

## **Slovenian Lifelong Learning Week (LLW)**

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The Slovenian Lifelong Learning Week has been designed to contribute to the development and dissemination of the theory and practice of lifelong learning in our society. One of the primary aims of this seven-day event, traditionally held in the third week of October, is the raising of public awareness concerning the importance, necessity and omnipresence 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. The LLW thus helps us to promote awareness of the fact that school education is insufficient for a person to acquire enough knowledge and master enough skills to last a whole lifetime and to open up all paths for his/her personal development.

For the fifth year in a row, the LLW has become established as a traditional event bringing together numerous organisations, societies and individuals committed to learning and education with the aim of helping the development of a positive attitude towards learning and promoting the recognition of it as the key to a better life.

The Week is initiated and coordinated by the Slovenian Institute for Adult Education (SIAE) and besides being a nation-wide promotional event it has proven to be the best occasion for celebrating outstanding learning achievements of adults. The lifeblood of the LLW is contributed by LLW providers at the national and local levels. They are the ones who pool their enthusiasm, efforts, knowledge and experience, their creativity and other resources with the intention of contributing their share to implementing the goals of the LLW.

The Slovenian Lifelong Learning Week was held for the first time in October 1996, initiated by the Slovenian Institute for Adult Education, which was then celebrating its fifth anniversary as the leading institution in the field of adult education in Slovenia. Since then we have realised many ideas and plans concerning the promotion of a culture of learning in Slovenia, and we have gained a lot of know-how and experience.

We find it very rewarding to know that the LLW is gaining on scope and quality thereby earning considerable public and media response.

A historical review of basic figures related to the dissemination of the LLW shows the following trends: in its first year, the Lifelong Learning Week involved 59 providers who between them organised almost 500 events and attracted around 10,000 visitors. In 1997 there were 139 providers, about 1,000 events and 20,000 visitors. The LLW 1998 saw 250 providers, 1,500 events and around 30,000 visitors. In 1999 the the scope of LLW grew again; there were 375 providers, 1,900 events and 40,000 visitors.

By organising the Lifelong Learning Week Slovenia belongs to the few countries which have been in line with the recommendations of the Hamburg Declaration on Adult Education and the Action Plan for the Future (strategic documents of the Fifth International Unesco Conference on Adult Education - CONFINTEA V, Hamburg: July 1997) concerning the promotion of the culture of learning.

The Slovenian LLW differs from adult learners' weeks organised in other parts of the world in the sense that we are attempting to promote the 'lifelong' and 'lifewide' dimensions of learning with the aim of raising public awareness concerning the importance, necessity and omnipresence 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.

The Slovenian Lifelong Learning Week 2000 has a very strong international impact, given the fact that it is linked to the first International Adult Learners' Week initiated by the General Conference of Unesco during its 30th session in November 1999. A summary of our four years of experience in organising LLW was one of the many contributions to the Learning Festivals Guide, an internationally-produced communication tool for amplifying co-operation between agencies active in the promotion of the culture of learning at the international level. In addition we attended the launch event on 8 September at the World Exposition (EXPO 2000) in Hanover as part of Global Dialogue No. 7 entitled "Building Learning Societies - Knowledge, Information and Human Development".

The concluding session of the "Platform for the Future" event provided the stage for the celebration of International Literacy Day and the official launch of International Adult Learners' Week by the Director General of Unesco.

A further international feature of Slovenian LLW 2000 was the fourth Adult Education Colloquium, which dealt with "Literacy, Participation and the Knowledge Society" (Ljubljana, 16-17 October). Based on the results of the International Adult Literacy Survey (OECD, Statistics Canada, 1998-2000), adult literacy issues in Slovenia were discussed alongside findings from a number of other European countries. In addition to international Colloquium participants, there was a group of foreign experts paying tribute to this year's event. Representatives from south-east European countries gathered in Ljubljana in order to learn from the experience of Slovenia and other countries which have so far organised similar events. They visited LLW venues at the local level so as to get an impression of the kinds of event that attract public interest. At a later workshop they took the first steps towards designing similar events in their countries and conceptualising a south-east European lifelong learning day.

The following four-year Report is a compilation of our rich experiences and findings.

## **SLOVENIAN LIFELONG LEARNING WEEK 1996 - 1999**

### **1. Presentation of the Slovenian Lifelong Learning Week**

#### **1.1 What is it (for)?**

The Slovenian Lifelong Learning Week (LLW) is a promotional event organised by the Slovenian Institute for Adult Education (SIAE) in cooperation with a steadily increasing number of education providers from all over Slovenia as well as providers from other countries. The Lifelong Learning Week is designed to contribute to the development and dissemination of the theory and practice of lifelong learning in our society, as well as to the realisation of the slogan '*Slovenia, a learning country*'. It is an annual event which has enjoyed the moral and to a certain extent also the financial support of the Slovenian Government, which has declared it to be of national importance. It is worth mentioning that the Slovenian LLW differs from the Adult Learners' Weeks organised in some other countries, in the sense that over the last five years we have been successfully promoting the 'lifelong' and 'lifewide' dimensions of learning, recognising it as the leading socio-economic strategy for the 21<sup>st</sup> century, which has been termed 'the century of learning'.

One of the primary aims of this seven-day event, traditionally held in the third week of October, is the raising of public awareness concerning the importance, necessity and omnipresence 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. The LLW thus helps us to recast the role of various types of education and learning (initial/continuing, formal/non-formal) by promoting awareness of the fact that school education is insufficient for a person to acquire enough knowledge and master enough skills to last a whole lifetime and to open up all paths for his/her personal development.

Animation of the widest public, with the aim of helping the development of a positive attitude towards learning and promoting the recognition of it as the key to a better life by (re)entering the learning process - in many ways very different from school education – is also one of the aims of the LLW.

For the fifth year in a row, the LLW has become established as a traditional event bringing together numerous organisations, societies and individuals committed to learning and education – whether they are in the role of learners or in the role of providers of learning opportunities. As a result, the LLW also aims to present 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.

In addition to the aims of the LLW mentioned above, the information-consultation activities are also worth mentioning. In personal contacts between education and learning providers and visitors, as well as by telephone, over the Internet or in radio and TV programmes, people can obtain advice on how to get involved in various forms of learning, education, training and creativity projects.

Apart from satisfying the needs of known learners, the LLW also attempts to stimulate people's curiosity, 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 between 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 Adult Education Colloquium, 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 escape 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 in other people, 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 as a nation-wide festival of learning.

## 1.2 How it started

The Slovenian Lifelong Learning Week was held for the first time in October 1996, initiated by the Slovenian Institute for Adult Education, which was then celebrating its fifth anniversary as the leading institution in the field of adult education in Slovenia. The 1996 Week came about in response to an initiative of the European Parliament and the Council of Europe, which together launched the European Lifelong Learning Initiative (ELLI), in the process proclaiming 1996 to be the year of lifelong learning. The SIAE organisers who conceptualised the LLW attempted to emphasise the importance of lifelong learning for survival in an increasingly challenging world, to present the state-of-theory as well as the state-of-practice, and to introduce opportunities for the further promotion of a culture of learning.

A two-level organisational model for the LLW was developed, inviting formal and non-formal organisations, institutions, groups and individuals to conceptualise, organise, implement, support and/or promote learning and education on two levels: the national level, involving events of a broader and rather professional and/or political scope, and the local level, with events attracting the widest possible public. The idea of presenting awards to outstanding learners in the field of adult education was adopted, and an active role was foreseen for the media.

The first LLW had no central theme, and was not restricted solely to adult education. However, the Slovenian Institute for Adult Education pushed the idea for organising this festive event among those institutions with which it directly cooperated, i.e. institutions which are active primarily in the field of adult education, such as private providers of educational programmes, folk high schools, education centres within public and private companies, secondary schools with programmes for adults, colleges and universities. The general concept of LLW was introduced to them, and some guidelines were given, while the contents and the central messages of their events were left up to the local organisers of the LLW themselves.

In line with the European Lifelong Learning Initiative, which advocates "*...permanent development of human capacities with the intention to acquire knowledge, values, skills and understanding he/she will need all life long and be able to use it with confidence and joy in all circumstances and surroundings...*", the SIAE decided to encourage institutions involved in the education of children and young people, and those for whom learning is merely a sideline of their primary activities, to participate in LLW 1996 as well. Some of them responded immediately, and in subsequent years their participation in LLW increased enormously – in line with the increasing tendency for municipalities and larger educational organisations to play a linking and coordinating role, thereby transforming towns, municipalities and even regions into learning venues for all generations.

Further impetus to the LLW movement was provided by the Fifth International Unesco Conference on Adult Education (CONFINTEA V, Hamburg: 1997), organised under the slogan '*Adult learning – the key to the 21<sup>st</sup> century*'. In the strategic documents of CONFINTEA V, the theme of promoting the culture of learning was emphasised and the organisation of national adult learners' weeks as well as an international event was recommended.

### 1.3 The Slovenian Lifelong Learning Week model

So far, each Lifelong Learning Week has contributed to the adaptation of the LLW model to the times and space in which Slovenians live. Therefore, the LLW on the one hand reflects the actual degree of implementation of the lifelong learning strategy in Slovenian society, while on the other hand it actively affects society, stimulating wider participation in the full range of formal and non-formal learning opportunities.

In the paragraphs below, basic international and national documents which helped to define the conceptual framework and the meaning of LLW are presented; these are followed by its evolutionary documents, which have determined and accompanied the development of the project, from its very beginnings until the present time. They define the aims, contents and organisational approaches of the LLW, some from a more declarative and others from a predominantly practical point of view.

#### International documents:

- European Lifelong Learning Initiative - ELLI; ELLI Brief, No. 10, February 1996
- Hamburg Declaration on Adult Education and Action Plan for the Future; strategic documents of the Fifth International Unesco Conference on Adult Education (CONFINTEA V, Hamburg: July 1997),

#### National documents:

The LLW project has been incorporated into the professional material for the Slovenian national programme of adult education, ratified by the Council for adult education in September 1998, by focusing on two dimensions of the LLW:

- events and activities, and
- acknowledgement of outstanding learning achievements and awards for exceptional graduate and post-graduate work in the field of adult education.

The concept of LLW is also starting to appear in other developmental documents of the Slovenian government. As part of the Strategic goals for the development of the labour market until 2006, employment policy and implementation programmes and of the government's employment strategy, special emphasis is given to the development of a culture of learning – promotion being one of the basic tools for its implementation. The promotion of lifelong learning is also one of the priority tasks of the employment action plan for the period 2000 – 2001. Indirectly, the culture of learning is also being promoted through other aspects of the Action plan, such as: the promotion of social partnerships; promotion of new, non-formal learning and training opportunities in cooperation with partner institutions at the local level; effective promotion of the importance of lifelong learning for socio-economic development, ensuring social inclusion, etc.

#### Evolutionary LLW documents

The LLW project was conceptualised by a team of enthusiasts at the SIAE, and was included in the SIAE's annual Action plan for 1996. In the subsequent years, the project has gained structure, content and scope; each year it has been incorporated in the SIAE's Action plan as one of the leading promotional activities of the Institute, at the same time significantly linked to the development, research and information-consultation activities of the institution as well.

The following documents present the conceptual background of the Slovenian Lifelong Learning Week:

### *The two-level LLW model*

The theoretical two-level LLW model was formulated in 1996 and has remained valid until today, although it has been improved and upgraded in view of the findings resulting from each year's experience. In practice, some aspects of the LLW model have not only been confirmed, but have indeed expanded beyond expectations. This is certainly true of the comprehensive hierarchical structure of the model, due to various forms of partnership and cooperation which have emerged spontaneously. In addition, the time framework for the Week has been surpassed, and the event has begun to expand beyond the Slovenian borders.

At the highest level, two new actors have become involved, one being the Government of Slovenia, which plays the role of general sponsor of the Week, and the other being the National LLW Committee, which acts as the coordinating body at the highest level. At the local level, municipalities and larger educational institutions have taken on the responsibility for linking and coordinating the steadily increasing number of LLW event providers. Municipalities assist, not only by providing moral support and - in a few cases - individual grants to providers, but also by attending opening ceremonies and giving welcoming speeches, by organising discussions concerning the role of lifelong learning, or by co-funding the publication of (joint) promotional materials, rental costs for venues, advertising and broadcasts in the media, receptions, press conferences or entertainment, and flower arrangements.

Another example of good practice within the LLW is the cooperation of Slovenian LLW providers with similar institutions from neighbouring countries – an aspect of the LLW which is expected to expand in the near future. The Week has also moved beyond the original five-day time framework to become a seven-day event, while in the last two years some events which are held well before or after the official period have declared their affiliation to the Week, since they identify with its general ideas.

As far as the spread of LLW events across the country is concerned, there are notable disparities among regions for socio-economic reasons; however there are some exceptions which prove that the charisma of a handful of enthusiastic LLW organisers who are dedicated to the idea of lifelong learning can be the single factor which makes all the difference.

Some aspects of the LLW model which have not developed according to expectations concern the involvement of providers at the national level other than SIAE, and the participation of other government ministries alongside the Ministry of Education and Sport, particularly given the fact that their national programmes include plans for investment in the education of young people and adults. The lack of initiatives for more local support by municipalities, and the absence of social partners and national associations of civil societies, universities and the world of work, leave something to push for in the coming years.

### *The LLW Strategic plan*

After two years of experience, the LLW strategic plan was conceptualised and adopted by the National LLW Committee. It defines the objectives, contents, key parameters and areas of operation, and provides proposals for their consolidation and financing. The Strategic plan is being implemented gradually in line with realistic opportunities.

### *The LLW Annual action plan*

The LLW annual action plan is based on the LLW strategic plan. Each year, it is formulated by a working team at the SIAE and adopted by the National LLW Committee, which submits it for discussion to the Slovenian Government. The action plan encompasses preparatory activities, activities during the LLW (third week in October), and parallel and closing activities, it defines the responsibilities of the various actors, and it establishes a timetable. The LLW Annual and Strategic plans are published in LLW-Novičke and can be found on the Internet.

### *The Report on and Analysis of the LLW*

In the annual report, LLW activities on both the national and local levels are described and evaluated. The analysis provides an overview of LLW providers, their numbers and structure, their geographical locations etc. It also analyses the LLW events according to their number, type and content. Media support at both levels is also evaluated. Participants provide the data required for the evaluation process through a questionnaire, and they also provide feedback information on other topics, critical comments and proposals to improve the organisation of the LLW in the following year. In this way, the LLW concept is continuously subjected to constant change – while remaining faithful to its basic mission, it is a learning lesson in itself and represents a challenge for all LLW participants to constantly improve on the present quality of their contributions .

### *LLW-Novičke*

- LLW-Novičke is the information bulletin for education and learning providers in Slovenia participating in the Lifelong Learning Week project. Some providers have gained experience by acting as providers of LLW events, or have been visitors to LLW venues, while others are interested in the LLW movement and support it in various ways. LLW-Novičke is published and edited by the SIAE four times a year in the Slovenian language and once a year in English. The English-language version is also available at the following Internet address: <http://www.acs-SIAE.si/llw/llw-novicke/default.htm>.

## **1.4 LLW partners and their responsibilities**

### Slovenian Institute for Adult Education

The Slovenian Institute for Adult Education (SIAE), the leading institution for research into and the development of adult education, as well as for the promotion of the culture of (lifelong) learning, has been acting as the initiator, manager and coordinator of the Lifelong Learning Week. The Institute's activities concerning the LLW project are more of a professional and conceptual nature, along with operational tasks, which are implemented by the working team for LLW at the SIAE. These activities, which take place throughout the year, can be divided into four groups in terms of the time in which they are conducted:

### *Preparatory activities*

These activities begin with the annual planning of the LLW, based on the recommendations of the LLW strategic plan and on the critical comments and proposals provided by participants to date. Other preparatory activities encompass the notification, encouragement and coordination of LLW providers, the dissemination of the concept of LLW and the acquisition of new LLW partners, whether these be learning providers, visitors to LLW venues, representatives of national and local governments or media representatives. One of the major tasks in this phase, is the preparation of joint promotional and informative material based on the corporate image of the LLW.

### *Activities during the LLW*

In principle, LLW activities take place during the third week of October at the national and local levels. During this time, participants at all levels and from all walks of life transcend local, generational, status and other boundaries to come together in a manifestation of their dedication to discovering and deepening all kinds of knowledge, thus presenting the concept of lifelong learning to the widest possible public. During this phase, the SIAE focuses on the organisation of events of national importance, such as the grand opening ceremony of the LLW and other similar events. SIAE representatives also attend events at the local level.

### *Parallel activities*

The SIAE is in constant contact with LLW providers throughout the year, with the intention of motivating them to participate, of providing overall coordination and of advice to LLW

providers, not only before the LLW, but also during the Week and afterwards. Cooperation with administrative bodies at the local and the national level is another parallel activity, which is aimed at obtaining moral as well as financial support for participants and at increasing awareness of the fact that the Week is too important to be left in the hands of just one or two sectors, and it must encompass all areas of public life. In addition, establishing and fostering contacts with the media is a parallel activity which aims to help the media to recognise opportunities for active involvement in the LLW movement, such as: broadcasting contact shows with advice on educational opportunities; promoting the strategy of lifelong learning; publishing the life stories of successful learners and examples of good practice; and other similar activities. Another aspect of the SIAE's parallel efforts involves international ties with the organisers of similar weeks in other countries. The SIAE exchanges reports, other materials and experience with some other organisers.

### *Closing activities*

The closing activities of the Week, which are of common importance for everybody involved, begin before the LLW, when the SIAE distributes a questionnaire to LLW providers, asking them: to list their events and their cooperation with the media; to provide critical viewpoints and proposals; and to send copies of their own promotional materials. All this data helps with the evaluation and analysis of the Week, becoming part of the report, which is then published in the Slovenian and English editions of LLW-Novičke, made available on the Internet and used for the further promotion of the LLW.

However, the SIAE does not function only as the initiator and coordinator of the LLW and as the organisation responsible for the promotion of the Week on the national and international levels. It is also active as a provider of LLW events. All these roles require comprehensive planning and organisation, and therefore the working team at the SIAE is divided into the following groups:

- staff for cooperation with and coordination of LLW providers – their tasks encompass: informing, stimulating and coordinating providers; the creation and dissemination of joint promotional material; and ensuring media support on the national level. The team prepares the annual LLW plan, evaluates the event and produces the report and analysis; another of its aims is to enhance the concept of the LLW in general and to promote it within Slovenia and abroad.
- staff for the presentation of SIAE awards for outstanding learning achievements – members encourage nominators to complete applications for individuals, groups and organisations who have achieved exceptional success, either in the process of their own learning or in providing learning opportunities for others; the team prepares all the necessary material for the selection of award winners and is responsible for their promotion nation-wide;
- staff for the opening ceremony of the LLW – members organise the opening ceremony at the national level, at which the SIAE awards are presented; a press conference precedes both events;
- staff for professional events on the national level – the team plans and executes professional events, such as the traditional Adult Education Colloquium, the telephone hotline, various presentations of SIAE projects etc.

### The Government of Slovenia

Since 1997, the Government of Slovenia has accepted general patronage of the Week and has ascribed it national importance as a mark of moral support for the SIAE and all other LLW providers and to acknowledge their efforts. The Government discusses and confirms the LLW annual action plan and instructs the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs to co-finance the basic organisational tasks of the SIAE. Each year, it calls on other ministries to play an active role in the activities of the

Week in the areas and events linked to their work.

The support which the Government of Slovenia provides to the project represents a great step forward in the implementation of the recommendations of the Hamburg declaration (CONFINTEA V), although it is more of a statutory character. LLW providers would appreciate a more active role on the part of the state, such as attendance of events on the national and local levels, public appeals in the media, public statements by important state representatives, financial support to providers according to the scope and quality of their participation in LLW etc.

#### National LLW Committee

The planning and organisation of the Slovenian Lifelong Learning Week is carried out under the auspices of the National LLW Committee appointed in 1997 by the Slovenian Government. The Committee is located within the Ministry of Education and Sport and consists of representatives of important professional and political institutions. In 1999, a representative of local LLW providers became a member of the Committee.

The National LLW Committee acts primarily as a mediator between LLW providers and the Slovenian Government as well as other government bodies by attempting to ensure moral and financial support for LLW providers and events and to raise public and political awareness of the fact that LLW is not a responsibility limited to certain ministries but concerns all areas of public life.

#### LLW providers and coordinators at the national and the local levels

The lifeblood of the LLW is contributed by LLW providers at the national and local levels. They are the ones who pool their enthusiasm, efforts, knowledge and experience, their creativity and other resources with the intention of contributing their share to implementing the goals of the LLW, of achieving high attendance levels at their events and encouraging greater participation in their education programmes and learning projects.

Whereas in 1996 most LLW providers organised their events individually, in subsequent years spontaneous forms of cooperation and coordination have developed, thereby overcoming geographical, generational, statutory and other barriers, and bringing together extremely diverse contents. Those celebrating together are: institutions, groups and individuals, associations and societies from the same municipality or the same region, dealing with the education and learning of different generations, acting in different fields, but having one common denominator: during the Week but also at other times, in formal and non-formal surroundings, they are committed to providing learning opportunities not only for a privileged few, but for all people at all stages of life, enabling them constantly to improve the quality of their private and professional lives.

In the process of linking, so-called 'LLW coordinators' have emerged; in other words, larger educational, administrative and other organisations at the local level have taken on the role of initiators and/or coordinators of LLW providers and events, as well as accepting responsibility for the dissemination and promotion of the LLW in all areas of public life.

#### *LLW providers and coordinators on the national level*

The Government of Slovenia, various ministries, both universities, trade unions, chambers and associations and other larger professional organisations have been foreseen in the role of LLW coordinators at the national level. In the role of LLW event providers at this level - in addition to the Slovenian Institute for Adult Education, which is responsible for the field of adult education - the Vocational Education Centre, the Education Institute of Slovenia, the National Employment Office, the Chamber of Commerce, Union of Folk High Schools, and many other organisations and associations with a broad scope of activities could play a part. However, despite the many incentives on offer, the Slovenian Institute for Adult Education

remains the sole LLW provider on the national level, on the one hand organising events designed for the promotion of the Week, thereby promoting the strategy of lifelong learning in general (the national press conference, the LLW opening ceremony), and on the other hand organising events related purely to adult learning, which is the SIAE's basic mission. The most prominent event among the latter is the Adult Education Colloquium – since 1997 this has become a traditional forum for discussion of various theories, concepts and practices in adult education (see *Appendix 2*).

#### *LLW providers and coordinators on the local level*

The structure of local LLW providers is extremely diverse: from small to quite large organisations; formal and non-formal institutions; groups and individuals; education and learning are the primary activity of some of them, but are a secondary activity for others. The list of LLW friends is becoming surprisingly long, encompassing private educational organisations, folk high schools, societies, associations of societies, clubs, municipalities, local communities, day care centres, primary and secondary schools, colleges and universities, universities of the third age, NGOs, libraries, museums, study circles, learning exchanges, development centres, agriculture advisory offices, employment offices, medical institutions and many others.

Links between and coordinated appearances by LLW providers across municipalities and regions is increasingly becoming one of the priority strategies for establishing the concept of lifelong learning in general, and for organising the Lifelong Learning Week in particular. This is not just because this allows small providers, who would otherwise not take part on their own, to be involved in the LLW, but also because it ensures diverse and varied events.

Our records show that the linking and coordinating role is generally taken on by municipalities, large educational organisations or folk high schools, which attract schools, nursery schools, societies and clubs, folk high schools, social work centres, libraries, other (educational) organisations, individual organisers of specific events or demonstrations and many others to participate. The initiative for linking and coordinating LLW events can come from either side, and the considerable number of examples of good practices which have become established over the past four 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. After all, LLW providers take the opportunity to present themselves to the public by investing their time, money and other resources in order to generate a sufficient response and increased participation in their programmes and activities.

In addition, some feedback from LLW venues mentions cooperation with neighbours and people living in the local community. This shows that the barriers between LLW providers and participants can be broken down, since they are united by a common interest; this is one of the basic guiding principles of the LLW. A particularly friendly atmosphere is usually established in venues where people from different generations come together, and the fact that the events are intended for everyone, young and old - for instance parents, teachers, children and young people - generally receives a very favourable response.

#### LLW participants

The total number of visitors to LLW venues and of people who have been affected by the overall event in one way or another is difficult to estimate. Those responding to the LLW correspond to roughly 2 percent of the total population, which means that there is still quite a challenge for LLW providers in the future. Unfortunately, some events don't generate the expected response, or the response is too small given the efforts put in by the organisers. In certain environments, people are insufficiently informed of the importance and purpose of the

Lifelong Learning Week, and also of adult education in general, and so they are cautious and show a hint of suspicion. They want to be better informed of events, and they also ask for information materials, which some providers are unable to prepare due to a lack of funds. In rural areas, people appear to be afraid of new approaches and display the deep-seated attitude that something which is free cannot be worth much.

However, at most LLW venues the picture is totally different. The interest of participants and their positive attitude towards the Week are best shown by the high attendance figures for events, the lively and involved discussions both during and after events, the expressions of satisfaction and gratitude to event organisers, the irrepressible curiosity of participants and subsequent telephone enquiries. Many visitors express a desire for similar events throughout the year, while others want particular events to be repeated. Some participants are interested in the importance and role of LLW and in the possibility of being involved next year as providers. Visitors ask for additional materials and are interested in enrolling in educational activities presented during the Week. At some LLW venues, ties are established between providers and participants which continue after the Week is over.

## **2. Promotion of the Slovenian Lifelong Learning Week**

### **2.1 Joint LLW promotional and information material**

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

The visual promotional material for the past four years was decorated with a graphic entitled 'the tree of learning'. The idea was taken from Karl Ozvald, a renowned Slovenian pedagogue who used the comparison between a growing tree and the types of education relevant in different stages of an individual's life in his book *Cultural pedagogy* (1927). Other core elements of this graphical image were the LLW logo and the slogan 'Slovenia, a learning country.'

The Slovenian Lifelong Learning Week will introduce a new corporate image – its logo is attached to this material.

#### *Calendar of events*

The printed LLW calendar of events has developed into a very extensive brochure based on registrations which arrive at the SIAE up to the end of September. The basic elements of the LLW are educational, presentational, information-consultation and/or ceremonial events, and the calendar presents about 2,000 different events, sorted by date, region and municipality, and provider. The following data is provided: title of the event and possible additional explanation; persons or institutions running, organising or implementing the event; and time and venue for the event. Events being held outside the Week, telephone hotlines and web pages aimed at informing and advising the public of adult education opportunities, and LLW events taking place outside of Slovenia are listed separately. A list of all registered providers is also published.

Actually, the calendar of LLW events has two purposes: first, it is a synthetic national review of LLW events, which amongst other things enables a comparison of providers and events and allows providers to find ideas for the next year; second, the calendar promotes specific events on the national and local levels, both during the Week and beyond it.

### *The LLW web site*

For the fourth year running, the Slovenian Lifelong Learning Week appears on the Internet (English version <http://www.acs-SIAE.si/llw>). All relevant data on previous LLWs is presented, and some general data is also given. We are aware that not everyone has access to the latest information technology, including the Internet, but it is increasingly the case, and so we will continue to inform, raise awareness and encourage people through the LLW web site in a more dynamic fashion – this year the calendar of events will also be made available on the Internet.

## **2.2 Promotional material of LLW providers**

LLW providers are increasingly preparing their own promotional and informative material and sending samples to the SIAE during the evaluation phase of the Week. The material is prepared by individual providers or by groups of providers within a municipality or region. Some materials are specially prepared for the LLW, while others would have been prepared in any event, but the Week reinforces their message.

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

These materials reflect the providers and their activities, and give the joint promotional materials a sense of something real, a feeling that something accessible, interesting and useful is happening here and now. Some respondents also decorate their offices, display windows and similar areas.

## **2.3 Ambassadors of the Slovenian Lifelong Learning Week**

LLW ambassadors are institutions and individuals who were mentioned among partners of the LLW as event providers or coordinators or who support the event in some other way and spread information about it in their immediate surroundings within the country and abroad. They do this either as part of their professional work or privately, at a variety of gatherings, conferences, workshops, by talking about their own experiences either as an LLW provider/coordinator or as a visitor to LLW events. The media form a special group of LLW ambassadors, as they provide constantly improving coverage of the event.

### Media support for the LLW

Media coverage at the national level is the responsibility of the SIAE, whereas at the local level LLW providers ensure media support for their events by establishing contacts with radio and TV stations, newspapers and magazines. Over the years, interest on both sides in cooperation has grown; interesting LLW themes and stories, particularly those concerning award winners, have attracted growing media attention – they help to change public attitudes concerning education, which tend to view education as boring and unpleasant.

An important milestone in the process of drawing the media into involvement in the Lifelong Learning Week was the 1998 round table entitled 'The Media and Lifelong Learning'

organised by the SIAE and the national TV broadcaster. The purpose of the round table was to encourage the involvement of the media in the promotion of lifelong learning in general, and to strengthen cooperation among the media, the government and the SIAE.

The following types of items generally dominate media coverage: presentations of the Lifelong Learning Week, its importance and concept; basic data on providers and events; announcements of events; notices; reports from LLW venues; interviews; presentations of individual LLW providers and their activities; and presentations of award winners and recipients of certificates. Other items include reports about the opening of new education centres, and professional articles about lifelong learning, the importance of learning, the organisation of education within the economy, beating unemployment through education etc.

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

### **3. Review of Lifelong Learning Weeks 1996 – 1999**

The Slovenian Lifelong Learning Week has become an established event. This can be illustrated by many quantitative and qualitative indicators. Based on the surveys conducted to evaluate each LLW, we can conclude that the number of LLW providers is constantly growing, the event has been expanding throughout the country, and since 1998 it has even expanded outside of Slovenia, the number of events is increasing every year, some of which take place before or after the official dates of the Week, but which due to their affiliation to the lifelong learning movement use the same promotional material.

The encouraging figures on the continual increase in the numbers of LLW providers and events during the 1996 – 1999 period confirm the conviction of all those involved that the Week should remain an annual event and a permanent project which helps realise the slogan "Slovenia, a learning country". Detailed analysis of Lifelong Learning Weeks to date also shows that institutions and individuals, municipal authorities and the state all support this form of promotion of learning and education, and want it to continue in the future.

A historical review of basic figures related to the dissemination of the LLW shows the following trends: in its first year, the Lifelong Learning Week was held from September 30<sup>th</sup> until October 5<sup>th</sup> **1996**. It involved 59 providers from 28 places around Slovenia, who between them organised almost 500 events. The 1996 survey, which had a 48 percent return rate, recorded 163 media items and around 10,000 visitors to events.

By **1997**, the number of LLW providers had risen to 139. Between September 29<sup>th</sup> and October 3<sup>rd</sup> they organised almost 1,000 events, which were visited by 22,320 people (1.12 percent of the Slovenian population). Based on the survey figures (which had an 82 percent return rate), 623 media items were recorded.

In **1998** there were 266 providers operating in 68 places around Slovenia. From October 19<sup>th</sup> to 25<sup>th</sup> they organised almost 1,500 events. The survey, which had a 66 percent return rate, recorded attendance figures at the events of 20,300, while the total attendance was considerably higher. 457 media items were recorded.

In LLW **1999**, taking place between October 18<sup>th</sup> – 24<sup>th</sup>, 374 providers from 85 places around Slovenia pooled their efforts in nearly 1,900 events. 3 providers came from a neighbouring country, Croatia. About 600 media items were the result of intensive media support at the national and local levels. The survey, which had a 70 percent return rate, showed that events were visited by approximately 2 percent of the Slovenian population.

These figures, which clearly show a constant quantitative increase of all LLW parameters, are very encouraging. In addition, the structure of LLW providers, which reveals the huge variety of participants, and the structure of events, which points to the diversity of contents, provide sufficient proof of the fact that the Week actually addresses all generations and sheds light on the role of learning in all walks of public and private life.

### **3.1 Providers of LLW events**

A review of providers of LLW events for the period 1996 –1999 leads to the following conclusions:

- the number of LLW providers has been steadily increasing
- the structure is becoming increasingly diverse
- LLW providers in individual regions and municipalities reveal certain patterns
- providers not only acted independently within their own communities, they also linked up with other providers within their communities and beyond
- in the past two years, providers from neighbouring countries joined LLW

#### The range of LLW providers

According to the broad definition of lifelong learning, and in line with the fact that the concept of the LLW has become increasingly implemented each year, the number of institutions, associations, groups and individuals who have recognised their role within the Lifelong Learning Week has been constantly increasing. The most experienced and influential of these have spread the idea of the LLW in their immediate surroundings (communities, regions, etc.), they have encouraged others to participate, and in some cases they have taken on a guiding and coordinating role. The coordinators of LLW activities include a surprisingly large number of municipal administrations.

After staging the LLW for four years, 543 so-called 'friends of the LLW' have been registered as providers of events at least once. Each year, the number of participants has increased, although some of them quit for a year or two before joining the LLW again the following year. LLW 1999 involved 69 percent of all registered LLW providers, leading us to conclude that the majority of LLW providers continue to participate after their first experience, mostly due to the fact that their efforts generated a suitable response, which confirmed their decision to take this opportunity to present themselves to the public, encourage the public to participate and celebrate outstanding learning achievements, successful educators, promoters of learning, learning and creativity projects, etc. LLW providers who decided not to participate again generally did so as a reaction to the response, which was smaller than the investment of their resources; often they encountered a lack of appropriate resources for this kind of activity.

#### The structure of LLW providers

A historical review of the structure of LLW providers in the period 1996 – 1999 shows that the most numerous have been private educational organisations, followed by folk high schools and societies, associations and clubs. On average, these three groups represent 48 percent of all LLW providers, although their share has been falling over the years. This means that the structure of providers is becoming more diverse, and that many types of learning and education are genuinely represented – it is not just only educational organisations, but also cultural, economic, administrative and many other organisations which feel they have a role to play in the LLW. Some of the most faithful LLW providers are primary and secondary schools and libraries (each year they represent approximately 5 percent of all providers), as

well as municipal administrations (on average, 7 percent of LLW providers), whose role and contribution is constantly increasing.

The variety of other 'LLW friends' is also continually increasing, so much so that we are scarcely able to group them into categories. We shall mention only the most numerous: universities of the third age, study circles, knowledge exchanges, music and dance schools, museums, cultural organisations, employment offices, social work centres, agricultural advisory offices, development centres, medical organisations, etc.

In 1998, the LLW had one provider from Austria, while in 1999 there were four from neighbouring Croatia. In the future, we expect an expansion of cross-border cooperation.

### 3.2 LLW events

A review of LLW events in the period 1996 –1999 leads to the following conclusions:

- the number and scope of LLW events has been steadily increasing over the years,
- 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, events have moved beyond the official time frame of the LLW – some started earlier, others later; some started within 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,
- a certain structure of LLW contents has emerged, and certain trends can be observed,
- at some venues, events had a central theme,
- some events have been held outside of Slovenia.

#### The structure of LLW 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, we group LLW events into four categories:

- presentations of learning programmes, projects and other activities,
- presentations involving audience participation,
- accompanying activities,
- information-consultation 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. This type of events has always been very important; on average it accounts for 40.8 percent of all LLW events from 1996 to 1999.

Pride of place among presentational activities belongs to those involving audience participation; on average, these represented 23.7 percent of the total, and their share has been increasing significantly over the last two years to reach 35 percent of all events. 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.

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. These on average accounted for 33 percent of all LLW events. 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.

The past two years have seen information-consultation activities, which were also partly covered by the three previous groups. Telephone hotlines, advice centres, information days, stalls with information and other direct means of providing information and consultation on opportunities for lifelong learning - on average over the four years - represent 2.5 percent of all events. People could ask 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.

Based on the results of annual evaluations of LLW events, certain trends can be identified. Providers receiving a positive response from the public rarely decide merely to increase the scope of their activities. Instead they primarily decide to focus on the quality of their events. Some have recognised the need to increase investment in the promotion of events, with the scope of such events remaining at the same level as before. Some plan to pay greater attention to the preparation of promotional and information materials, while others will shift from presentations to events allowing for more active involvement on the part of participants. For many providers, links with other providers represent a challenge for future LLWs, and they also want as many opportunities as possible to exchange opinions at round tables, meetings and seminars. Providers 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've done before, to seek out and present innovations. In short, the LLW is increasingly expected to become a uniting force and not merely an affirmation of individual providers.

### The contents of LLW events

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 the 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. Below we look at some typical examples of LLW themes.

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 appropriate 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 educational needs.

Usually, there is a considerable number of 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've 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.

### **3.3 LLW media support**

The Lifelong Learning Week has enjoyed moderate media support at the local and the national level. The Slovenian Institute for Adult Education is responsible for generating national media coverage - over the last two years, 25 percent of all the media coverage was initiated by the SIAE. At the local level, LLW providers ensure media support for their activities themselves. 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 the media also has an important influence on LLW visitor levels. Experience from elsewhere around the world also demonstrates that greater media involvement results in not just a broader range of events in terms of numbers of providers and diversity of contents (event providers use the media attention during the Week to market their services), but also in greater participation of all people in events. Media involvement also leads to greater involvement of respected individuals in events. This in turn contributes to the establishment of knowledge as a value and as a means to increase economic and social welfare.

#### The structure of LLW media support

The historical overview of the LLW from 1996 to 1999 shows that, on average, the largest proportion of items were broadcast on the radio (45 percent), while the proportion of items published in newspapers and magazines has been steadily growing (on average it represents 38 percent of all items). TV broadcasts accounted for 15 percent of media coverage, and in the last two years other forms of media promotion has emerged: over the Internet, appearances on teletext, in-house journals, information bulletins, and the like.

#### The contents of LLW media support

Even now, most of the media items have consisted merely of reporting on LLW activities, although the number of items intended to raise public awareness concerning the importance of lifelong learning and those meant for exchanges of opinions and information has been increasing. The following types of item have dominated media coverage: presentations of the Lifelong Learning Week, its importance and concept; basic data on providers and events; announcements of events; notices; reports from LLW venues; and interviews. There have been a number of presentations of individual LLW providers and their activities, and presentations of award winners and recipients of certificates. There have also been reports on the opening of new education centres, and a number of professional articles on lifelong learning, the importance of learning, the organisation of education within the economy, beating unemployment through education etc. Contact shows given over to informing, advising and guiding people have also become increasingly well established.

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## **Appendix 1: SIAE Awards for Exceptional Achievements in Adult Learning in Slovenia**

Since 1997, one of the most attractive events of the Slovenian Lifelong Learning Week has been the presentation of SIAE awards given to individuals, groups and organisations for exceptional achievements in adult learning. We want the awards to raise awareness of the fact that the success of Slovenia as a whole and of each Slovenian depends not only on economic indicators and the average result in the baccalaureate, but also on the actions of a constantly growing number of people for whom the principles of lifelong learning are becoming a way of life.

Traditionally, three types of awards have been presented:

1. to individuals for exceptional learning success and for improving their own knowledge,
2. to groups for exceptional learning success and for improving their own knowledge,
3. to individuals, groups, institutions, companies and local communities for exceptional professional or promotional success in improving the knowledge of others.

So far, 35 awards have been presented, 18 of them to individuals and groups who were outstanding in their efforts to learn, in the positive changes they achieved through their learning, in their personal growth and in their environment (neighbourhood, community, society), and in their success in overcoming barriers in their way. 17 awards have been presented to winners who achieved outstanding results in enriching the knowledge of others or in promoting lifelong learning.

Being convinced that nothing can promote education and learning as effectively as the testimonies of successful learners themselves, the Slovenian Institute for Adult Education regards the promotion of outstanding individuals, groups and organisations involved in lifelong learning as one of its most important and at the same time most pleasant tasks. According to the Standing Orders, the SIAE Awards Committee, consisting of representatives of the Slovenian Institute for Adult Education, the Ministry of Education and Sport, the Professional Council for Adult Education and educational organisations, is faced with the difficult task of selecting the winners from among the many nominations received each year on the basis of a nation-wide call for nominations. The presentation of awards traditionally takes place at the grand LLW opening ceremony, which adds to the festive atmosphere of the event and once again proves that successful learners (and educators) are the best ambassadors of the strategy of lifelong learning.

Some examples of SIAE award winners are given in Appendix 3.

## **Appendix 2:**

### **Adult Education Colloquium 1997 - 2000**

Since 1997, the Slovenian Institute for Adult Education has been organising the *Adult Education Colloquium*, proclaiming it to be a meeting place for professionals working in different fields related to adult education, such as pedagogues, andragogues, psychologists, philosophers and the like. By now a traditional LLW event, the Adult Education Colloquium represents an opportunity to consider and rethink various theories, concepts and practices of adult education with the aim not only of ensuring the exchange and comparison of different viewpoints, but also of agreeing on constructive approaches to professional issues which are relevant to the development of adult education in Slovenia.

In **1997**, among other events at the national level, a round table discussion by relevant professionals on the topic *Lifelong education versus lifelong learning* was initiated by the SIAE. This was an opportunity for an exchange of mixed opinions concerning the 'paradigm shift from education to learning', with special emphasis placed on the use of both notions among professionals, educators, learners and others in Slovenia. The event received an enthusiastic response from all participants and the professional public in the country. As a result, it was agreed that the SIAE should continue to organise similar events during the LLW, giving it the name Adult Education Colloquium.

During LLW **1998**, the second Adult Education Colloquium was organised on the *topic Adult education – a factor of social inclusion*, with a secondary title *For a critical theory of adult education*. Given the example of the phenomenon of exclusion of certain social groups (young adults, the elderly, those with lower levels of education, etc.), experts in various fields discussed whether education in general (and adult education in particular) reinforces existing inequalities or whether it can transcend such inequalities.

In **1999** the Adult Education Colloquium was devoted to the question of adult education for active citizenship. It was named *Adult education for active citizenship – necessity or utopia?* The aim of the Colloquium was to find answers to such questions as: what does active citizenship mean, what knowledge is required for it, what is the relationship between education and active citizenship, etc.

During LLW **2000**, the fourth Adult Education Colloquium will be organised, for the first time having an international scope. Based on the results of the International Adult Literacy Survey (OECD, Statistics Canada, 1998-2000), adult literacy issues in Slovenia will be discussed in comparison with some other European countries.