak and that all contributions from all the participants are heard.
 - o Importance must also be given to technical aspects related to infrastructure and the time allocated to the evaluation.
- It is essential to discuss with participants that the information extracted from the evaluation can be used at a later date. Confidentiality must be ensured.

- Evaluation must be a tool for transformation; through reflections of the subjects a specific social reality can be changed.

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 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 carried out, which are the people responsible for the evaluation, etc.

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 on relations of power but in egalitarian relations.

Evaluation and dialogic learning. Dialogic evaluation is linked to dialogic learning and the theoretical principles in which it is based are: egalitarian dialogue, cultural intelligence, transformation, instrumental dimension, and the 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 critique of reality that makes the changes possible, etc.

Quality in the processes of evaluation. Normally, the responsibility of evaluation falls on politicians, experts, professionals, etc. In the dialogic evaluation it has to be shared by all the members that have participated in the process, beginning with the participants who must have a leading role.

TECHNIQUES USED

Questionnaires

The aim of the questionnaires is to find quality indicators that permit improvements in the organisation of events or acts of this kind. It is essential that on one hand, references about personal data are included and on the other hand, questions that may be open or closed, related to specific aspects.

Because of the nature of this technique, it is interesting to complement the information obtained through questionnaires with other techniques, for example, communicative discussion groups or the General Assembly.

Communicative discussion groups⁴

The communicative discussion groups are a technique which aims to evaluate specific aspects of a reality through discussion based on joint reflection and directed towards understanding. In order to achieve this it is important that the spaces in which the discussion groups take place are as familiar as possible to those people that make up the groups.

In the communicative discussion groups there is a moderator who acts as an interlocutor, however this does not mean imposing their position on the participants. The groups must be

⁴ See annexes.

made up of 5 or 6 people. It is through an egalitarian interaction, that all the contributions are valued and a mutual understanding is achieved. It is also important that the results are interpreted together. In other words, the co-ordinator and participants arrive at an agreement in relation to the most relevant aspects dealt with in the session.

All of this emerges from giving the right to speak to those people that usually participate less in the spaces, and by this it strengthens solidarity and egalitarian dialogue between the members.

General Assembly⁵

The General Assembly can be run in two ways. The first is to make a large group where discussion takes place between all the members. The second is to carry out discussions in smaller groups, which later join together to form a large group.

The assembly is open to participation by all and is based on egalitarian dialogue where all contributions are considered in terms of the validity of their argument.

The organisation of the General Assembly should not rely on only one person, it is important that a team of people work on the points to be covered so that a maximum number of people are involved. There must also be someone to co-ordinate, giving the opportunity to speak to the participants ensuring that participants are being respected and that no one monopolises the discussion. The assembly may take place jointly when all the activities have finished, or alternatively when each activity finishes an assembly (feedback session) can be held.

The main aim of the Assembly is that the participants give their opinion on the Learning Festival, promoting and encouraging the participation of everyone. However, it is also important that educators and staff involved in Adult Education can express their opinions through their experiences and for this reason it is vital that everyone has the right to speak and that it is respected by all.

COMMENTS ON CREA'S EVALUATION

From CREA we have carried out the techniques designed for the evaluation of the contents and running of the Learning week. These techniques are:

- a) **Questionnaires** (40 handed to participants and 3 to providers)

- b) **A General Assembly with the people participating in adult education that attended the Third Congress of the Dialogic Literary Circles.**

a) Questionnaires

⁵ See annexes.

With the results of the questionnaires of the people participating in the LLW, the following data can be specified concerning the different variables suggested. All the questionnaires were introduced into the tool for the project: the web calendar. This was a way of facilitating the pre-analysis of the information. Given to the scant number of questionnaires handed out, it is impossible to make generalisations in regard to respect, although it does clarify certain tendencies.

Type of activities

All of the questionnaires with which the information has been gathered belong to the same event (the Conference on Dialogic Literacy Circles), which is a participative event.

Gender

92.5% of the people interviewed were women and 7.5% men. This information shows the tendency of greater female participation in events of this type or in relation to adult education. In some way, this data shows a tendency towards this type of participation and it is often women that usually have a greater interest for literature than men do, although perhaps the greater presence of women in educational centres for Adults could also be an explicative factor for this tendency

Age

The people older than 64 years old represent the majority of the sample with 64% of the interviews. The number of participants between 55 and 64 years old also stands out with 22%. On the other hand, the presence of people in the age group of 15 to 54 years old is limited, only reaching 14%. Around about 86% of the people questioned that attended the Conference are older than 54 years of age. This data hints at a reality in respect to the interest that Literacy Circles arouse. In a general way, people of an advanced age usually participate in this kind of activity with greater frequency than do younger people.

Years of education

The majority of the people interviewed did not attend more than 8 years of school, with 59% in this category. 27% received schooling between the ages of 9 and 12, and only 14% remained in the educational system for 13 years or more. We have already commented earlier that the presence of the women at the conference was abundant. In some way, this has a certain connection to the low level of education that the data shows us. In the past, women in Spain did not have the same access to formation as did men and this is a factor that has made difficult their access to the educative system. On the other hand, another interpretation that could be possible is that the majority of people questioned have returned to study and are participating in schools for Adults.

Employment

49% of the participants carry out different job activities that are not related to the world of education, politics, culture or industry. On the other hand, around 36% are unemployed. Both situations are due especially to the fact that a large number of the people interviewed are retired women or are undertaking domestic work.

Residence

The majority of the people interviewed live in urban areas, 73%; while 27% live in rural areas.

Information about LLW

How did you receive the information about the Lifelong Learning Week?

100% of the people interviewed assert that they received the information about the First Lifelong Learning Week from a centre of adult education. This information is understandable, considering that the majority of participants in the Conference on Dialogic Literacy Circles come from these schools.

Is this your first experience with LLW?

This is the first time the Conference on Dialogic Literacy Circles has been included as part of the Lifelong Learning Week, before two editions had been organised. 14% of the people had previously attended this type of event but for 86% it was the first time.

Rate the event

In this part it is important to emphasise the positive evaluation given by the people interviewed. 95% are situated between the categories "Very good" and "Excellent", only 5% believe that the event was only satisfactory.

Which topics would you recommend to organisers of the LLW for the next year? Among the recommendations of the participants are: the introduction of new technologies in the administration of the literary circles (to promote cybernetic conferences), that they include more recourses for this type of learning, that they conduct more conferences around the world, that the youth actively participates in the literary circles, that more musical gatherings are created and that a multicultural perspective is incorporated into the literary circles.

Do you have any other remarks or proposals?

In this question, different proposals were given and all were related to improving the administration of the congress and the experience of the literary circles.

Diffusion of the methodology of dialogic learning.

Conducting these types of events on a more frequent basis.

Placing emphasis on the creation of more musical gatherings.

Improve the administration of the work groups.

All of the schools and centres that are affiliates of CONFAPPEA should unite their efforts to promote the Dialogic circles.

Did the event encourage you to get involved in any form of learning?

100% of the people interviewed said that the Congress had provided them with some type of learning or the acquisition of knowledge.

b) General Assembly

CREA has also carried out a qualitative evaluation based on the communication focus that it has been developing for some time. On this occasion, an assembly was organised where the administration and the subjects developed in the Third Conference on Dialogic Literacy Circles were, in general, positively evaluated. In this assembly teachers and participants who had attended the congress were present. Apart from this information a few internal evaluations have also been included which were developed from CONFAPPEA.

Below we present some of the aspects that have emerged:

Infrastructure

Provide free time (meals and breaks). In these breaks, the participants can take advantage of the time to get to know one another and exchange opinions and reflections about the event. These spaces generate interaction between people interested in learning and education. To make possible that the trips conducted during the event are made by bus. This provides a more economic and comfortable journey for the participants.

Contents

Promote the experience of the literary circles with the dialogic methodology in schools of primary and secondary education. This could be a way of developing the values of solidarity and equality that are dealt with in the Dialogic Circles.

Promote the existence and creation of Dialogic Musical Circles. The positive response that this type of Circle has received has meant that many entities are interested in their creation and diffusion.

Within the literary circles, contemporary authors can also be addressed. They should be authors that deal with current and universal subjects.

Organisation

Improve the organisation of the work groups that are carried out in the conference. To do so, it would be interesting to be able to have more time, choose a spokesperson for the group at the beginning of the discussion and reach an agreement on the contents that they want to debate in the larger group.

Send the lecture that is going to be used in the conference to all of the entities to be able to prepare the gathering in advance. This could make the administration of the gathering more enriching.

We believe it is important that all of the participants receive the text before the Conference⁶.

The organisers of the work groups need to be prepared so that they take into account the possible situations that could be encountered in the debate.

The participants are qualified to moderate the work group, which makes it necessary to avoid prejudice that is opposed to this opinion. It is necessary to promote this work that already is about a way of increasing even further the implication for the participants.

People that work find it hard to attend all the days of the Conference. In this sense, the possibility of preparing different types of travel were discussed for the people that could attend all of the days and those that could only attend one.

General evaluation

A large majority of the participants that attended the Literary Circles Congress assert that it was a marvellous and enriching experience. In this sense we believe it is important to keep working to promote the growth of the movements of gatherings in all of Spain and in the entire world. CONFAPEA is continuing in this line of work so that the Circles based on Dialogic learning will be discovered and implemented in every country.

⁶ Contribution gathered in the Virtual Assembly of CONFAPEA (<http://www.neskes.net/confapea/assamblea.php>)

60DISSEMINATION

Due to the contact of CREA with associations and entities contoured on Adult Education, they have been used to help with the diffusion of the Lifelong Learning Week and some of the products of the project. These organizations are related to the movement of democratic adult education (REDA. Red de Educación Democrática de Personas Adultas⁷, Network of Democratic Education for Adults) and a confederation of participants in adult education (CONFAPEA. Confederación de Federaciones y Asociaciones de Participantes en Educación y Cultura Democrática de Personas Adultas⁸, Confederation of Federations and Associations of Participants in the Democratic Education and Culture of Adult People).

The profiles of the people that we have reached with the project are mainly people involved in adult education: participants in education, teachers, organisers and University professors, the adult schools and student associations in adult education

Activities that CREA was responsible for in the project

As a participative member in the project, CREA was responsible for the assessment of the LLW. This activity can be seen in different phases:

The design of a model of assessment of the Lifelong Learning Week. CREA developed a model of dialogic evaluation that incorporated the principle contributions of the Social Sciences on the subject. This model presented the guidelines to take into account in an evaluation process based on the communicative paradigm. In this document some of the techniques implemented in the project are described (questionnaires, discussion groups and a general assembly).

Implementation of the techniques of evaluation of the Lifelong Learning Week. The carrying out of interviews with the participants and providers that participated in the different weeks of learning, and a general assembly in which the congress of dialogic circles was evaluated.

Elaboration of a proposed analysis of the variables of the interviews.

Indicate how and to what extent your organisation itself has implemented and will further implement the know-how of LLWs

CREA maintains important contact with the movement for the democratic education of adults in Spain. This is a movement that in the past few years has been carrying out different activities to promote the education of adults based on egalitarian dialogue and deliberative democracy.

Thanks to this connection we have been able to develop the dissemination of the Lifelong Learning Week with the associations that form part of CONFAPEA, a confederation that joins various associations and cultural and educative entities of adults in all of Spain. Every year the CONFAPEA organises:

⁷ www.neskes.net/reda

⁸ www.neskes.net/confapea

- a) Literacy Congresses. This is an event where the people that participate are in the first levels of literacy and are participating in centres of permanent education. These events are based on the interests and needs of the people participating and it is their voices that are really heard.
- b) Literary Conferences. In this event the participants are entities, educative centres and schools that conduct gatherings based on egalitarian dialogue.
- c) Triconferences of the Democratic Education of Adult People. Triannual, interdisciplinary conferences with the participation of different agents related to the democratic education of adults: teachers, university professors and participants.

These spaces allow us to place an emphasis on the importance of the organisation of the Lifelong Learning Week as a mechanism that encourages lifelong learning.

Links with other networks

Apart from the existing relationship with the entities belonging to the national confederation of CONFAPEA, we also contacted (for the motive of the Literacy Congress) professionals from the Ministry of Education that were interested in the experience.

INDICATE IF YOU INTEND TO EXTEND THE LLWS BEYOND THE PERIOD OF SUPPORT FROM GRUNDTVIG

Starting this project has meant the beginning of the Lifelong Learning Week in Spain. Thanks to this initiative we could begin to organise an event whose key subject was based on lifelong learning. The economic support of the project, the co-ordination of the participating entities and the process of dissemination allowed us to approach different schools, associations and entities related to adult education. Different forms of media and national and regional administrations are interested in the event which will allow for this type of event in these fields

RECOMMENDATIONS FOR FUTURE LLWS –DERIVING FROM THE CO-OPERATION IN THE PROJECT

In CREA we believe that there are a few points that are necessary to take into account for the organisation, design and the implementation of the Lifelong Learning Week:

To take into account the voice of the people participating in adult education. It is essential to work from their needs and interests.

Everyone that attends the Lifelong Learning Week has the same right to give his or her opinion and to participate in an egalitarian form. It is important to avoid the creation of hierarchies that create barriers for participation.

Involve the people participating in both the organisation and the design of the lifelong Learning Week. Consider and include the subjects that they believe are relevant to address.

The processes of evaluation should include the contributions of the people participating and those from other educative profiles (teachers, providers, university professors) that have taken

part in the Lifelong Learning Week. Using this process to compare the information gathered with the protagonists can establish more validity for the information.

Allowing for the presence of collectives that have sometimes not been able to take part in these types of events (non-academic women, ethnic minorities, people with disabilities, etc.)

In Spain it is necessary to promote the role of the providers. This will allow for the promotion and a greater extent of knowledge of the movement of the Lifelong Learning Week.

70 CONCLUSIONS

The beginning of the LLW in Spain has meant a new contribution to Adult Education. Before the year 2003, in Spain there still did not exist a concern of this type that has been installing itself in some European countries for some time. The implementation of the First Festival of Lifelong Learning and Adult Education provided a new contribution to the movement of Democratic Adult Education that during the past years has been developing in the Spanish State. This creates a new route to be able to diffuse the importance of permanent education and the need for the voices of the people participating to be taken into account.

The main event in the Lifelong Learning Week in Spain took place in Madrid in the month of November of 2003. This event was divided into two:

Celebration of the Popular Universities (Spanish Federation of Popular Universities)

Third Conference on Dialogic Literary Circles (CONFAPEA)

Both these events had an important impact at three different levels: in the number of people that took part, from the media, representatives of public administrations and relevant organisations that were interested.

Assistance. In the Congress Gatherings around 300 people participated from different entities and organisations that are placing literacy circles into practice with a dialogic focus. Teachers, organisers, and the people participating began a discussion about the need to promote the use of these gatherings around the world. They also talked about the importance of allowing for more musical gatherings and to generate an interest in the schools and the children.

Media. Different forms of media from the regional and national scale were interested in the celebration of the First Festival of Lifelong Learning in Spain. National newspapers such as ABC, El País and national (Televisión Española), regional (Telemadrid) and educational television (Tele UNED. Televisión de la Universidad Nacional de Educación a Distancia).

Administrations and organizations. Professionals from the Spanish Ministry of Education and NIACE (National Institute of Adult Continuing Education), EAEA (European Association for Education of Adults), UNED (National University of Distance Learning) attended the event.

Before and after this event, different activities were also specified in relation to the Festival and at a regional and local level promoted the importance of lifelong learning and the movement of the Lifelong Learning Week.

Commission of Conferences of Women's Rights (CONFAPEA)

Commission of the multicultural group of FACEPA (Federació d'Associacions Cultural Educatives de Persones Adultes, Federation of Cultural and Educational Associations of Adults)

The dissemination of the project and the Lifelong Learning Week has been two much related aspects. This is due most of all to the drive that this project has meant for the First Festival of Lifelong Learning in Spain. For this reason, in the case of CREA the diffusion has also been closely related and has been carried out by the adult schools and the entities that are associated with CONFAPEA and FACEPA.

In Catalonia there is an association dedicated to the education of adults (AEPA. Associació per l'Educació Persones Adultes) that published, together with the Barcelona Council, a magazine (PAPERS d'Educació de Persones Adultes) focusing on permanent education. It is important to point out that in the latest edition of the magazine that dealt with the importance of adult education in Europe, an article was published dedicated to the First Festival of Lifelong Learning and the Education of Adult people organised in Spain⁹.

⁹ Drogenik, O & Pangerc, Z. 2004. Primer festival d'aprenentatge al llarg de tota la vida a Espanya. *Papers d'Educació de Persones Adultes*. Núm: 44. Marzo 2004. AEPA (Associació per l'Educació de Persones Adultes)

REPORT ON THE ROMANIAN LIFELONG LEARNING WEEK 2003

1. NATIONAL CONTEXT, OBJECTIVES AND TARGET GROUPS

1.1 Rationale and background for the LLW

Due to the communist regime, the development of Adult Education in Romania was hindered by the fact that education institutions were prevented from having access to the technology, equipment and knowledge Western Europe was already experiencing in this field. More over, the institutions were obliged to promote by the means of their activities the ideology of that times. In this respect, the programs were mainly focused on folklore and traditional culture. After the 90's, being motivated by the need to recuperate the lost time and synchronize with the European standards of education, the Adult Education institutions, especially from the non-formal system of education have been developing and modernizing their structure, set new objectives, adopt new teaching/learning methods, introduce modernized equipment, offer a diversity of programs developed in accordance with the needs of the community and addressed to a larger public, improving the means of promoting the concept of education at all stages of life and the programs of the education institutions.

Due to the activity of IIZDVV in Romania, institutions like Popular Universities, Cultural Houses had the possibility to develop the concept, strategy and methodology and new institutions like Regional Centres for Adult Education were born starting with 1997, working either within Popular Universities and Cultural Houses or independently, as NGOs. The great investment was at the level of human resources. In this respect, managers and staff from education institutions, as well as educators working with youth and adults had the chance to attend national training seminars with foreign experts and trainers and/or visits and training stages at similar institutions in other European countries, transfer and exchange know-how with adult educators by participating at international conferences and seminars, facilitate and create partnerships in undergoing European projects, promote the education standards and objectives set by UE. Step by step, the knowledge was transferred to the formal system of education, "in a non-formal way", through educators from schools and Universities who took part in professional trainings organized in the non-formal set up.

The education reform was at first more pregnant at the level of the institutions from the non-formal system of education as the governmental structures did not include it in the national strategy of education. Due to the lack of an adult education law, there was little support for the education institutions, financially or logistically.

Due to the situation described above, the education institutions set the following objectives:

- change the communist image of the education and culture institutions
- promote the institution and the new education offer (based on the acquired knowledge and methodology) so that people know about their learning opportunities
- reach as many people as possible in order to answer their needs
- create partnerships and collaborations
- transfer of know how among education institutions in the country in order to maintain the further development of these institutions
- gain the official recognition of the governmental authorities
- become a part of the European movement in promoting LLL

In order to fulfill the objectives and the needs of the education institutions, with the support of IIZDVV Project Romania, in 2000 the Festival was implemented in Romania.

1.2 Concrete aims and objectives of the LLWs

Main goal:

Promoting, advocating and implementing the 'lifelong learning' concept, celebrating the learning actors as well as promoting their opportunities for professional and social integration and for personal fulfilment.

Objectives:¹⁰

Regarding education and lifelong learning

Institutional level:

- promote the institution and the education offer (opportunities for employability)
- overcome competition and promote cooperation between the formal and non-formal systems of education,
- enlarge the regional network of education institutions in the rural area by implementing new institutions or/and strengthening the old ones
- celebrate the educators who paid an important role in the development of adult education as well as the achievements of the learners
- Educational level:
- promote and implement new teaching/learning methods in adult education
- Promote education as an opportunity for employability and career making by presenting the learning offers, trainings, etc.
- Support the didactical supply for trainers in both formal and formal education by implementing didactical materials, manuals, working tools, etc
- Establish grounds for dialog and experience exchange between theoreticians and practitioners

Regarding the attitudes and values the Adult Education institution promotes

- raise the awareness for the need of education at all stages of life
- give learners the chance to become active actors of learning and freely express their ideas and opinions
- promote the mutual respect and understanding between different ethnic and religious groups
- promote the social integration of disadvantaged people

Regarding the official stand point of Adult Education

- involve decision makers in developing programs and activities
- draw the attention of the decision makers by disseminating the present EU education policy as referred to adult education and training systems and the importance of the non-formal system of education involve decision makers in developing programs and activities

Regarding cooperation

- Encourage cooperation between institutions from different fields of work
- Establish partnerships for future projects
- Know how transfer in the adult education network

Regarding the EU dimension

- Give information regarding the European integration at all levels (political, economical, social, educational)
- Dissemination of new paradigms in education promoted at the international level
- Transfer of methodology and exchange of experience gained in EU projects

¹⁰ See the Ro LLW Model for a more detailed information regarding the objectives of the Ro festival

- Apply European standards and methods in organizing Learning Festivals as well as other education activities and programs on the local, regional and national level

a. The ways in which the situation set out under 1.1 has been changed/will be changed

- The result of a national endeavor of the education institutions materialized either in direct approaches or indirectly by the means of LFs, was the recognition of the non-formal education institutions. In this respect, in 2003, the Romanian government voted a new adult education law which recognizes Lifelong Learning as the main objective of Popular Universities, Municipal Cultural Houses and Cultural Houses from the rural areas. On the other hand, for the first time the Regional Centres for Adult Education are mentioned along with the other education institutions and considered to be agents for the implementation of the education strategy. It also stipulates that for events (national or local) with a large impact or certain projects, these institutions can build partnerships with the local authorities.
- On the other hand, the change took place within the non-formal system of education. It has been adopted step by step by the institutions from the formal system of education. More over, the understanding and awareness of the fact that education and self-development is not an isolated process of some individuals but is a sine qua non for the development and sustainability of a community at all levels, economic, social, cultural, etc. has penetrated in other fields of interest and activity. As a result, the market of education services has been widened.
- By undergoing the LFs in Ro, we become part of a European learning space and we align to the UE demands and standards of education

b. the needs as set out in the national report addressed/will be further addressed by LFEducation providers will further need to improve and develop as the society itself is changing and new needs, new target groups will result out of this continuing transformation. In this situation, the demand of education will be more diverse and answering the needs of people will be a never ending process. In this respect, LF will be an agent in the future to facilitate the link between education institutions and community, education institutions and authorities, civil society, UE organisations and institutions in order to provide opportunities both for their own development and the development of the citizens.

1.3 Innovation and EU dimension

Since 2000 new partners and collaborations were established and the involvement of the governmental authorities has become more obvious. Participation in the LLW G1 project brought some important innovation in the LLW movement in RO: the number and type of activities increased and a greater variety of new themes were approached; the new concept of LLW coordination and the innovative model of LLW evaluation have been implemented. Due to these a better relationship with mass media (in some cities, the promotion before, during and after the Festival was free of charge) and participation of other educational networks in the LF movement have been achieved.

The project LLw G1 brought a lot of positive changes in the development of the Ro LLW:

- The network of the RO LLW has been consolidated
- The information, knowledge, methods regarding LF have been transferred to the network of the regional and local coordinators
- a common strategy has been developed by the regional and local coordinators
- transfer of the European know how of the partner countries within the Ro national Adult Education network (ANCZEA network, Popular Universities network, Cultural Houses) and other networks (Regional and Local Authorities networks, the local Networks of the Ministry of Culture and the Ministry of Education)

- the project brought theoretical support and a clear methodological framework that would enable a more structured approach of the LLW. By the tools and the methodological support, the LLW experience can be easier implemented in other institutions and they can always be a milestone for the providers of LLW.
- a common identity and image for the national festival was built
- new tools for developing, disseminating and evaluating the festival were used
- Partnerships and cooperation between education institutions and employment agents were created

The EU dimension was strengthened and widened by:

- Promoting the EU education and training objectives to educators and managers from different education institutions (formal and non-formal)
- Implementing the standards of education and training at the level of education providers from the formal and non-formal system of education
- Organising information and guidance activities for different target groups within the LF about the accession of Romania to UE and the quality standards needed in order to match the demands of the UE labor market
- Involving organisations and experts from other countries
- Dissemination of good practices and know how acquired in other European projects
- Free dialog with pedestrians about UE and the importance of the UE contribution for the development of Romania

-

1.4 Categories of persons who directly participated in your LLWs

Providers:

Institutions: Ministry of Education, Ministry of Culture, IIZDVV project Romania, Regional Centers for Adult Education, Cultural Houses, Popular Universities, Training Centers, Professional Schools, Business Schools, NGOs, School Inspectorates, Universities, High Schools, Schools, Kindergartens, Didactical Body Centers, Education Centers of Health, Local and Regional authorities, Chamber of Commerce, Companies, Youth Centers, Libraries, Book Stores, Museums, Music and Dance Schools, Police, Prisons, Employment Offices, City Halls (cities and rural towns and villages)

Persons involved: managers, teachers, professionals from the AE field, inspectors, city council/mayors, representatives/volunteers from NGOs, counselors in Adult Education (within the counseling and guidance Centers), librarians, specialists in the fields of medicine, environment/ecology, social care, tourism, economics, artists, performers (dance and music),

Participants:

Public of all generations: learners, would-be-learners, non-learners

Youth/adults: students, graduates, employed/unemployed

Professionals (from formal and non-formal educational system, from other fields)

Disadvantaged groups

2. OUTPUTS OF THE PROJECT IMPLEMENTED IN PLANNING AND IMPLEMENTING LLW

2.1. During the LLW 2003 all project outputs have been implemented

The LLW Plan¹¹ was used to prepare the LLW in 2003 and to disseminate the work planned by the members of the network for the 2003 LLW.

It describes the sequence of the steps undertaken in order to organize the “Festival of Your Opportunities” and the time allocated for each phase:

- I. Preparation of working tools, evaluation tools and information materials,
- II. Training and networking,
- III. Organizing,
- IV. Running the Festival,
- V. Evaluation and dissemination

The plan also includes the common strategy of the network of regional/local coordinators in organizing the Festival: objectives, activities, target groups, partners, promotion and advertising. The general frame of the national plan can be adopted for future editions of the Festival.

It was mainly used within the network of the LLW regional/local coordinators;

Network of regional coordinators

In Romania, before the LLW project, the concept of regional coordinators of the Festival was not yet implemented. Members of the Regional Centers of Adult Education (CZEA) who are part of ANCZEA performed only the tasks of LLW providers, as they were involved in the Festival from the very first edition. In LLW 2003 the concept of LLW G1 network of LLW regional/thematic coordinators has been introduced, opening space for people from other networks and other, non education fields to assume the role of coordinator. The new model of coordination is paving the way for improving/starting to develop partnerships among different stakeholders in implementing learning for all strategy in RO. In 2003 15 regional coordinators were trained on team building, responsibilities/ tasks and communication within the network, preparation of working tools, evaluation tools and information materials, how to use the manual and the questionnaires for providers and participants. During the trainings, the coordinators who organised LLW before had the chance to exchange their experience, new ideas and methods.

Project Web Page

Used during the whole project.

It is an efficient multimedia information, experience and know-how exchange, promotion/dissemination, communication tool. It is a space of interaction between the partners via forum, of learning and sharing within the partners as well as worldwide the experience gathered by each partner country regarding Adult Education, Learning Festivals, offering both the theoretical and practical support for all interested in this topics. It is a platform of knowledge on which each of the partner countries has the opportunity to address to the world. It is the result of a joint contribution in building the structure and content.

It was disseminated by e-mail, presentations at national/regional/local seminars/conferences (before and during the LLW), stalls, promotion materials, media promotion (during the LLW);

The E-bulletin

Used in order to inform on LLW, LLL, AE in the education network in Romania, to achieve the know-how transfer from the project countries to Romania.

¹¹ For details, please see the Ro LLW Plan

It was disseminated before the LLW by E-mail to the education institutions and at the national training seminars. It was also presented during the LLW along with other adult education materials, as for example the ANCZEA newsletter.

The National Report

Used as a platform for undergoing the activities which are necessary in order to improve the actual situation in Romania regarding LLWs. It was used in preparing the LLW at the national training sessions with the LLW coordinators.

The Manual

The manual was elaborated by the Slovenian team, with the contribution of all other partners. The final version was translated to Romanian.

The manual has 2 parts. First part contains the 6 key areas for coordination (how to initiate, organise, develop and evaluate a Lifelong Learning Festival): partnership/cooperation/coordination, plan and coordinate the events, media promotion, financial support, producing promotion materials, monitoring/evaluating/reporting procedures. The second part contains examples of good practice related to the 6 key areas of coordination. This was the most important tool in implementing the LLW in 2003. It represents the quintessence of the experience accumulated by the countries involved in the project. It is an innovative tool and it will serve the further development and expansion of the Festival in Romania. As the basic structure is "multidisciplinary", it can be adopted to similar events organized in other fields. It does not necessarily have to be a national event, it can be implemented at the level of a network, let it be regional or local.

The questionnaires

The questionnaires for participants and providers comprise of items that collect very detailed information about the two categories which allow a thorough evaluation of different aspects of the festival, related to the organisation, promotion, support, activities, target groups, etc.

The items used for the Questionnaire for providers: Institution data and the function in the Festival, function and data of the person in charge, objectives and expectations and the level they were reached, successful activities, number of events and participants, previous participation and further participation in LLWs, improvements for the next editions, personal/institutional/community benefit, new visitors and learners as a result of the impact, media and promotion, cooperation and partnerships and the evaluation of the collaboration, received support, proposals for the future.

Items used for the Questionnaire for participants: personal data, field and place of work, how they found out about LLW, previous participation in LLW, evaluation of LLW, proposals for the future, impact regarding the motivation to continue the learning process.

LLW Poster

The poster of the LLW project is used as a tool for dissemination/promotion. It comprises the common image of the project and also the identification graphics and the titles of the LFs from each partner country. It represents the face of the project directed to the world and depicts by its symbolical design one story of different countries united under the common principle of building a European space of learning.

Dissemination plan (the version available in September 2003)

The plan was implemented during the last training of the regional coordinators held in Brasov, September 2003. It is a tool used for informing and promoting the Festival. The plan consists of objectives, target groups, different ways of undergoing the dissemination process (oral, written, formal, informal, etc.), persons in charge, methods used for dissemination (according to the target groups, by direct contact, by e-mail, by post, by publications, etc.).

2.2. Categories of persons implementing/will further implement the project outputs

The national coordinator was responsible to implement the plan within the regional coordinators network before the LLW 2003. For the forthcoming editions, the LLW Plan will be further implemented by the coordination team chosen for the 2004 Festival and it will be used as a tool for planning the event. The regional coordinators can use the main structure in order to plan similar activities at the local level.

The network of coordinators was implemented during the project and it is a long term investment as the network will further function within and without the borders of the Festival. The new approach of the network by the means of the project was a step further in learning to communicate and work as one organism. From this point on, the network will further develop and extend, welcoming new members not only as education institutions but as LF regional coordinators. The training of the coordinators was the responsibility of the manager and national coordinator before the LLW and for the further consolidation and extension, there will be a team of trainers from ANCZEA and some of the regional coordinators who were chosen to act as multipliers.

The national coordinator implemented the web page within and outside the ANCZEA network and it will further take have this responsibility until the end of the project. The implementation will take place by dissemination packages sent by post , during seminars and workshops held within the education network in Romania.

The manager and the national coordinator have implemented the E-bulletin first within the ANCZEA network (by e-mail, at the training sessions). The bulletin will be further implemented throughout the country to different education institutions from urban and rural area by the persons who will be in charge with the future national coordination of the Festival.

The manager and national coordinator have directly implemented the manual during the training sessions in the ANCZEA network and by post and/or e-mail in other networks as ANUP (Popular Universities Association), Cultural Houses and Cultural Homes (rural area), and disseminated it at the level of national bodies as Ministry of Culture, Ministry of Education and CNFPA (the National Council for the Professional Training of Adults). The expertise was implemented by the regional coordinators in their regional/local teams and networks. The manual will be further used and implemented at the level of the new regional coordinators and LF providers in 2004 by the categories of people mentioned above for the future editions of LLW in Romania.

It was also used as a tool for implementing LLW in other institutions.

LLL weeks, e-mail (group mailing lists), newspaper articles, national/regional/local seminars/conferences, stalls with methodological and didactical materials, sent by post to different adult education institutions interested in organizing LLWs from formal and non-formal system of education, other potential LLW providers.

The manager and national coordinator of ANCZEA was responsible for printing and distributing the poster in the country to the regional coordinators, before the LLW. It will be further used by ANCZEA,

IIZDVV as promotion for the experience accumulated and the project itself. It can be used locally for similar purposes by the regional coordinators.

The leaflet will be implemented by the ANCZEA team, IIZDVV, regional and local coordinators before and during the LLW in 2004 for the promotion of the project, expertise gained in the project and the Ro LLW itself as an agent of integration into the European movement for education and LLL.

The dissemination plan was one of the issues on the working agenda at the last training session in Brasov and it was implemented by the LLW national coordinator. The coordinators have further transmitted the information to their local teams. The plan was used in practice for the last stage of the Festival, evaluation and dissemination, as mentioned in the Ro LLW Plan. It can be further used and adapted to the next editions of the Festival. The persons in charge will be the national team of coordinators, the regional and local coordinators who will make it available in their regional/local networks. ANCZEA will use the material for consulting and assisting the new regional coordinators or providers that address themselves directly to ANCZEA.

3. EVALUATION OF LLW

The regional coordinators reported that approximately 8000 questionnaires were distributed and 3.120 returned. Most of the participants who attended the Festival were adults (25-54), app. 60%, followed by youth (15-24), app.30%. Third age participants as well as school pupils were less in number, app. 10% all together. The data show a balance of gender as 48% were male participants and 51% female participants. Most of the participants who took part in the activities are graduates of University, 96% and secondary school, 34%. The participants with 8 class or less are pupils from primary school, who were not involved in the evaluation process. (Supplement 1 Evaluation of RO LLW 2003)

4. DISSEMINATION

4.1 Activities that ANZCEA was responsible ANZCEA was responsible for

- Training of national LLW coordinators
- Producing the plan for the training of regional/local coordinators
- Reporting the training of regional/local coordinators
- Producing the state of the art national report on the LLL and LLW situation in Romania
- Contribution to the elaboration of the manual
- Translating the manual
- Disseminating and implementing the manual
- Translate and implement the questionnaires for providers and participants
- Evaluate the questionnaires using the web application format
- Elaborate the LLW model
- Elaborate the LLW Plan for 2003
- Elaborate the media and promotion plan
- Elaborate the dissemination plan
- Organize national LLW
- Evaluate and report the LLW

- Editorial work and printing of the summary of national LLW reports
- For dissemination activities see <http://www.llw5.org>.

4.2 Target groups reached by the LLW G1 project

Target groups reached by the LLW and outcomes of the project: ¹²(the outputs of the project that reached the following target groups are: manual, questionnaires, web, e-bulletins, literature bibliography in LLL and LLWs):

- 15 Regional and 15 local coordinators (additional to the above mentioned outputs, the regional coordinators benefited from the trainings provided during the project, who applied the knowledge acquired in training their own local coordinators and their team)
- Managers of education institutions and other providers of LLW
- Managers and referents from the rural area
- Teachers (schools, high schools, Universities from cities, towns and villages,
- Personnel from public administration (the workshops were focused on a better knowledge of the adult education law, the objectives set at the EU level regarding training and education, LLWs as a means to promote the UE objectives and standards of education, collaboration between public administration and education institutions)
- Educators from the AE field
- managers from the agro tourism field
- librarians
- educators in kindergartens
- school inspectors
- museologists (how the museum can become a learning non-conventional space for different target groups)
- Target groups reached by the LLW¹³
- minorities (Hungarian, Armenians, Roma people, Bulgarians, Ukrainians, Serbs, Jewish people): most the activities were based on intercultural exchanges, promotion of identity in a multicultural community, identifying solutions for the problems minorities experience
- Women involved in politics (training of the communication competencies, self development, promotion of the leader image in the community, etc.)
- seniors (share experience and new opportunities for learning, validation of their lifetime achievements)
- unemployed (by job fairs, education fairs for professional development)
- adolescences (family and community integration counseling, further education orientation and guidance)
- graduates (counseling on: looking for a job, how to write a CV, how to behave during an interview with the potential employer, etc.)
- pupils (basic information on different topics: health, hygiene; democracy and citizenship,
- parents (awareness of the role parents play in their children's life regarding the importance of LLL in adjusting and integrating in the labor market, in a society which is subject to change)

¹² Most of the national and regional LLW coordinators and providers had more or less the same target groups as the ones mentioned in the present report, according to the community needs, the social and geographical set up. Although there are common needs and target groups, still there is a difference from one area to another, as for example in some parts, agriculture is dominant whereas in other parts tourism, industry, environment, health or education/culture/tradition are the dominants. The participants for each target group were app 30 to 60 per seminar and similar seminars/workshops took place in more than 40 cities and towns. If the nature of the activity allowed it, more participants were welcomed to attend the program.

¹³ Here are mentioned some of the themes approached during the activities planned for the specific target groups

- managers of companies (the mutual benefits of cooperation between the education providers and SME)
- NGO representatives (collaboration for projects that have as target groups disadvantaged people)
- Police representatives
- specialists from different artistic fields,
- social partners
- the great public

4.3 Implementation/further implement the know how of LLW G1 project

One of the tasks of the organization is to work together with IIZDVV Project Romania, the promoter and main coordinator of the Festival in order to monitor, collect, register and further implement the experience gained at the national and local level.

Monitor

The national coordinators, both from ANCZEA and IIZDVV centralize information from the coordinators and providers regarding activities, target groups, partners, collaborators, evaluation of questionnaires on different themes, examples of good practice, etc. This aspect is very important in order to measure each time the actual situation of the Festival in Romania and always come to a new starting point which is essential for the further development of the Festival.

Monitoring was part of the national coordination strategy in the past years but as of 2003 it has become more efficient and professional due to the improvements the project implied, especially the trainings of the coordinators, manual, questionnaires for providers and participants, ICT tools for monitoring and evaluation on the web.

Collect and register

- the questionnaires for providers and participants are an innovation for the Romanian Festival as before common evaluation tools using the same evaluation items had not been used before. Previously, the evaluation was rather random and the figures were given with approximation. These tools will be further used for the evaluation of the Festival.
- Questionnaires developed on specific themes or target groups and their evaluation, implemented at the regional/local level (e.g. youth were asked 10 questions about EU, or another example, women, from different social environments were asked about the role they play/should play/could play/are allowed to play in the society).
- examples of good practice
- -addresses of the providers, collaborators, experts (Romanian as well as foreign), coordinators, companies, schools inspectorates, chambers of commerce, etc. in order to create a data base
- activities of the Festival, places, institutions, contact persons in order to print a national brochure which is distributed to regional coordinators and providers¹⁴
- pictures, videos, maps, promotion materials, brochures with the programs and places, etc.

Evaluate

Evaluate the results of the providers' and participants' questionnaires, identify the shortcomings and achievements and hence focus on the improvements and/or support successful activities that can be reevaluated within future Festivals. The focus of the evaluation is on the management, impact on the community/target groups, diversity of activities and programs, on what extend the aims and objectives were fulfilled.

Previously, a thorough evaluation was done rather locally and it was an isolated phenomena. Some of the LF providers, especially the ones willing to take part in further Festivals were interested to undergo the evaluation of the event in order to have better achievements in the future. Still, the information collected

¹⁴ The brochure was printed in 2000, 2001, 2002. In 2003 the financial support was mainly directed at the regional/local level and hence brochure was not printed. Still, the information is available in electronic format for the interested ones.

nationally was incomplete. Starting this year, the evaluation is done at the regional/local level by the regional coordinators. Based on the first stage of the evaluation and the additional information and materials collected, evaluation is taking place at the national level. In this manner, the chances to take good steps ahead are increased.

Implement and develop

- **Trainings:** National meetings were not strange for the LF providers in Romania. They met before the Festival mainly to exchange ideas, to ask for advice, to find solutions and to get inspired. Starting with 2003, the national meetings became more structural and coherent and they actually turned into training and planning seminars. As an innovation for the future trainings, the regional coordinators who were successful in organising Festivals will be further involved as trainers of the LF coordinators, together with the national coordinator and will moderate the team in the process of planning the national/local Festival and developing the national/regional/local common strategy.
 - **Publications** (publish achievements, results, good practice examples, articles in the adult education publications, e.g. Paideia, which is distributed in the whole country in different education networks, or in international publications related to the Festival) Paideia magazine has already published articles and examples of good practice in the past years and the editors have the Festival in their focus also in the next years. On the other hand the Festival was promoted in international publications edited by UNESCO, NIECE or IIZDVV Bonn¹⁵ and it is still one of the objectives set by the national coordinators for the future editions.
 - **CD** (The information about the Festival at the national/regional/local level, based on the materials collected from the country, will be available in electronic format. This is an innovative tool and it is going to be used as of 2004.
 - **Develop a common strategies** At the beginning, before the LF was first implemented, the first touch with the Festival and the only experience to start with was a visit in Slovenia of managers working in adult education institutions from different parts of the country. Three editions had been organised in the meanwhile (2000,2001, 2002) rather based on “learning by doing” than any practical or theoretical experience. In 2003, there was already the need for a common strategy, as the agents involved in the LLW were ready to work with each other as a whole. In 2003, with the financial support, the expertise of the countries involved in the LLW project, and its own experience, the ANCZEA network of coordinators elaborated a common national strategy, which will be further developed for the next Festivals.
 - **Extending the network of coordinators and implementing the Festival in new cities/towns/villages.** In the first three years, there was only the concept of LF providers.¹⁶ The concept of regional/local coordinators and a network of coordinators was implemented due to the LLW project in 2003. The organisation will further concentrate on the consolidation and development of the network as it is a very efficient means to communicate, exchange experience, organise and plan, improve “together”, as a result of a joint effort.
 - **Facilitate the access of all interested institutions to the information and data base available at this moment in order to build contacts, partnerships and collaborations.** After 4 years of experimenting and learning, it is possible that starting from this year to provide this facility in an organized and efficient manner.
- Consulting**
- facilitate communication and knowledge transfer between different actors involved in LFs

¹⁵ Please see the Romanian LLW Model

¹⁶ See also footnote nr.3 from page 5

- facilitate the experience exchanges (e.g. different types of questionnaires as tools for collecting data in the community; successful activities, etc.)
- support and guide the new regional/local coordinators before, during and after the Festival by providing the tools and methodology acquired both from the experience gained during the 4 editions of the Festival as well as the innovations and experience provided by the LLW project (manual, expertise, LLW models, LLW plans, LLW dissemination and promotion plans, etc.)
- the experience accumulated will be the basis for organizing new activities and improving the existing ones according to the new target groups and the new situation of the society. (As an example, every year the same activity approaches new aspects that were not present in the previous years which are necessary for the present situation of the society. This is the case with the counseling and guidance center. As every year it is confronted with new demands, questions, life situations, it has to adjust the curriculum according to these new demands.)

As the Festival was a new experience for the education institutions involved, consultancy was an inside phenomena taking place among the LF providers who were giving support and assistance to one another. ANCZEA was in this situation more like a moderator as the experience on the national, regional and local level was still "in the make". As the experience accumulated both regionally and nationally, the organisation is ready to offer this support in the future. This new situation does not exclude the direct help between coordinators and providers. In this respect, during the 2003 LLW in Romania, the coordinators were interacting with each other and provide experience and logistics for their colleagues, apart of the trainings and support they were provided with by the national coordinators.

5. LINKS WITH OTHER NETWORKS

The networks which participated in the LLW are the regional districts of Ministry of Culture, network of Popular Universities (ANUP), network of Regional Centres of Adult Education, network of Regional Centers for the Conservation and valorization of the traditional creation (these regional centers are responsible with the implementation of adult education according to the law voted in 2003), regional Agencies for Employment, the national network of the Ministry of Education by the local inspectorates, network of Chambers of Commerce, network of volunteers who were represented by the Pro Vobis NGO which has offices in different cities.

The links were established by direct discussions and contacts, telephone, official letters, by collaboration protocols, especially with the national bodies which sent notifications in the country, to the local representatives, in order to provide their support and participation at the LLW.

At the national level the persons responsible with the coordination of LLW were in contact with the national networks and the regional coordinators with the regional and local networks. One benefit of these collaborations is that they do not restrict only to the sphere of LLW but they function in other activities and events which need the support of these networks.

6. LLW BEYOND THE PERIOD OF SUPPORT FROM THE GRUNDTVIG

The "Festival of your Opportunities" has already become a tradition before and independent of the project. Since the seed was sown, the most important aspect was to take care and help the seed develop, so that fruits can be harvested. Due to the project, the Festival has received the proper nourishment in order to grow and achieve in a more professional and efficient way the goals that it

stands for. According to the input of the providers who were involved in the 2003 Festival, this event is necessary for the development of Adult Education in Romania and they are willing to play a further role in the next editions. According to the opinion of the participants, the Festival should be organized every year and adjusted to the national, regional and local context and needs. In this respect, it is a must for the Festival to improve every year in order and answer the requests of the individuals.

The most important investment of the project is in human resources and methodology. The people involved and trained during the project will be living examples and multipliers for the next generations involved in LLWs and the methodology elaborated by the project (manual, questionnaires, etc.) will always be a standpoint and a guide for the ones that need a theoretical back up. This basis will secure in a way the continuation of the project. On the other hand, the collaborations and partnerships established have been strengthened during the 2003 edition of LLW as the partners were satisfied with the outcomes of the collaboration and they are willing to give further support in the future. In this respect, the premises are already established for the future editions of the LLW in Romania.

7. RECOMMENDATIONS FOR FUTURE LLWS – DERIVING FROM THE COOPERATION IN THE PROJECT

- Increase the number of regional coordinators (for the 2004 we expect to increase the number from 15 regional coordinators to 25) and local coordinators (each regional coordinator chooses at least 4 local coordinators who are responsible with the LLW in a given area of the region), improve the communication in the network (every change of the structure and work with more regional coordinators who themselves have to train their own local coordinators implies a new approach in communication and requires more discipline, attention, clear delimitation of the tasks) and a better approach of the responsibilities of each member of the team
- Have more national coordinators, each responsible for an aspect of the Festival. For example one would be responsible with promotion (relation with mass media, creation of the national poster, etc), another one would be responsible with the training of regional coordinators and collecting the data from the country about providers, activities, and cities, another one would be responsible with the relationship with national bodies)
- Provide two training sessions (September and October) by the national coordinators for the regional coordinators: first session to clarify the tasks and responsibilities, exchange the experience of the previous years, including the experience gained in the LLW project (strong points and weak points of the previous year), disseminate and implement the manual and questionnaires for the new coordinators, and the second session with a common plan and strategy for the LLW in 2004:
- New objectives, target groups, activities, places, national and local partnerships, involve more partners and networks, experts from the country and abroad, new and more cities involved in LLW, as well as extending the event in the rural area
- Based on the media and promotion models from all the project countries, create a new plan in order to establish national and media partnerships
- Based on the dissemination plans developed during the project, an improved action plan for information and dissemination of the LLW
- Better financial support from the governmental structures as well as independent funds obtained by fund raising on the regional/local level (usually, every year IIZDVV is providing financial support to the regional coordinators of LLW but for the future editions of the LLW, each regional coordinator, together with the team should be able to find more support from the regional/local resources additionally to the support that IIZDVV will provide in the future)
- Identify common themes or one specific day of the Festival dedicated to a target group or a subject which is very actual (e.g. intercultural day, active citizenship day, etc.)

- Use the data base with AE institutions (national, regional, local), media representatives, LLW supporters, created in 2003 and improve it

8. CONCLUSIONS

"I think the organisation of the Festival of Your Opportunities as a project, with training sessions, with a common strategy, identifying the target groups to whom we addressed the Festival allowed us the understand in a very clear manner the mission of the Festival this year and to reach our objectives"

"I notice that each one of us took over the experience of the others and this is something extraordinary – we can learn from each other and together, regarding the themes we approach, the way we produce our promotion materials, the way we relate to suppliers and participants."

Regional coordinator from TG.Mures

"By the means of the project "Widening and strengthening the European Dimension of the Lifelong Learning Week Movement" we achieved a common strategy of working in the network, new efficient and practical methods were implemented, we could transfer good practices in our network of Regional Centers for Adult Education.

Regional coordinator from Bocsa

The general answer of the LLW providers regarding this aspect was that LLW is an efficient mobilizing agent because it approaches themes on educations which are found on the agenda of other festivals from European countries.

The most important innovative aspect of the project is the opportunity of sharing and enriching the experience in organising LLWs, as well as identifying the common directions in a diversity of approaches linked to this event. The end result of the joint endeavor is:

- a widened perspective and approach regarding the creation of a professional frame in which LLL, AE can be best promoted,
- achieving a set of objectives at European standards regarding LLL, AE
- implementation of professional methods, techniques and tools at European standards in preparing, organising, running, evaluating, disseminating LLWs
- multiplying the experience (in theory and practice by the means of the products elaborated during the project) by sharing it with other new LLW providers
- multiplying the human resources (the trained regional coordinators and trainers of new regional coordinators)
- better media promotion at the national level (promotion materials and connection with mass media representatives)
- more financial support from the national authorities and a better recognition
- impact on the formal system of education and institutions from other fields of work
- more people involved during the Festival (from experts to common people with achievements) and more people were reached by the activities
- new institutions showed interest in joining the Festival and/or in building partnerships for future projects
- more activities implemented related to the transversal issues (equal opportunities, disadvantaged groups, xenophobia, racism)
- a direct benefit of the organisation: accumulated national and international expertise which is the basis for further development and implementation of the LLW at the national level

Prepared by Ioana Florescu

Supplement 1

EVALUATION of LLW 2003, RO

Questionnaire for participants¹

In the country, as reported by the regional coordinators, app. 8.000 questionnaires were distributed and 3.120 returned to the ANCZEA office.

Evaluation of events

1. Related to promotion

The activities undertaken at the national level were promoted via internet, TV, Radio, written media, by post, by the education institutions, by the word of mouth, invitations, posters and flyers. At the national level, almost 47%, of participants found out about the Festival by post and flyers, and app.18%, 19% and 20%, by the education institutions, by written media and TV, followed by Radio with almost 15%, by the word of mouth with almost 6 % and by post with almost 4%². The lowest promotion was achieved by internet. The explanations are multiple, either the web pages used for promotion are not very well known or regularly accessed, either people cannot access (e.g. lack of IT skills) or do not have possibilities to access the internet.

2. Related to LLW as a new experience

For most of the participants who attended the programs, the 2003 Festival was their first experience, as app.70% of the total number were newcomers and 30% were participants who took part in the Festival in previous years. This situation reflects on the one hand the expanding potential of the Festival in reaching new target groups and participants and on the other hand the usefulness of the Festival for the previous participants who show further interest in the programs the Festival offers. The higher percentage of new participants was scored in programs like Informing and Counseling, Participating events and Accompanying events, where the average percentage of the newcomers was 85% and the rest of 15% were participants who took part in previous Festivals. The Presentations of education programs and projects gathered a balanced number of new and old participants, the newcomers representing 55% of the total.

3. Related to the rate

Almost half of the participants who evaluated the Festival, app.45% of the total, rated the events with very good, followed by app.35% of the participants who rated the events with satisfactory, app. 18% considered the Festival to be excellent and 2% rated the events with poor.

Out of the 4 types of events, the Presentation of education programs and projects and Participative events got the higher rate: very good by 50% for each of the two and excellent by 30% for the first one

¹ The number of questionnaires reported is not the same with the total number of participants which was not possible to record only partly (e.g. the case of exhibitions, fairs). The evaluation is based on the questionnaires which are in the data base of ANCZEA and LLW web application.

² The participants reached by post were the ones invited on the basis of nominal invitations. Generally, this target group comprised officials from the local/regional/national authorities, experts or educators who were involved according to the nature of the activity (elaborating short/long term strategies regarding partnerships, future projects, transfer of know-how, good practice exchange)

and 21% for the second one. On the second place is the Information and Counseling event rated with very good by 49% of the attendants. On the third place is the

Accompanying events rated with satisfactory by 61% of the participants. According to this evaluation, the most appreciated activities are the ones that offer new learning opportunities for both learners/non-learners and the institutions which can be involved in future education programs and projects, either as promoters or collaborators.

4. Related to the involvement into a form of learning

One of the main objectives of the Festival was to raise awareness regarding the need for learning at all stages and one of the concrete results was to attract and involve more future learners in education programs. This objective has been successfully implemented as for most of the participants who filled the questionnaires; app.70% confirmed their willingness to involve in a form of learning, according to their needs. The Presentation of education programs and projects had the greater impact on the participants who attended this type of events, as 94% were showing interest in choosing a form of learning. The Participative events also attracted app.79% of the participants for further learning programs and the information and counseling activities involved app.65% of the youth and adults who attended the counseling and guiding sessions. The accompanying events had a lower impact on the participants, as 58% didn't show any interest in continuing with their further education. This situation is justified, as accompanying events are more entertainment orientated and less formal than other education activities.

5. Comments

The comments made by the participants were topic related and express their opinion about the experience they had while participating in the Festival activities. Generally, they were linked to likes and dislikes, as referred to their emotional and intellectual level of fulfillment on the one hand and on the other hand as related to the educational and professional level of fulfillment. Other aspects mentioned were related to organisation, participants, novelty and efficiency of information, promotion.

6. Topics recommended and proposals

The topics proposed were (1) either derived from the main topics approached during the Festival, meant to provide a deeper understanding and a better pragmatic efficiency and to adapt more to the specific needs of the participants, or (2) new ideas that were not connected to the debated topics.

The main interest was connected to EU projects (e.g. consulting and counseling centers for project promoters, youth exchanges from Romania and other European countries, dissemination of EU projects accompanied with workshops study cases with ups and downs while working in a EU project, etc.), to entrepreneurship (e.g. legislation and possibilities for youth to start a business, criteria of choosing the right business partners, etc.) cooperation of the GO and NGO sectors, education, education in the rural area, etc.

Evaluation of participants

1. Age³

- Most of the participants who attended the Festival were adults (25-54), app. 60%, followed by youth (15-24), app.30%. Third age participants as well as school pupils were less in number, app. 10% all together.

2. Gender

- Compared to the former LLWs in Romania, where most of the participants were female, for the 2003 LLW, the evidence showed a balance of gender, as 48% were male participants and 51% female participants.

The activities that gather more than half of the male participation are Presentations of education programs and projects, with 56%, accompanying events, with 55%, Participative events, with 51%. The information and counseling activities were more in the focus of female participants, as they represent 61% from the total number of participants. The female participation percentage in the other three categories of activities is in average 45%.

3. Years of schooling

Most of the participants who took part in the activities are graduates of University, 96% and secondary school, 34%. The participants with 8 class or less are pupils from primary school, who were not involved in the evaluation process.

The most interested participants in education opportunities were adults with 13 classes or more, who are "used to learn", as they justified their willingness to continue their learning process. The adult participants who graduated from secondary school and University hold the monopoly in all categories of activities. The lowest participation percentage reached was 51% in participative events and the highest reached was 83% in accompanying events. The lowest participation of the adults with 9-12 years of schooling was in accompanying events, with 17% and the highest participation of 49% in the case of participative events.

4. Field of work

The least participation was from the field of politics. This situation is justified, as the political officials mainly were invited to opening ceremonies and/or different workshops that approached specific topics. The politicians are one of the target groups of the Festival but it is not the main focus during the Festival itself, as other target groups are. There were no political participants registered in Information and Counseling activities and Participative events. Politicians attended accompanying activities⁴, in the places where the regional coordinators were also hosts for the Festival, and Presentations of education programs and projects.

According to the evaluation on the web, most of the participation was from other fields (environment, health, social assistance, etc.) followed by education, industry, culture and unemployment.

regarding unemployed participants, they attended in great number the activities which were addressing their needs, as for example, the job fairs. It is very hard to estimate how many passed by the exhibiting area of the employment companies, in all the cities where such activities were organised, as only a small number filled in the questionnaires. In this respect, the percentage registered on the web is not reflecting the actual situation. The activities mostly frequented by unemployed were the Information and Counseling activities, Presentations of education programs and projects, and less Participative events

³ The checked items regarding age were not recorded by the web application. In this respect, the evaluation is based on the hand written questionnaires from the ANCZEA database.

⁴ Although they are not registered on the web, we have received the confirmation from the regional coordinators about the presence of the local authority, representatives of different parties, etc. in accompanying events.

and accompanying events, although the percentage regarding the last type of events shows the higher participation of unemployed people. Still, at the national level, the figures are different.

5. Place of living

The participants recorded on the web are living in the city, and represent 90% of the total number. According to the actual situation, at the national level, app. 75% of the participants are living in a city, 15% in towns and 10% in villages.

As per recorded questionnaires, most of the participants are working and living in cities. The average participation at the 4 types of events, in the city, is 90%, in towns 8% and villages 2%.

Questionnaires for providers

There were 150 questionnaires distributed and 65 returned to the ANCZEA office.

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