



# Lifelong Learning Week

## LLW - Novičke


No. 1, 2000

REPORT AND ANALYSIS  
OF  
LIFELONG LEARNING WEEK  
1999



Andragoški center Slovenije  
Slovenian Institute for Adult Education

SLOVENIJA - UČENJE S EDŽELAI  
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TVU-Novičke is informational bulletin of education and learning providers in Slovenia, cooperating in the project of Lifelong Learning Week. The purpose of the bulletin is to provide information on preparatory, basic, accompanying and final activities of the Week, to encourage and coordinate the cooperators of the Week and to enable the exchange of their experiences.

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# 1. Introductory Thoughts \*

Lifelong learning attempts to promote itself as a way of life. This challenge has been taken up by many organisations: nursery schools, primary and secondary schools, universities of the third age. Many societies have responded, and numerous clubs and individuals have registered for the LLW. All of those who reported to the organisers their thoughts on how they wanted to participate in events join together in a movement for a new quality in education services. Each programme item, in its own way, tries to express a vision of the importance of learning throughout life and to demonstrate the conviction that a life without learning is a situation in which a person loses his or her basic ties to culture, to their fellow humans and their own essence and development. A common thread across all of this is the conclusion that in seeking a path to new understanding and knowledge, the most important thing is not that the knowledge obtained has some formal value, reflects some degree of education or other, or results in a professional or academic title. Moreover, the idea that the knowledge can lead to some formal social recognition, or can be used, or “cashed in” is also not the most important aspect.

Lifelong learning can therefore potentially be one of the most genuine forms of revival of everything which the history of education has understood by the classical educational ideal, in which knowledge itself is the value, and not just as a means to an end or as a form of power. In a way, this is a return to the time of the reading societies of the nineteenth century, at a level which of course suits the modern age and contemporary people, at a level, in other words, which is different not only in a technological sense but also in terms of content. Only within this context of a revival of the classical ideals of education is it possible to understand that the idea of lifelong learning has changed so rapidly into a movement which in a short period of time has conquered the world like a bolt from the blue, and which in so doing has almost outgrown that which for a long period symbolised the term permanent education. This can only be understood if we are aware that this movement was constituted in opposition to the pragmatic concept of formal education, from which in characteristic fashion grew the principle of permanence. The system of formal education is saturated and limited by structures which never provide the individual in knowledge breakthroughs that freedom which they can obtain within the philosophy of lifelong learning.

Without a doubt, the movement for lifelong learning is the fruit of the general democratisation of modern society. It is my judgement that the movement for lifelong learning goes far beyond the principle of the permanent education which, albeit unjustly, was to too great an extent limited to adults. The movement for lifelong learning is a step towards overcoming inter-generational barriers. Finally, the movement for lifelong learning is the fruit of those visions which see in the deregulation of education the most fertile path of national and international development strategies. It is therefore no coincidence that the

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\* The text was published as an introduction to the LLW 99 Calendar of events

most important organisations on the European and world levels whose activities concern the development of education and culture fairly rapidly adopted the lifelong learning movement in their programmes.

It is true, however, that the practice of lifelong learning, even in the form shown by the Lifelong Learning Week, is far from the theoretical concept. Perhaps this is good, at least in the initial stage of establishing the movement, since our week of events would probably still not exist if we had waited for the theoretical foundations or concept. As it is, this movement confronts each individual with the path to knowledge, which is wide open, to which there are no obstacles, such as enrolment conditions, baccalaureates, tuition fees, final examinations, selection processes, testing. This movement confronts the individual directly with the world of knowledge. People and knowledge meet eye to eye, and the individual is given no excuse not to move forward. Thus in a certain way, which at present is perhaps only symbolic, individuals and mankind are given the idea of exercising their right to learning in the most complete form.

Dr Zdenko Medveš,  
president of the National LLW committee and state secretary  
at the Ministry of Education and Sport

## **2. Lifelong Learning Week and the Year 2000**

In organising the LLW we wish to promote learning at all ages with varied contents and following different paths. Numerous events all across Slovenia draw attention to the importance of learning, both of individuals and of those in a position and with the power to create a learning environment in society, local communities, companies and the country as a whole.

In documents of international organisations (OECD, EU, UNESCO), lifelong learning has a key role in the development of the individual and in controlling one's own fate; in social ties; in preventing the social exclusion of individual population groups; and in increasing economic independence and efficiency.

Countries across Europe and around the world are establishing and promoting lifelong learning strategies. A number of countries have adopted strategies in which they define the obligation of national education policies to establish learning strategies of all people for all the roles we play in different stages of life. The strategies encompass two areas:

- developed pre-school education and youth education, providing the basis for learning at all ages and in all circumstances,
- developed continuing education/adult education for active life and work.

In the opinion of the OECD (Public Report, Paris, 1996), in most countries the greatest obstacle to achieving the strategy of lifelong learning consists precisely of shortcomings in the area of pre-school education and adult education.

Under the strategy, the state and social partners receive new roles. All partners recognise their mutual responsibility for formulating initiatives to ensure equal access to learning for all men and women (Hamburg Declaration, Confinteat, Hamburg, 1997, point 28), for creating the necessary financial, administrative and management support, for developing mechanisms for inter-sectoral links and for creating a partnership bringing together all sectors of education.

One of the activities to promote the strategy of lifelong learning and to remove the shortcomings in the area of adult education common to a number of countries is the organisation and implementation of an Adult Learners' Week.

## **2.1 Adult Learners' Week in other countries, Lifelong Learning Week in Slovenia**

The decision of states to recognise Adult Learners' Week is certainly linked to the goal of strengthening "the second area", that is adult education, in the strategy. Proponents and providers of Adult Learners' Weeks are also convinced that by organising the Week, they could have an important impact on raising the awareness of the widest public and also of those initially trained for the development of adult education.

In Slovenia we celebrate the Lifelong Learning Week. From the very title, the basic difference between the Slovene event and those organised in other countries is clear. In the 18 other countries which have organised a week to date, it is intended for the promotion of adult learning; in many undeveloped countries it is in fact dedicated to the promotion of adult literacy. Countries with such a conception of Learning Weeks place as the central goal learning derived from the needs of adults, the need to understand and master the social environment and social events.

The Slovenian LLW on the other hand consistently promotes learning at all ages, thereby equally presenting learning of children, young people and adults. In our LLW, the initially presented principles of the lifelong learning strategy are repeated in several thousand events (presentations of educational opportunities, active forms of learning, information-consultation activities, formal social and cultural events and considerable media coverage) on the local level; they show learning at all stages of life.

By organising the LLW, the Slovenian Institute for Adult Education, under the financial and moral support of the Slovenian Government and under the leadership of the National LLW Committee, promotes:

- learning needed by individuals for the development and understanding of numerous facets of their own personalities - physical, intellectual, emotional and spiritual. It is both positive and essential that education policy and practice devote equal attention to both learning as a means to increase economic efficiency and enhance labour market mobility, as well as to learning as a value in itself; that is learning which develops other roles

***From the very title, the basic difference between the Slovenian event and those organised in other countries is clear.***

and needs for the individual. Thus the latter will never be the exclusive domain of the individual or his or her family. The LLW should contribute to the establishment of general, non-formal education for personal growth and quality of life in the local environment in order thereby to redirect the adjustments, in which such educational programmes become programmes for increased access to employment and vocational education.

- learning of all people - from the youngest to the oldest; that is learning and education which organisationally and in terms of content permeates our whole lives. Today nobody expects in their initial (school) education, whether it lasts eight, nine or thirteen years, to gather enough knowledge and master enough skills to last their whole life.

Initial education is that which provides the basic knowledge and skills for learning throughout life.

- Understanding the diversity of paths, opportunities and circumstances in which all people can learn and the different sources of learning; this is particularly important since opportunities for learning to take place outside the school classroom continue to mean too little; and education policies continue to give too great a priority to youth education.
- The responsibility of local communities for the development of an encouraging environment for learning by all people. In the lifelong learning strategy, local communities are the environments which can, together with families, best remove the barriers to the participation of all people in education; this is the environment which can provide individuals, regardless of where they work or their social status, with opportunities for learning. The development of learning opportunities and the promotion of the learning needs of all people for local development and greater quality of life is in the developed world generally the responsibility of local communities; this includes financial responsibility.

Through the LLW, we want to encourage our local authorities to pay attention to this type of need of their populations, to consider adult education a priority task, and to prepare annual adult education plans.

- The development of all components of the lifelong learning strategy: diversity in learning, learning at all stages of life, learning in different environments and with different sources and contents. The strategy transcends the traditional distinction between initial and continuing education, since, if we view learning as a lifelong process, the goals of youth education and adult education are the same: training of individuals, families and communities to control and manage their own fate and society and to be equal to the challenges facing them.

## **2.2 International Adult Learners' Week**

The Hamburg Declaration on Adult Education and the Action Plan for the Future, adopted by the Fifth International UNESCO conference on Adult Edu-

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**education to gather enough knowledge and master enough skills to last their whole life.**

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cation in 1997, plans among the activities through which UNESCO member states should improve opportunities for and the quality of adult education within the context of lifelong learning the development of an Adult Learners' Week within the framework of the United Nations.

A UNESCO workshop was held in Manila in 1999 devoted to the formulation of recommendations for the International Adult Learners' Week 2000 for discussion and adoption at the UNESCO general conference in November 1999. On behalf of the UNESCO Education Institute in Hamburg, a representative of the Slovenian Institute for Adult Education attended the conference. In Manila, delegates agreed that traditions and diversity need to be respected in determining the contents and timing of the celebration of the week.

This means that the countries themselves will decide when to organise their own Week. It was agreed that individual countries through their delegates would support the idea at the general conference. It was likewise agreed that all countries organising a Week will come together via modern media and "in the flesh" to exchange experience and to report on preparations for and implementation of the event.

At the 30th General Conference of UNESCO (Paris, 1999), Slovene delegates supported the Manila agreement, thereby contributing to the resolution of the General Assembly that an International Adult Learners' Week be organised in 2000 under the aegis of the United Nations.

The International Week will be launched at the World Fair, EXPO 2000, in Hannover, in the afternoon of September 8th, with a major concert in the evening.

The event will be accompanied by professional debates. From September 8th to 10th, the debates will discuss the theme: Planning the Learning Society - Knowledge, Information, Human Development.

### **2.3 Preparations for LLW 2000 in SIAE**

We will celebrate the Lifelong Learning Week 2000 from 16th to 22nd October. At the SIAE, we have already been preparing for this event for half a year, since at the same time we will also be celebrating:

- the first year of LLW under the patronage of the UN, and
- the fifth year of LLW under the patronage of the SIAE.

**We will mark the international nature of LLW 2000** in two ways: in the opening ceremony and in an adult education colloquium.

We will invite representatives from various European countries to the opening of LLW in Slovenia; we will thus promote on an international scale the SIAE's achievements in implementing the LLW and achievements in establishing the strategy of lifelong learning in practice. We hope to have the opportunity to

**Traditions and diversity will be respected in the implementation of the International Adult Learners' Week.**

**The International Week will be launched at the World Fair, EXPO 2000, in Hannover.**

**We hope to have the opportunity to attend selected LLW events on the local level with our foreign visitors.**

attend selected LLW events on the local level with our foreign visitors. Likewise, we will encourage organisers to strengthen cross-border cooperation in the preparation and implementation of the LLW on local levels.

During the LLW, an adult education colloquium with international participation will be devoted to issues, dilemmas and consequences of varying levels of literacy of adult populations, as shown by the results of the international literacy research project, which included Slovenia in 1998/99. Together with invited experts from other countries, we will discuss the extent to which varying levels of literacy or basic education and training of adults enable, encourage or prevent adults from exploiting learning opportunities in daily life, in the workplace and in the local environment.

We will mark the fifth anniversary of the LLW under the aegis of the SIAE with the following points emphasised:

**The International Adult Education Colloquium organised by the SIAE will be devoted to issues, dilemmas and consequences of the varying levels of literacy of adult populations.**

### **I.**

**Greater reporting of learning as a lifelong process and learning for intellectual, personal and emotional growth.** In the background is the idea of Karl Ozvald, a Slovenian pedagogue (1837-1946), that we are taught by all culture and all life, not just by school, and the idea that real education is education of the soul (modern expression emotional intelligence).

Greater reporting requires content and organisational changes in the preparation, implementation and evaluation of events, both within the SIAE as the coordinator of events and within providers in the field. We want to link providers through regional coordinators for LLW events in local communities to ensure sources of co-financing for their work.

We are preparing a new corporate image with a new poster which will reflect learning as a pleasure, a means, a right and a joint responsibility. (UNESCO, Declaration, point 28). In 1999 we staged an internal competition for the new corporate image; 8 proposals were submitted to the SIAE. The committee assessing the proposals awarded three equal prizes. Since none of the proposals matched the idea of the Lifelong Learning Week as a whole, we will in 2000 continue the agreements with authors on cooperation in the design of a new corporate image.

In cooperation with the Education Institute of the Republic of Slovenia and the University of the Third Age, we organised a competition for artwork on the theme Learn and Grow; we used the best entries for the LLW 2000 wall calendar, which we will use to promote the LLW in Slovenia and internationally. We also exhibited them at the meeting of LLW providers in December 1999; we will repeat the exhibition in 2000.

At the start of 2000 we will also publish a booklet LLW 1996-1999, which we will use to promote both the SIAE as the coordinator of events and providers of

LLW events. The booklet will also be published in English and we will thus present our joint work around the world.

## 2.

### **Awareness-raising of the changed roles of government, government departments and social partners in the strategy of lifelong learning and establishing the principles of the strategy of lifelong learning on the joint responsibility for realising the slogan *Slovenia, a learning country*.**

- To date the Government of RS has taken on the role of sponsor of the event by each year discussing the report and adopting a plan of action for the LLW and calling on all ministries to actively participate in the organisation of events; the adult education division of the Ministry of Education and Sport accepted financial responsibility for the LLW project within the SIAE. A survey of events by activity reflects the wealth of opportunities for learning in all other fields, such as culture, health, employment, education and learning for infants and young people. In future we wish to encourage other Government and specifically Ministry of Education and Sport departments to play a more active role in the preparations for and implementation of the LLW for "their" particular fields. We expect even more progress in activating local communities (around 30 municipalities have already taken on the role of sponsor or coordinator to date). Particularly at the start, we had less success with other social partners, trade unions and employers; we found only a few exceptions, and we hope to persuade more to participate next year.
- The focus of our efforts in 2000 will be on pressing the Government to convert its moral support for the promotion of learning as the right of every citizen into material support: this means that the principle of every citizen learning in different environments, not just in schools, will also be reflected in the organisation and implementation of the LLW on the national and local level. The Government has considerable potential for encouraging local communities, individual sectors and social partners to themselves invest in the preparation of the LLW on the national and local levels: this can be in the form of funding, assistance in the organisation of events, the preparation of promotional materials, media support, providing venues for events, promoting event organisers in their areas and others.

## 3.

### **Greater media promotion**

- By strengthening cooperation between LLW providers and the media, we want to reinforce both the roles of the media in realising the strategy of lifelong learning: they are an exceptionally important source of learning for all people, and at the same time they enable word to be spread of examples of good practice in learning and education, and they inform

***The media inform individuals, and local and state authorities of the importance and value of knowledge for development.***

individuals, and local and state authorities of the importance and value of knowledge for development.

- The media also have sufficient power to provide influence leading to improvements in the scope and quality of events, and to promote greater participation in national and local LLW events.

## 2.4 Concluding thoughts

The starting point for our LLW, as with all other development-applied projects in the SIAE, derives from learning as a lifelong process. Through events on the ground we have managed to demonstrate that a number of the principles of the strategy of lifelong learning - the principle of diversity, the lifelong nature of the process, and the variety of paths, methods and sources of learning - are already being established. These principles are being activated in our LLW in several thousand events:

- presentations of educational opportunities,
- active forms of learning,
- information-consultation activities,
- formal social and cultural events, and
- extensive media coverage on local levels; the week witnesses exceptional cooperation by local media in the promotion of learning and of people who sacrifice a great deal of their free time for their own learning and for that of other people; we take this opportunity to thank them on behalf of the organisers of local events.

Events show learning at all stages of life, for different roles and with all contents, enabling the recognition and development of numerous aspects of the personality of children, young people and adults; they point to the transition from principles in the strategy of lifelong learning into practice; this is the excellence of the Slovene LLW, for which we receive great recognition around the world. We believe that it will serve as an example for numerous other countries which have begun preparations for an LLW in 2000.

To close, let us present the basic principle of lifelong learning through the thoughts of the Slovene pedagogue Karl Ozvald from as long ago as 1927:

*"We cannot equate education with the deliberate impact of adults on the child in the child's school years. School education is only the preparation for later self-education, which begins after school is completed and which lasts until the end of a person's life."* With regards to the contents of education, he warns that it is not *"sufficient to know something and to be able to do something in our 'external profession' as a tradesman, official, doctor, but we must also develop our 'internal profession', ourselves as human beings, so that we are not merely some machine for performing professional interests; you must also have your own well-founded methods for evaluating the world and life, your own judgement to distinguish the essential from the non-essential, and you must be imbued*

***"School education is only the preparation for later self-education, which begins after school is completed and which lasts until the end of a person's life."***

*with a sense of responsibility for life in the community. Self-training succeeds only in such a way that you are a member of a community and that you are personally active within it."*

Olga Drofenik, SIAE

### **3. SLOVENIAN INSTITUTE FOR ADULT EDUCATION REPORT ON WORK FOR THE PROJECT "LIFELONG LEARNING WEEK 1999"**

#### **3.1 Introduction**

After being held three times between 1996 and 1998, the Lifelong Learning Week has become a common constant of the organisations and individuals established in the field of education and learning - either by improving the knowledge of others or by participating in learning themselves. The project makes an important contribution to the establishment of the concept and practice of lifelong learning in our society, and so every year the Slovenian Government once again ascribes it national importance. The encouraging figures on the continual increase in the numbers of providers and events confirm all those participating in our conviction that the Week should become an annual event and a permanent project which helps in the realisation of 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.

The Lifelong Learning Week 1999 (LLW 99 or the Week) this year was held from October 18th to 24th. As in previous years, the event was coordinated by the Slovenian Institute for Adult Education in co-operation with the National LLW Committee organised at the Ministry of Education and Sport. Moreover, the pan-Slovenian event brought together the enthusiastic efforts of a wide diversity of providers - large and small, formal and informal institutions, societies, clubs, organisations with learning as a core activity and those for which learning is a mere peripheral aspect of their overall activities - who invested their own resources. The broad palette of providers - judging by their responses, already firm "friends of the Week" - this year numbered over 370. The first Lifelong Learning Week in 1996 was staged by a mere 59 providers, and this quantitative figure alone is cause for celebration. The composition of providers is also encouraging, encompassing all generations and illuminating the role of learning across the whole spectrum of areas of public and private life.

In formal and informal environments, almost 1,900 different opportunities for learning and education were shown; the strategy of lifelong learning was

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**Around one in ten providers followed the recommendation of the National LLW Committee that certain Week events should be themed to mark the International Year of the Elderly.**

promoted, and in many places learning achievements and the express creativity of people of all generations were celebrated. In order to **present** themselves to the widest possible public and to numerous target groups, educational institutions, societies and associations, libraries and other cultural organisations, knowledge exchanges, independent learning centres and many other institutions and individuals organised open days, presentations of educational programmes and projects, talks, practical displays, exhibitions and similar events. Participants were encouraged to **participate** in learning and creative workshops and had the opportunity to test their knowledge, and to exchange experiences, skills and opinions. Once again, this year there were many **accompanying** events, such as exhibitions, cultural and social events, book presentations, visits, guided tours and viewings, meetings and the like. An increasing number of providers organised **information-consultation activities**, answering questions from members of the public over the phone, via the Internet and in direct face-to-face talks. It is particularly worth mentioning activities which this year for the first time were organised by a large number of providers: books, textbooks and magazines were handed out, book fairs were organised and books were sold at considerable discounts. This year for the first time **closing events** became established, with providers devoting them to reviewing the findings and experiences gained, collecting critical comments and staging cultural events to round off the week's events.

Around one in ten providers followed the recommendation of the National LLW Committee that certain Week events should be themed, since this year we are celebrating the International Year of the Elderly.

Presentations of the activities of Universities of the Third Age, and computer, literary, arts and foreign-language workshops were organised for older people. Opportunities were also provided for meetings of people of all ages - from the youngest to the elderly - and numerous other events were dedicated to transferring diverse knowledge from the older generations to the younger and vice versa.

We should also mention that in organising a Lifelong Learning Week this year, we were one of the handful of countries to have organised a Learning Week or Day at least once. Our event is also marked by a further special feature: through the LLW, for the fourth year we are successfully promoting the strategy of lifelong learning. We are thus among the first countries to implement the recommendations of the Fifth International UNESCO Conference (Hamburg 1997) published in the Action Plan for the Future of Adult Learning, clause 53 of which calls on all member states to organise an Adult Learners' Week and calls for this to become an international event. With our wealth of experience gained over four years, this year we were actively involved in planning the first International Adult Learners' Week.

The activities of the SIAE, as the initiator and coordinator of the Week took place throughout the year. In terms of time, they can be divided into four groups:

- preparatory activities, starting from the analysis of last year's Week and intended for preparation of this year's Week,
- activities taking place during the Week itself, on both the national and local levels,
- parallel activities
- closing activities.

**One the content side**, the SIAE operated not just as the initiator and coordinator of the Week, but also as a provider of certain national events.

Of these, some were intended for the promotion of the Lifelong Learning Week as a whole, while others mainly concerned adult education, the continuous development of which in Slovenia is the core mission of the SIAE.

**Some SIAE events were intended for the promotion of the Week as a whole, while others mainly concerned adult education.**

## **3.2 Preparatory activities**

The preparatory activities for LLW 99 performed by the Slovenian Institute for Adult Education are based on the recommendations published in the report on and analysis of last year's Lifelong Learning Week.

The report on and analysis of the Lifelong Learning Week 1998 was ratified by the National LLW Committee and submitted for discussion to the Slovenian Government which expressed recognition for the organisers and providers, and as a mark of moral support for the efforts to promote adult education in Slovenia agreed to sponsor this year's Week.

**The Government expressed recognition of the organiser and again took on a sponsorship role for this year's Week.**

### 3.2.1 Planning LLW 99

The plan for Lifelong Learning Week 1999 is based on the model formulated in 1996 following the example of the British Adult Learners' Week. Every organisation of the Week so far has contributed to better adapting the event to the Slovene environment, and as such is a reflection of the degree of dedication of our society to lifelong learning. With a view to realistic possibilities, the model was enhanced with experience, findings, critical viewpoints and proposals gained by participants to date. Within the planning process for LLW, the Strategic Plan of the Lifelong Learning Week has an important role. This defines the goals, contents and key factors of LLW, individual areas of operation and proposals for their coordination and financing. The Strategic Plan was formulated in 1998 by the Working Group for the Preparation and Implementation of LLW within the SIAE, and was adopted by the National LLW Committee with the observation that the provisions of the Strategic Plan of the Lifelong Learning Week will be implemented gradually in line with the realistic opportunities to establish the project in an individual year. Thus over four years a general directive has become established, whereby the Week should last seven days; the first day should be given over to the formal opening of the Week on the national level and to the presentation of Slovenian Institute for Adult Education awards for exceptional learning success in the area of adult education, and

**Every organisation of the Week so far has contributed to adapting the event to the Slovenian environment.**

the second day should be given over to opening ceremonies on the local level. From the second day on until the end of the week, various presentational, educational, information-consultation and accompanying events are planned on both levels. A significant innovation this year was the recommendation of the National LLW Committee that the week should be appropriately thematic to mark the International Year of the Elderly.

The LLW 99 plan thus once again meant concretisation of the Strategic Plan of the LLW; it was adopted by the National LLW Committee and submitted for discussion to the Government. The Government confirmed the plan at its session in July 1999 and ordered the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs to co-finance the basic organisational tasks of the Slovenian Institute for Adult Education. The Government again called on other ministries to actively participate in the activities of the Week in the areas and events linked to their work.

### 3.2.2 Notifying, encouraging and coordinating LLW 99 providers

Notification of potential providers concerning preparations for this year's Life-long Learning Week, and encouraging and coordinating them was primarily done through LLW-*Novičke*. The bulletin was first published at the end of 1997 to provide information to education and learning providers and to all other organisations, institutions, groups and individuals in Slovenia interested in and enthusiastic about the project. LLW-*Novičke* is published by the Slovenian Institute for Adult Education in line with the annual plan of LLW, and is generally distributed together with the *Novičke* bulletin, which is intended for the publication of information from the field of adult education.

In English only the present issue of LLW-*Novičke* is available on the Internet at:

**[www.acs-saec.si/llw/llw-novicke](http://www.acs-saec.si/llw/llw-novicke)**

In months when LLW-*Novičke* was not published, we wrote about preparations for LLW 99 in *Novičke*, and we also sent some circulars - notifications and invitations to promotional events, at which we presented the LLW to the broadest public - to potential LLW providers and media representatives. Interested parties also obtained information concerning preparations for this year's Week in personal contacts with members of the Working Group for LLW 99 at the SIAE.

We organised a meeting of LLW 99 providers on September 15th in the premises of the Slovenian Institute for Adult Education. The date has already become something of a tradition, since in addition to presentations of the initial results of registration of discussion of questions of content, it also provides an opportunity for the first distribution of joint promotional material. The meeting brought together over 50 representatives of organisations, institutions and groups, who had the opportunity to exchange their thoughts and to point out dilemmas. The representative of one municipality, who for three years has been successfully coordinating numerous varied providers in her district, presented her experience. An initiative was put forward stating that in future we will have to provide



suitable promotional material in bilingual areas of Slovenia, and providers suggested another meeting soon after the end of the Week, when the experience and new thoughts are still fresh in people's minds.

### 3.2.3 Spreading the concept of Lifelong Learning Week

In order to draw the attention of the Slovenian public and of potential Week providers sufficiently early to the pan-Slovene learning festival, this year we once again took part in the Slovenian Education Days. On March 16th 1999 we presented to participants an analysis of LLW 98, the plan for LLW 99 and the competition for SIAE awards for 1999. We took the opportunity to publish an information brochure titled "It's always time for learning", which we also later used to promote the Week. We feel that this opportunity to present the LLW was well considered and conducted, but the response was minimal and did not markedly contribute to the popularity of the Week in Slovenia.

Through the LLW-Novičke, we once again invited the mayors of Slovenian municipalities to cooperate and provided them with up-to-date information about the progress of the project. We asked them to provide moral and material support to providers within their municipalities, and to encourage, inform and coordinate them, and during the Week itself to actively participate in the opening of the Week and the implementation of events.

In a joint letter of the National LLW Committee and the Slovenian Institute for Adult Education, we again wrote to Slovenian ministries and suggested that they recognise the Week as an opportunity to present and promote the development of knowledge in the areas for which they are responsible. Although we received a number of responses, we can only conclude that the ministries - except for the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs - have still not recognised their opportunities to actively participate in LLW.

We believe however that all government departments have specific knowledge of their fields, knowledge which they develop and require for the development of their activities. We will therefore continue to strive to help various ministries to find a role in LLW.

### 3.2.4 Preparation of joint promotional material for LLW 99

The joint promotional material for LLW 99 consists of two **posters**; the first poster - with the logo and the title Lifelong Learning Week 99 and the by-now well-established "tree of learning" - was once again the common denominator or trade mark of events across Slovenia. The second poster - with a similar graphic design but with the "tree of learning" deleted - allowed providers to give details about their events.

Most providers also prepared their own promotional materials, such as posters, brochures, bulletins, catalogues, educational programmes, invitations,

***We will continue to strive to help various ministries to find a role in LLW.***

theatre and concert programmes and the like. Some of them used the joint logo for LLW 99, which they received on diskette or by email in a variety of formats suitable for further graphic processing.

Based on the registrations which arrived at the SIAE up to the end of September, we prepared a **calendar of events** in LLW 99. The basic elements of LLW are educational, presentational, information-consultation and/or ceremonial events, and the calendar presented almost 1,900 different events, sorted by date, region and municipality, and provider. The following data was provided: title of the event and possible supplementary explanation; persons or institutions running, organising or implementing the event; and time and venue for the event. Events taking place outside the Week, telephone hotlines and web pages aimed at informing and advising the public of adult education opportunities, and LLW events taking place across Slovenian borders were displayed separately. A list of all registered providers was also published.

In distributing the calendar of events, we took account of the needs of providers as stated in their registrations. The providers distributed them as they saw fit. We also distributed them to National Assembly deputies and to media representatives. The calendar of events was available to the general public in two Ljubljana department stores, and visitor interest was high.

For the second year, the Lifelong Learning Week was also presented on the **Internet**. Visitors to [www.acs-saec.si/llw](http://www.acs-saec.si/llw) can find all important data on the LLW in general. We regularly update the Week web pages and by so doing, we provide up-to-date information to a part of the public which previous forms of promotion have not reached.

### 3.2.5 Obtaining nominations for Slovenian Institute for Adult Education awards

As before, this year the presentation of SIAE awards to individuals, groups and organisations for important achievements in the development and promotion of adult learning and education and in establishing the principles and strategy of lifelong learning in Slovenia formed an important part of the plans for LLW 99. There are three types of award:

1. awards to individuals for exceptional learning success and improving their own knowledge (up to 5 awards a year),
2. awards to groups for exceptional learning success and improving their own knowledge (up to 5 awards a year), and
3. awards to individuals, groups, institutions, companies and local communities for exceptional professional or promotional achievements in improving the knowledge of others (up to 5 awards a year).

### 3.2.6 Involving the media in LLW 99 preparatory activities

During the preparatory period for LLW 99, we invited representatives of the media to events at which the Week was presented, kept them informed of the

**For the second year, the Lifelong Learning Week was also presented on the Internet.**

progress of preparations and succeeded in having some articles published before the Week, mostly about SIAE award winners. We wanted to raise interest in the Week, and in particular we proposed more active media involvement in the preparations for and implementation of the Week.

### **3.3 Activities during the Lifelong Learning Week (October 18th - 24th 1999)**

From October 18th to 24th, LLW 99 providers organised numerous events in 88 Slovenian municipalities and they took the opportunity to present their activities and the concept of lifelong learning to a broad public. Around 370 providers took part on the national and local levels with the desire to ensure that as many people as possible of all ages felt the impact of the Week.

During this time, all those participating crossed local, generational, status and other boundaries to come together in manifestation of their dedication to discovering and deepening all types of knowledge. Some events marked the International Year of the Elderly.

#### 3.3.1 Events on the national level

On the national level, the Slovenian Institute for Adult Education organised a press conference and opening ceremony on Monday October 18th. During the ceremony, the Slovenian Institute for Adult Education awards for 1999 were presented to eleven recipients - individuals, groups and organisations - for special achievements in learning and/or promoting the concept of lifelong learning.

On Tuesday October 19th, the SIAE organised the Third Adult Education Colloquium on the theme *Adult Education for Active Citizenship - Necessity or a Utopia?* See more about the Adult Education Colloquium in a special article in the Appendix. On the remaining days of the Week, the efforts of the SIAE were focused on information-consultation activities. People could ask questions by telephone or via the Internet on educational opportunities for adults and receive answers from the professional staff of the SIAE and outside experts. The telephone hotline operated for three days, with each day having a special theme in addition to general information on adult education. On Wednesday, callers could ask about education leading to a formal certificate, and on Thursday about opportunities for independent learning, while Friday was given over to education and learning for the elderly.

On the national level, the Slovenian Institute for Adult Education also took care of media support for LLW as a whole and for events organised by the SIAE itself. 84 items were published or broadcast on radio, on television and in newspapers and magazines thanks to the initiative of the SIAE. More information on the promotion is provided in a special report in the Appendix.

**Around 370 providers took part on the national and local levels with the desire to ensure that as many people as possible of all ages felt the impact of the Week.**

***In the competition  
"Learn and Grow"  
we received  
communicative art  
works, with the  
selected pieces  
being published in  
the LLW 2000 wall  
calendar.***

Events of other institutions which could be ascribed national importance took place in line with their registrations and the calendar of events, but it appeared that in the majority of cases they were of a similar nature to events on the local level, and so they are covered in the next chapter.

Here we should once more mention the competition organised by the Slovenian Institute for Adult Education in co-operation with the The National Education Institute and the University of the Third Age with the intention of obtaining the most expressive art work under the slogan "Learn and Grow" to communicate the individual's - whether a child or an adult - relationship to learning. From September 15th to October 30th, primary schools, nursery schools, other institutions and individuals entered the competition. We can without hesitation include the 113 participating institutions and individuals in the list of providers of this year's Week, since they made their contribution to spreading the concept of lifelong learning and to popularising the LLW. This is a campaign to which we ascribe national importance; the best art works chosen by an expert committee were published in the LLW 2000 wall calendar, which was published in December 1999.

### 3.3.2 Events on the local level

On the local level, the Week saw almost 1,900 events; from Monday to Friday there were 250-300 events daily, on Saturday 174 and on Sunday 128. Some 183 events took place either before or after the Week, while some events started during the Week and continued until the end of October or beyond. This year, 17 events were held outside of Slovenia, in Croatia. We are especially pleased by this, and in future years we want as many events as possible to link us to cross-border Slovenes and the people of neighbouring countries.

The most common providers this year were once again clubs and societies, private educational organisations and folk high schools, secondary and primary schools and nursery schools, libraries, universities of the third age, study circles, knowledge exchanges, energy and agricultural advisory offices, development centres and similar groups. The stable form of work reappeared, with event coordination in particular districts and regions being taken on by municipalities or large educational organisations, while the list of Week sub-providers was surprisingly long and diverse.

The most common events were presentations of educational programmes and projects taking place on open days, in workshops, group and individual presentations and similar activities; these accounted for 37 percent of all events. Many providers staged these presentations in libraries, bookshops, health centres, shopping centres, display windows and other places attracting public attention.

A special place among presentational activities is held by those involving visitor participation. These were workshops, practical tests, testing, conversations in foreign languages, organised discussions, round tables, meetings,

***We were particularly pleased by events taking place outside of Slovenia - this was a special new feature of this year's LLW.***

consultations and others; these accounted for 35 percent of all LLW 99 events. These provoked real interest among visitors.

The third group of local activities could be considered accompanying activities, such as the opening ceremony of the Week, social and cultural events, book and publication presentations, literary evening, receptions, concerts, theatrical performances, awards ceremonies, press conferences, club meetings, municipal council sessions and the like. Together these accounted for 23% of events.

Information-consultation activities were better represented than in the past; to some extent, they were also covered by the other three groups of events. Telephone hotlines and other methods of providing direct information about education represented some 5% of all this year's events.

The diversity of Week providers and events once more confirmed the fact that learning does not just take place in school, but throughout life and everywhere, even in the most extreme circumstances. Event visitors could learn how to establish themselves in the business world, how to break free of unemployment and become an independent trader, how to take care of their own mental growth, healthy nutrition and healthy lifestyles. The purpose of many events was to show efforts and opportunities to preserve our cultural, natural and technical heritage, passing on old customs from generation to generation, reviving and preserving regional identities and similar ideas. Themes of events in this year's LLW included not only the acquisition of new knowledge, but also training in how to use our own formally and informally obtained skills as effectively as possible and 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 was thus not just on what to learn, but also on how to learn and what to do with the obtained knowledge and skills later on.

As in previous years, the LLW spread beyond the walls of its organisers 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.

Sometimes the Week also sees closing events; providers this year used them to review the findings and experiences gained, to collect critical comments and to provide cultural events to round off the Week's events. The experience and findings of providers on the local level and the four years' experience of the Slovenian Institute for Adult Education in the role of coordinator will in any event contribute to the planning of the fifth Lifelong Learning Week in 2000.

Although the events could be viewed as individual activities taking place at various locations, it must nevertheless be stressed that in many cases they involved links between providers, and the events came together to form what felt like a unified whole.

It seems particularly important to us that local authorities in many places already recognise their coordinating role in the organisation of the Week.

**Information-consultation activities were better represented than in the past.**

***It seems particularly important to us that local authorities in many places already recognise their coordinating role.***

Municipalities did not just take the initiative to organise the Week in their environment, but they were actively involved in the organisation and coordination of providers; some made venues available for events, others gave moral or even financial support, mostly linked to the publication of joint promotional material of providers in the municipality.

LLW providers on the local level also ensured considerable media support for their events, since information, and longer, substantial articles were published in local newspapers and magazines and broadcast by radio and television stations on numerous occasions.

In general the public response was good, visitors expressed interest in and satisfaction with the events, and many wanted more such events. They agreed that the Week should become an annual event for everyone involved in lifelong learning, either as organisers/providers or as participants. They showed particular interest in information-consultation activities which would help in the selection of suitable education programmes.

### **3.4 Closing activities**

The closing activities of the Week, which are of common importance for everybody involved, began before the Week. The Slovenian Institute for Adult Education distributed to LLW 99 providers a questionnaire and asked them to list their events and cooperation with the media, to provide critical opinions and proposals, and to give other data. We also asked them for promotional, pictorial and other materials produced for the occasion to allow us to document LLW 99 events as completely as possible.

This year's closing events for LLW 99 included a meeting just before New Year of LLW 99 providers intended for a review of LLW 99, the exchange of fresh experiences and the formulation of the concept of LLW 2000, as well as an exhibition of the promotional materials prepared by LLW 99 providers. Media representatives were also invited to the event.

The circle was thus completed, and the findings from this year became the basis for an even better concept for LLW in the future.

### **3.5 Parallel activities**

Alongside the Slovenian Institute for Adult Education activities outlined above, throughout the year our efforts were geared towards some essential areas.

#### **3.5.1 Cooperation with providers**

The SIAE was in permanent contact with LLW providers on the national and local levels with the intention to the best of our abilities of motivating them to

cooperate, of informing them, of providing overall coordination, of advising them and during the Week of visiting some of their events. Like local providers, we were limited in terms of the number of staff, time and money.

### 3.5.2 Cooperation with administrative bodies

Discussions were held throughout the year with the Government and other administrative bodies in order to obtain moral and financial support. In these efforts, a decisive role was played by the National LLW Committee organised at the Ministry of Education and Sport and comprising representatives of responsible institutions. In future, efforts in this area will be aimed at increasing awareness on the part of the Slovenian social and political public of the fact that the Week must not be left to the responsibility of just one or two sectors, but that it must encompass all spheres. We will continue our efforts to secure not just moral but also financial support for Week providers.

### 3.5.3 Cooperation with the media

We have already mentioned that establishing contacts with the media was a priority task. In addition to promoting the Week and informing the public about events, we wanted to ensure that the media recognised the opportunities for active involvement in LLW events through contact shows, advice on educational opportunities and the like.

At the initiative of and in cooperation with the SIAE, 84 items were published in various media outlets. Slovenian radio stations broadcast 20 items, and television stations 17, while there were 47 newspaper and magazine articles. Most were intended to announce the Week and to report on it, while some items also considered more substantial issues and problems.

**At the initiative of and in cooperation with the SIAE, 84 items were published in various media outlets.**

### 3.5.4 Establishing the Lifelong Learning Week in the international arena

Another ongoing area of work is international ties with organisers of similar weeks in other countries. In 1995 similar events were organised in Australia and Jamaica, while Slovenia was one of the six countries to first organise a Week in 1996. In addition to the United Kingdom, the list of countries to have organised a Week or Day of Learning at least once includes: Australia, Estonia, Finland, Flanders, France, Greece, Italy, Jamaica, South Africa, Germany, the Netherlands, Norway, Slovenia, Spain, Switzerland, Iceland, the Czech Republic and Denmark. We exchange reports, other materials and experience with some of these countries.

The Slovenian Lifelong Learning Week is mentioned on the web site of the Adult Learners' Week arranged by the National Institute of Adult Continuing Education (NIACE) in the United Kingdom (address: [www.niace.org.uk](http://www.niace.org.uk)), is represented on the poster prepared by UNESCO and the NIACE to promote the International

Adult Learners' Week and is included in the NIACE wall calendar. Our Week is also mentioned in the Internet newspaper of the UNESCO Education Institute ([www.unesco.org/education/uie/confintea/connexus04.html](http://www.unesco.org/education/uie/confintea/connexus04.html)) and on the web site of the Australian week (<http://alw.ala.asn.au/moreon.html>).

This year, the Lifelong Learning Week was presented to delegates from other countries at the UNESCO Open Forum in Manila (October 25th to 27th 1999), where there was a special workshop dedicated to establishing a proposal for the organisation of the first International Adult Learners' Week. This year we worked with the European House in St Petersburg (November 3rd to 7th 1999), further presenting our methods in organising the LLW, which they had previously encountered through LLW Novičke, and promising assistance and cooperation in establishing their concept of the Lifelong Learning Week.

***The response and satisfaction of those participating confirmed our belief that the Week must remain an annual event.***

### **3.6 Conclusions**

In terms of absolute numbers concerning LLW 99 and in comparison with previous Weeks, we can say without any doubt that the fourth Lifelong Learning Week was a success. In addition to the Slovenian Institute for Adult Education, more than 370 other providers took part, operating in 88 Slovenian municipalities with 250-300 events each day. In addition to individual members of the public, representatives of state and local authorities and of social and professional life took part in events. New educational centres opened during the Week, and interest in participating in educational and learning projects increased. Many educational institutions and local authorities participated in the preparations for and implementation of the Week, while the media provided suitable support for the events.

Organisers used the Week as an investment in their activities, since they invested their time, money and energy to maximise public response. It is precisely that response and the satisfaction of all those involved that confirms our belief that the Week must remain an annual event.

Zvonka Pangerc Pahernik, MSc, SIAE

## **4. ANALYSIS OF THE LIFELONG LEARNING WEEK 1999**

This year we again distributed a questionnaire to LLW 99 providers with a request that they describe the activities they organised, list media items published or broadcast to mark the occasion and answer certain questions concerning the preparation and implementation of the Week and initiatives for the following year. The analysis covers all responses we received up to December 6th 1999 - 86 completed questionnaires.



Based on the 134 registrations of activities in LLW 99, we concluded that the number of participating organisations, groups and other participants would be 310; taking account of the figures from the survey, the number grew to 375. The survey directly or indirectly covered 261 providers, since some providers (regional or municipal coordinators) also reported on the activities of their "sub-providers". Taking into consideration the ratio between the number of questionnaires and the number of registrations (86/134) and the ratio between the providers covered by the questionnaire and the total number of LLW 99 providers (261/375), we find that there was a 70 percent return of information.

This rate is somewhat higher than last year (66%), but it is still the case that in future we will have to pay more attention to reporting on the implementation of LLW, since we had to obtain a great deal of information indirectly, in which we were greatly assisted by the registrations. We feel that only a more complete set of data on participants, the scope of events, the public response and LLW mentions in the media would provide a realistic picture of the degree to which the Week has become established in Slovenia.

The figures and opinions obtained from the survey nevertheless allow us to formulate some fairly reliable conclusions and initiatives, but we still must stress that the absolute figures shown in this analysis are understated. In the following chapters, we must recall that the majority of responses are based on 70 percent coverage of registered providers; where possible and appropriate we used the information from registrations together with the lists of sub-providers and events published in this year's calendar of events.

The figures of course gain additional significance if we take account of the statistics for LLW 96 to LLW 98. In its first year, the Lifelong Learning Week involved 59 providers from 28 places around Slovenia who organised almost 500 events. That year's survey, which had a 48 percent return rate, recorded 163 media items and around 10,000 visitors to events.

By 1997 the number of providers had risen to 139; they organised almost 1,000 events visited by 22,320 people (1.12% 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 and organising almost 1,500 events. The survey, which had a 66 percent return rate, showed that events were visited by 20,300 people, while overall attendances were considerably higher. 457 media items were recorded.

We should at the start emphasise that again this year the number of providers and events grew significantly, which gives us much enthusiasm and satisfaction. It justifies our ongoing efforts to establish the Week as an annual event, but the results of analysis and the experiences, critical comments and initiatives of providers require us to make certain changes and additions to the concept and implementation of LLW.

***In the questionnaire we achieved a 70 percent rate of return of information.***

***We should emphasise that again this year the number of providers and events grew significantly, which gives us much enthusiasm and satisfaction.***

## 4.1 LLW 99 providers

The review of LLW 99 providers includes the data from the registrations, from the calendar of events and from the survey, and so includes all 375 providers. We further estimate that even that figure is incomplete, since in some places coordinators mentioned the involvement of other institutions and individuals without listing or naming them.

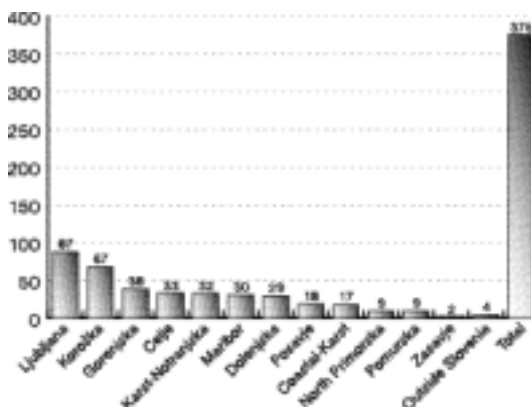
Recorded providers came from almost 90 different places in Slovenia and four from neighbouring Croatia. They vary in type, as shown by the regional and content diversity of events. This provided the conditions for the realisation of one of the main goals of the Week, which is to encourage the widest possible public to participate in learning and education, to recognise, know and wish to express their needs and thereby to promote the creation of suitable educational and learning initiatives.

### 4.1.1 LLW 99 providers by region

**The greatest number of providers were from the Ljubljana region, followed by the Koroška region.**

Sorting providers according to the 12 Slovenian regions shows that the greatest number of organisers were from the Ljubljana region (87 providers, 23%), followed by Koroška with 18% and Gorenjska with 10%. Next comes the Celje region (9%) and Karst-Notranjska, Maribor and Dolenjska each with 8% and Posavje and Coastal Karst each with 5%. North Primorska and Pomurje had 2.5% of providers and Zasavje had only 2 providers. Four providers operated outside the borders of Slovenia, in Croatian Primorje.

**Graph: LLW 99 providers by region**



### 4.1.2 LLW 99 providers by municipality

Municipalities played a more visible role in LLW 99 than in previous years, with 34 active this year as providers according to the figures from the survey. Some municipal administrations actively participated in the preparation and imple-

mentation of LLW, others provided premises, organised receptions for providers, financed the publication of promotional materials or in some other way supported the organisation of the Week in their environment.

It is our experience that efforts to ensure cooperation between municipal administrations and providers must flow in both directions: a number of providers can establish ties and ask for assistance from the municipal leadership, while the initiative can on the other hand come from the municipality, which could invite interested providers to participate as for instance happened this year in the municipality of Jesenice, which established an LLW Organising Committee and by joining forces organised a very successful Week. There are no rules; all that is required is hard work and to follow the examples where “learning municipalities” or “learning regions” are already cropping up - in Koroška, Postojna, Jesenice and other places.

The questionnaire included a special question on support from the municipality or local administration. 27 out of 86 respondents did not answer the question, while some respondents expressed their disapproval of the municipal representatives for failing to listen to them or failing to respond to their initiative; only 5 respondents (almost all from Ljubljana) admitted that they had not even sought municipal help. Most providers who contacted the local administration received moral support, and a number also mentioned financial support. Municipalities financially supported certain activities, particularly the publication of (joint) promotional materials; they also covered the rental costs for venues or paid for advertising and broadcasts in the media, co-financed receptions, press conferences or entertainment, and flower arrangements, or provided lump sum grants for providers to use in line with their LLW plans. The most common other forms of assistance which municipalities gave to providers were:

- encouraging, informing and coordinating providers - this was reported particularly by providers in the municipalities of Črna na Koroškem, Dravograd, Jesenice, Postojna, and Škofja Loka;
- attendance of municipal representatives at events and welcoming speeches at opening or closing ceremonies - in addition to the above municipalities, providers in Beltinci, Krško, Maribor, Rogaška Slatina, Slovenska Bistrica, Tišina and a number of other municipalities mentioned this.

#### 4.1.3 LLW 99 providers by type of organisation

We classified similar organisations - LLW 99 providers - into a number of groups with regards to the type of activity they perform - education and learning are the primary activity of some providers, while they play a secondary role in others. Compared to previous years, the structure of providers is even more dispersed, which shows that many types of learning and education are genuinely represented. Of the 375 Week organisers, this year again the most numerous were societies, associations of societies and clubs (14%), including 8 pensioner societies, 2 youth societies, one camping association and others. The second most frequently represented organisation consisted of private (educational) organisa-

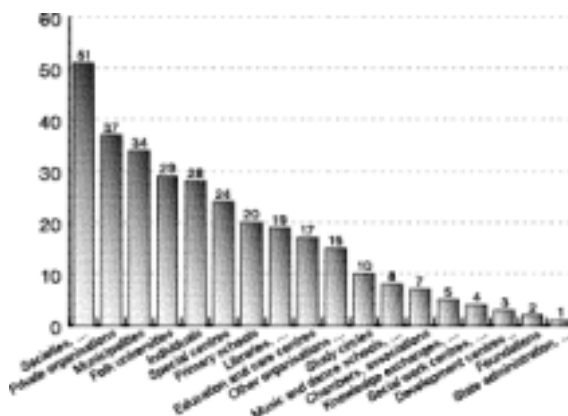
**Efforts to ensure cooperation between municipal administrations and providers must flow in both directions.**

**A number of providers mentioned municipal support, including financial assistance.**

tions (10%), followed by municipalities playing a more active role in LLW (9%) and folk high schools (29, 8% of the total). Primary schools, nursery schools and libraries are something of a tradition in LLW, and they become more numerous every year, usually accounting for 5% of all providers.

The level of representation of individual categories of providers can be seen in the table below; we should just mention the fact that in addition to universities of the third age and pensioner societies and retirement homes, a number of other providers responded to the recommendation of the National LLW Committee that this year's Week should mark the International Year of the Elderly. Regardless of their primary activity, these providers adapted their events to his theme, accounting for almost 10%.

**Graph: LLW 99 providers by type of provider**



<b>Provider type</b>	<b>No.</b>
Societies, associations of societies, clubs	51
Private organisations	37
Municipalities	34
Folk high schools	29
Individuals	28
Special centres	24
Primary schools	20
Libraries, energy advisory offices	19 each
Education and care centres	17
Other organisations also involved in education	15
Study circles	10
Music and dance schools, cultural organisations	8 each
Chambers, associations	7 each
Knowledge exchanges, adult education units at secondary schools, employment institutes, museums	5 each
Social work centres, public institutions, local communities, institutes	4
Development centres, sole traders, secondary schools, universities of the third age, colleges and university colleges	3
Foundations	2
State administration, agricultural advisory office, trade union, medical organisation	1

#### 4.1.4 Linkage and cooperation of providers

We have already mentioned our suspicion that the figure of 375 does not include all providers but only those which registered within the deadline or which were covered by the registration or questionnaire of their coordinators. This year once again witnessed cases of exemplary cooperation between providers in individual areas. The linking and coordinating role was generally taken by municipalities, large educational organisations or folk high schools, which attracted 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.

**Vitra, the Centre for Balanced Development of Cerknica**, had the greatest success this year in linking providers; this is the fourth year Vitra has been involved in LLW. This time, Vitra took on three roles: it organised its own events, visiting companies, schools and other places; it encouraged 38 external providers - institutions - to participate; and it coordinated the events of individuals. It also linked four provider organisations outside of Slovenia, the so-called company incubators from Rijeka, Skrad and Cres in Croatia.

The second most successful coordinator of providers, judging by the number and diversity of the providers, was the **Municipality of Dravograd**, which this year coordinated 17 providers, followed by the **Novo Mesto Developmental Education Centre** (13 providers). Other successful coordinators included the Municipality of Postojna (12 providers), the Krško Folk High School (9 providers), the Municipality of Jesenice and Smeri, Education, Consultation and Development d.o.o. from Ravne na Koroškem (8 providers each), the Municipality of Škofja Loka, Memory Education Centre d.o.o. from Dutovlje, Radovljica Folk High School and Mežica Mine KORKAD d.o.o. (7 each). The Tržič Education and Culture Institute, Slovenska Bistrica Folk High School, Črnomelj Education and Culture Institute, Kočevje Folk High School, the Central Library in Izola and certain other providers who did not return information to us also had important coordinating roles.

Congratulations should be given for successful achievements, which are all in their own ways examples of good practice, and as such can represent excellent examples to other LLW providers around Slovenia. Links across municipalities and regions of institutions and individuals 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 it allows small providers who would not take part on their own to be involved in LLW, but also because it ensures diverse and varied events. Nevertheless, we cannot close this chapter without mentioning the opposite end of the spectrum - providers who take part in LLW completely independently and have no less success in reaping a rich response from participants; examples include Glotta Nova from Ljubljana, Agencija Tolminska Perovič from Tolmin,

***In four years of LLW, a number of effective coordinators have become established.***

Animacija from Ptuj and Doba from Maribor, to mention just a few of the regular LLW providers.

**The problem of small providers in areas where no-one has accepted the role of coordinator remains unsolved.**

The problem of small providers in areas where no-one has accepted the role of coordinator remains unsolved; a typical example is Ljubljana. This year at the providers meeting we tried to "offer" providers wishing to join with others, and in one case this succeeded. In future to this end we aim to organise some sort of "provider exchange" for providers willing to join forces in the LLW, and an "event exchange" for events to be hosted by other providers around Slovenia.

In the survey, some providers mention cooperation with neighbours, people living in the local community, which shows that the boundary between 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.

## **4.2 LLW 99 events**

### 4.2.1 LLW 99 events by type of event

The calendar of events for LLW 99 announced almost 1,400 events; including repeated events, the total rose to almost 1,900. From Monday to Friday there were 250 to 300 events each day, on Saturday there were 174 and on Sunday 128. A further 183 events took place either before or after the Week or began during the Week and continued until the end of October or even later. These figures do not include media items, which are discussed in the following chapter.

Again this year, the most common events were presentations of educational programmes and projects, accounting for 37% of the total. These took place during open days or open weeks, at talks and meetings, group and individual presentations, exhibitions of materials and products and similar occasions. Many providers staged these events in libraries, bookshops, health centres, shopping centres, display windows, advertising stands, marketplaces and other locations drawing public attention. The contents were highly varied, from presentations of formal secondary and higher educational programmes, to computer software, methods for learning foreign languages, study circle activities, knowledge exchanges, independent learning centres, conservation programmes, projects to preserve natural and cultural heritage, methods promoting personal development, healthy living and others.

Pride of place among presentational activities belonged to those involving audience participation; once again, these were 35% of the total. These 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 of the theme of employment seek-

**There were almost 1,900 LLW 99 events.**

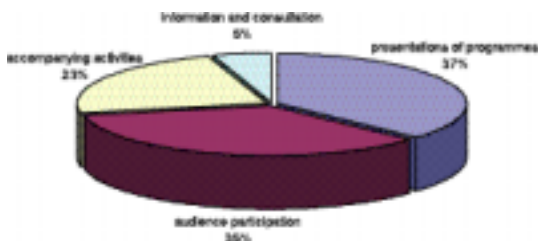
ing, self-employment, business management, meetings, shen qi relaxation for quality life, learning various skills such as oriental dances and other subjects.

The third group of activities on the local level covered accompanying activities, such as the opening ceremony of the Week, the opening of the knowledge exchange, independent learning centres, the opening of new educational premises, social and cultural events, presentations of books and publication, journals and collections, literary evenings, concerts, meetings with talks and music, theatrical and film presentations, puppet shows, receptions, awards ceremonies, diploma presentations, press conferences, club meetings, tastings, visits to natural and cultural attractions, professional outings, guided tours, competitions, sports meetings, football matches, meetings of municipal councils, celebrations of the 40th anniversary of the founding of individual folk high schools, closing events with a review of LLW events and others. These accounted for 23% of events this year.

For the second year running there were 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 ways of providing information and consultation on the opportunities for lifelong learning represent 5% of this year's events. People could ask at LLW venues, by telephone or over the Internet about opportunities to participate in continuing education allowing them to obtain certificates and diplomas and improving their employment prospects, in foreign language programmes, in alternative forms of learning, etc.

Of the events taking place outside the Week, let us mention only a few examples: the 2nd inter-generation adventure camp - "Cohabitation of generations" organised by the Lučka Association from Mežiška Dolina, and their presentation of their work Making Friends Across Generations in Koroška; the Ipavec cultural days organised by the Šentjur Folk High School; and the Open Month at the Krško Retirement Home sponsored by the Krško Folk High School. There were 183 similar events held before or after the official Week (October 18th to 24th). They were linked to the Lifelong Learning Week through the basic concept of the omnipresence of learning for all people of all ages and in all environments, and another common feature was the LLW trademark poster with the "tree of learning".

**Graph: LLW 99 events by type of event**



Based on the data from the survey, we estimate that around 10 percent of events were themed to mark the International Year of the Elderly: presentations of educational programmes for the elderly, presentations of activities of universities of the third age and pensioners' societies, talks and workshops for the elderly, publication of a collection of poems written by an 85-year-old woman, exhibitions intended for the elderly and other events.

#### 4.2.2 Event participants

This year the figures on the proportion of the population responding to LLW 99 events are fairly unreliable, since many respondents failed to report on visitors to their events, while others provided only a rough estimate and yet others wrote that the number of participants was impossible to estimate. Calculations could show an entirely unrealistic number of participants, and so this year we decided to leave out an indication of the total number of participants in LLW 99 and of participants by region and by type of event. In any event we will have to devote more attention to this question in future - both in recording visitors and in reporting on them, since the percentage participation of Slovenes in LLW (in previous years it has been around 1% of the total population) is an important indicator of the overall success of the event.

#### 4.2.3 Opinions of event participants

62% of 86 respondents wrote that their visitors felt the concept and implementation of LLW were good, and 29% were enthusiastic. 6% gave a moderate rating, and 3% were unable to give a rating. Praise and congratulations were offered verbally at LLW venues and later by telephone and in letters or in books of comments; some providers also surveyed their participants and evaluated their responses.

The interest of participants and their positive attitude towards the Week were 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 expressed a desire for similar events throughout the year, while others wanted particular events to be repeated. Some participants were interested in the importance and role of LLW and in the possibility of being involved next year as providers. Visitors asked for additional materials and were interested in enrolling in educational activities presented during the Week. At some LLW venues, ties were established between providers and participants which continued after the Week. Media representatives also praised the events.

Many providers reported satisfaction that they were able to present their work to visitors and encounter a good response. Their investment in LLW will certainly pay dividends, since they already notice increased demand for their educational programmes. A particularly friendly atmosphere was established in venues where

**The interest of participants is best shown by the high attendance figures at events, the lively and involved discussions and the expressions of satisfaction...**



people from different generations came together, and the fact that the events were intended for everyone, young and old - for instance parents, teachers, children and young people - received a very favourable response.

Unfortunately some events had virtually no response, or the response was too small given the effort put in by the organisers. In certain environments people were insufficiently informed of the importance and purpose of the Lifelong Learning Week and also of adult education in general, and so they were cautious with a hint of suspicion. They wanted to be better informed of events, and they also asked for information materials, which some providers were unable to prepare due to a lack of funds. In rural areas, people once again appeared to be afraid of new approaches and displayed the deep-rooted attitude that something which is free cannot be worth much. By way of contrast, one provider organisation ascribed the poor response of participants to the fact that they charged a fee for participation in their workshops with the aim of covering the cost of materials.

### 4.3 Items on LLW 99 in the media

LLW providers ensured suitable media support for their activities, since according to the figures from the survey (70% coverage), there were a total of 345 items published or broadcast during the Week. Of these, some were repeated, so that - again according to the survey - the total number of mentions of the LLW in the media was more than 600. The types of media were as follows:

Media type	Number of items on the local level	Number of items at the initiative of SIAE	Total
Radio programmes	83	20	103
Television programmes	49	17	66
Articles in newspapers	103	16	119
Articles in magazines	11	29	40
Teletext	4	2	6
Internet	6	4	10
Press conferences	5	1	6
Total	261	89	350

The following types of item dominated media coverage: presentations of the Lifelong Learning Week, its importance and concept, and basic data on providers and events; announcement of events, notices, reports from LLW venues, interviews. There were a number of presentations of individual LLW providers and their activities, and presentations of award winners and recipients of certificates. There were also 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, overcoming unemployment through education etc.

**Contact shows given over to informing, advising and guiding people are becoming increasingly well established.**

The figures show that contact shows given over to informing, advising and guiding people are becoming increasingly well established. Some providers addressed the public and presented their LLW events over the Internet, and appearances on teletext is becoming an increasingly common form of media promotion each year. Numerous articles also appeared in internal journals and information bulletins of some providers, such as VITRinA (Vitra from Cerknica) and NoRICe (RIC Novo Mesto).

Some media items simply reported the LLW, while others contained more substantial content and were intended to inform the public of the importance of learning and education and to provide for exchanges of information and opinions. A considerable number of items focused on the theme of learning for the elderly.

**Providers established and reinforced good contacts with radio stations, newspapers and television stations.**

Providers established and reinforced good contacts with radio stations, newspapers and television stations; 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 life circumstances, is informed of educational and learning opportunities in their immediate environment and of access to these opportunities.

Analysis showed that the media has an important influence on visits to LLW. The regions with the greatest number of events also of course saw the greatest number of items. The converse also applies: the regions with the fewest events were far below the regional average for the number of items published/broadcast: in Zasavje scarcely 7%, north Primorska 14%, Posavje 46% and Pomurje 61% of the regional average. The picture is different in regions with many events: the Ljubljana region had almost four times the average, and Koroška a third more. It is true that more events draw greater media attention. Nevertheless, experience from elsewhere around the world shows that greater media involvement leads not just to 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 to greater participation of all people in events. Media involvement also influences 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.

## **4.4 Promotional materials**

### **4.4.1 Joint promotional materials**

As in previous years, the Slovenian Institute for Adult Education again prepared joint informational and promotional materials; these in particular were the LLW 99 poster, the calendar of events and the LLW web page. Media promotion of LLW 99 also included two supplements published in Naša Žena

magazine. In the survey, providers gave their opinions concerning all four forms of promotion. They were almost unanimous in stating that joint promotional material was necessary, since it represents the common denominator of events all over Slovenia. Some also argued that they would not be able to afford their own materials, and so this solution was very welcome.

Opinions were divided however on the design and implementation of the materials. Many were enthusiastic and praised the people responsible, while others mentioned the following shortcomings: late delivery of materials; insufficient supplies, or even non-receipt of the materials as local coordinators failed to deliver them. Some respondents felt a lack of more substantial, professional-information materials and things they could offer to their visitors in greater quantities. The colours, design, recognisability of providers and events and of the Week itself were also disputed.

The **poster** this year was published in two variants: the first poster - with the logo, the title Lifelong Learning Week 1999 and the by-now established "tree of learning" - was again the common denominator or trade mark of events all over Slovenia. The second poster - with a similar graphic basis, but with the "tree of learning" deleted - allowed providers to enter information on their own events. This solution was warmly welcomed by the majority of providers, a fact they mentioned in the questionnaires. Of 86 respondents, 10% did not give an opinion concerning the suitability of the poster, 70% said it was good, okay, suitable, appropriate and other similar responses; some even said that it was very good and excellent. Only one respondent felt that the joint poster was not needed, while some respondents wanted a softer, more colourful solution more closely tied to the idea of lifelong learning. Given that next year the LLW will operate under a new corporate image, further consideration of the suitability of the image to date would be excessive, although it is worth mentioning that, despite negative attitudes concerning its attractiveness, it has been with us for four years and has assisted in the recognition of the Week at home and in particular abroad.

The **calendar of events** this year appeared in the form of a very extensive brochure in which providers and events were presented in the same way as last year. This means that the almost 1,900 events were sorted by date, region and municipality and by provider, with the following information published for each: title of event and possible additional explanation; persons or institutions running, organising or implementing the event; and place and time of the event. Events taking place outside the Week, telephone hotlines and web pages intended to provide information and advice to the public on adult learning opportunities, and LLW events outside Slovenia were listed separately. A list of all registered providers was also published.

Opinions concerning the contents and format of the LLW calendar ranged from such assessments as "very good, clear and systematic" (6 responses) through "good, okay" (46) to "excessive" (3) and "unsuitable" (4). Some also pro-

***Opinions were still divided on the design and implementation of joint promotional materials.***

posed that separate programmes should be prepared for individual regions, and there was also a suggestion that events should be sorted not just by regions/districts, but also by topic. One provider suggested publishing the calendar on the Internet with a search option (the calendar was available on the LLW web site in PDF format).

The fact is that the calendar of events for LLW has two purposes: first, a synthetic review of LLW events on the national level, which amongst other things enables a comparison of providers and events and obtaining ideas for the following year. On the other hand, the calendar should promote specific events, for which it has become too bulky. In any event, we will have to reconsider the concept and implementation and come up with a solution which will successfully achieve both purposes.

For the second time, the Lifelong Learning Week appeared this year on the **Internet**; all LLWs to date are presented at [www.acs-saec.si/llw](http://www.acs-saec.si/llw). Many respondents did not answer the question about the suitability of the web site or wrote that they had not had the opportunity to visit it (44%). The remaining 56% of respondents viewed the web site as "good, okay, interesting, suitable". We agree 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.

As part of our media promotion, **two supplements to the Naša Žena ("Our Woman") magazine** were published, presenting the winners of SIAE awards for special achievements in adult learning and the Lifelong Learning Week and its providers. Some respondents (20%) did not give an opinion concerning the supplements, again because they did not have an opportunity to see them. All others praised the supplements, describing them as good, very good and excellent, interesting and worthwhile. The point was made however that Naša Žena as a magazine does not reach a wide enough public and that we should make similar presentations in other, more widely read magazines. The information provided by respondents is nevertheless encouraging, and so we will consider similar LLW promotion again next year.

The results of the survey lead us to the conclusion that for the most part a positive attitude towards the joint promotional material continues to predominate, but we will nevertheless attempt to move closer to the needs and wishes of providers. For next year, the fifth anniversary of the Week, we plan significant changes to the corporate image of LLW, giving the joint promotional material new format and colour solutions, as well as some more substantial innovations.

#### 4.4.2 Promotional material of providers

Almost every questionnaire returned to us came with colourful enclosures. These were examples of promotional materials prepared by the providers - either individually or by teaming up. Some materials were prepared specially

for the LLW, while others would still have been prepared, but the Week gave added strength to their message.

Providers showed great imagination, since many prepared: 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, questionnaires for participants, awards, professional materials, audio and video cassettes, ceramic cups. Many of them used the LLW 99 logo, which they received 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 decorated their offices, display windows and similar areas.

The promotional materials produced by providers themselves and submitted together with the completed survey were displayed at the new year meeting of LLW.

#### **4.5 Other opinions, proposals and initiatives of LLW providers on the local level**

Of the 86 respondents, 27 were involved in LLW for the fourth time, 28 for the third time, and 19 for the second time. Of the total of 375 providers, 42 were taking part for the fourth time, which means that 71% of all the providers from the first LLW in 1996 have shown their attachment to the event for the fourth time. Those who had been involved in LLW once, twice or three times before, as well as those taking part for the first time, could form opinions on how to improve the concept and implementation of the Week in the future. However, 91% of respondents answered favourably to the question of the suitability of the current concept of LLW, and none expressed disagreement with the concept; four were insufficiently acquainted with the concept and so felt unable to answer the question.

Organising the Week annually was supported by 94% of respondents, with only two considering this unsuitable.

As to the timing of the Week (third week in October), 81% of respondents were in favour, while the following proposals were made:

- months during which outdoor activities could be organised (for example, summertime, June, end of August, May or September); this year a number of events were cancelled due to bad weather, or the attendance was lower than the organisers expected;

**We plan significant changes to the corporate image of the LLW, giving the joint promotional material new format and colour solutions as well as some more substantial innovations.**

**The promotional materials of providers gives a sense of something real, a feeling that something accessible, interesting and useful is happening here and now.**

**Next year we will again organise the LLW in the third week in October - October 16th to 22nd.**

- timing to coincide with enrolment in educational programmes (last week in September or first week in October); the promotional activities of LLW would thus result in greater visitor participation in programmes and projects presented;
- a time when the busy enrolment period is over (second half of November, February or March) and when there is more time for the activities required for successful organisation of LLW.

Providers have thus more or less become reconciled to the third week in October, and proposals for change vary so widely that it would be difficult to choose a time to suit all providers.

The large percentage of respondents agreeing with this year's timing leads us to resolve that next year we will again organise the LLW in the third week in October - October 16th to 22nd 2000. For the second year running, the proposal for the Week to last all seven days proved effective, while providers for whom this was not suitable restricted their activities to a shorter period. Some told us their wish and that of their visitors that the Week should be extended to the whole month, since the schedule of events is too crowded. Again this year some providers organised an opening ceremony and other social and cultural events on the Sunday before the start of the Week, and as we have already mentioned, there were also some events in September or November or in other weeks in October. They all took place under the collective trade mark - the LLW poster - and providers also linked the contents of these events to the strategy of lifelong and omnipresent learning.

A surprising majority of respondents (90%) without hesitation answered that they would again participate next year. A number still do not know what form their events will take, but they will take part and soon afterwards began considering their plans for 2000. Providers receiving a very positive response this year decided to increase the scope of their activities, while others felt that they would not increase the scope of events but would instead concentrate on the quality of their events. Some recognised a need to increase investment in the promotion of events, while the scope of such events should remain at the same level as this year. Some will pay greater attention to the preparation of promotional and information materials, while others will shift from presentations to events allowing for more active involvement of participants. Links to other providers for many represents a challenge in 2000, and they also want as many opportunities as possible to exchange opinions at round tables, meetings and seminars. All 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 stated that they want to attract as broad a public as possible and as many diverse target groups, particularly those which have to date been neglected in formulating their range of services. It is cheering to note that some view participation in LLW as an incentive to go beyond what they've done before, to seek out and present

innovations. It is worth mentioning the idea of one provider to stage their events in several places around Slovenia, while a number of providers mentioned ties within a given place as an opportunity to increase the range of events, or at least to learn about each other. The LLW should increasingly become a uniting force and not merely affirmation of individual providers.

Many are satisfied with the scope and quality of their events to date, and state that their future participation is conditional on the availability of funding. Some respondents mentioned that they will expand their events if they receive some funding to do so - from the SIAE, from municipalities, or from the state.

Only 15 respondents answered positively to the question of whether state support was satisfactory, 24 responded **no** and 31 responded don't know.

In their expectations, respondents are united, since 31 of them mentioned in the survey that they want financial support from the state - one proposal supported lump-sum allocation of funds, while a second called for the preparation of appropriate criteria and allocation of funds with regards to the scope and quality of the programme of an individual provider. The second most frequently suggested area of state activity was in ensuring the attention of the media, in the form of public appeals in the media, public statements by important state representatives and other forms of media promotion of the Week on the national level. Providers are grateful for the state's moral support, and expect it to continue in the future, but they would also like the state to use their influence with municipal bodies to persuade them of the importance of the LLW project and of establishing the strategy of lifelong learning and education in our society. Some respondents mentioned that they cannot conceive of a state role in the implementation of the Week.

**Respondents expect support from the state in ensuring the attention of the media, in the form of public appeals in the media, public statements by important state representatives, etc.**

73% of respondents answered **yes** to the question of whether SIAE support was satisfactory, while some providers in a few comments mentioned that they felt a lack of:

- financial support or at least assistance in securing financial resources within their local communities,
- greater support in the media promotion of LLW and of individual events on the local level.

Respondents would like more concrete support in establishing contact with the media, with municipal and local administrations, with other institutions and with individuals. Others expected the SIAE to provide more motivation for media representatives, including local ones, and to prepare them to promote the Week in good time and to a greater extent. We must once again stress that the SIAE is responsible for promotion on the national level and for the promotion of LLW as a pan-Slovenia event. Providers must take responsibility for media promotion of their own events and for promotion on a local level.

One proposal mentioned several times was the desire for representatives of the SIAE to visit local events, and some mentioned the need for timely delivery of

joint promotional materials. Only infrequently was there any mention of a desire for more active involvement of the SIAE with providers during the Week itself. In the first year, more providers wanted greater coordination, initiatives and clear instructions; there were fewer such proposals this year. We assess this to be on the one hand a consequence of our efforts to provide global encouragement, information and guidance to participants and on the other hand a result of more experienced providers becoming accustomed to independence, and to establishing contacts with the media, municipal administrations, and other providers in their areas. These providers take on a coordinating role in their environments, prepare systematic plans of action, form their own organising committees etc. When they need instructions, information or some other form of assistance, they simply seek us out and come to an agreement with us.

In the survey, a number of providers expressed gratitude for the possibility of promoting themselves within the broader context of an event of national importance - without this formal framework provided by the LLW, and without the encouragement and assistance received from the SIAE, they would never present themselves to the public in this manner. Some learning opportunities would remain unnoticed.

We received 24 answers to the question of what providers expect from the SIAE as the LLW coordinator in the future. These express satisfaction with the contents and methods of our operations and confidence in the fact that we will strive for further development of the project.

Concerning the **promotional, informational and coordinating role of the SIAE**, respondents mentioned the following types of support which they would like:

- a meeting every two months with regional providers as an opportunity for encouragement and the exchange of experience,
- precise and timely definition of the project and the tasks stemming from it, clear notification and instructions,
- instructions concerning the theme of the Week, which appeared as a welcome but not binding innovation,
- initiatives and proposals for joint action,
- greater coordination on all levels,
- linking and coordinating providers, and providing guidance concerning content,
- provider meetings before and after LLW,
- support of local organisers in local communities,
- greater involvement in improving the content of events on the local level (advice, comments, selection),
- personal assistance from SIAE staff in the preparation of the LLW, participation of SIAE representatives in events, and visits by SIAE representatives to LLW venues.



Concerning the **promotion of the LLW on the national level**, respondents expressed the following wishes:

- more substantial media support - not just information, but also awareness raising among the widest possible public,
- continuous and not just sporadic media reports on LLW,
- organisation of an information centre during the LLW,
- preparation of a good new corporate image for the LLW,
- more perceptive visual promotion (posters, panels),
- joint presentation of all participants,
- quality and timely supply of joint promotional materials,
- preparation of bilingual promotional materials for border areas,
- more practical promotional materials,
- greater use of the Internet for promotional purposes.

Respondents had the following wishes concerning **(co)financing of the LLW**:

- financial assistance, or at least help in securing it,
- informing the municipal and local authorities of the role and importance of the LLW, and encouraging them to participate in and (co)finance activities,
- assistance in securing financial resources on the state and municipal level, or even direct provision of money.

***Providers were in favour of moving events of national importance to individual regions.***

Concerning the **implementation of events on the national level** there were the following initiatives:

- greater activity on the national level preferably before the Week, since during the Week providers are busy organising their own events and are often unable to participate,
- moving events of national importance to individual regions, thereby attracting media and local authority attention.

We are left with the considerable challenge from last year of organising training for LLW coordinators in regions and municipalities. We are preparing instructions for local organisation of the LLW, and we are providing special workshops to train providers in preparing and implementing events and in quality promotion of lifelong learning and the LLW.

In addition to wishes concerning primarily the role of the SIAE in organising the Week, respondents gave some other suggestions for next year. These concern establishing the concept of lifelong learning and the LLW project; ideas were also given which could strengthen the preparatory activities of providers as well as the implementation of the Week itself. Providers also mentioned in the previous year the need for:

- bodies to be formed in municipalities to promote and coordinate activities; examples should be taken from municipalities where this approach is already established;
- the range of the LLW should be expanded, both geographically and in terms of thematic areas,

***We are left with the considerable challenge from last year of organising training for LLW coordinators in regions and municipalities.***

- nursery schools, schools and other lifelong learning and education providers should be linked together and motivated,
- the importance of informal learning should be promoted and organisations whose primary activity is not education should also be encouraged to take part,
- the link between learning and the development strategy (social and economic) should be set out during the LLW,
- more non-governmental and non-profit organisations and societies should be invited to take part, and the LLW should be extended to all generations and all classes,
- the diversity of events should be expanded to reach the widest possible range of target groups; particular mention was made of the elderly, who this year were delighted to take part,
- ties should be established with foreign countries, especially the neighbouring countries of Hungary, Croatia, Austria and Italy; foreign educational and other institutions should also be included,
- media-friendly personalities should be persuaded to participate.

Some objectives have already to some extent been achieved this year, while others are being transferred untouched to next year since - due to financial and staffing constraints and also because we are to a considerable extent dependent on other groups (the state, municipalities, the media) - we have not yet been able to achieve them.

We are delighted with the praise and congratulations offered by some respondents, and this confirms us in our belief in the mission of the Lifelong Learning Week and in our role in its implementation. We are however aware that even in the fourth Week, not everything was as we would have liked, and so we agree with the majority of critical comments sent to us by providers. We were aware of most of these shortcomings ourselves, but we were unfortunately unable to avoid them. We are pleased that our cooperation nevertheless bore abundant fruit, and we hope that with greater engagement of all participants that this will continue in the future. We view the Lifelong Learning Week not just as a holiday of learning but as a genuine learning experience for all of us establishing it in Slovenia. We are grateful for this learning opportunity, and we look forward to repeating it in 2000.

Zvonka Pangerc Pahernik, MSc, SIAE

***We are delighted with the praise and congratulations offered by some respondents, and this confirms us in our belief in the mission of the Week.***

## 5. CONCLUSIONS

Based on the analysis conducted, other data and indicators and our own observations, we conclude that the fourth Slovenian Lifelong Learning Week was a success.

This conclusion on the success of LLW 99 is based in particular on the following data and conclusions from the survey:

- 375 providers responded, 40% more than last year. Providers varied a great deal, and operated in 67 municipalities across the whole of Slovenia.
- Judging by registrations and the survey, providers organised around 1,400 different events, 1,900 including repeated events.
- National and local media cooperated very intensively in the implementation of the Week through numerous items (around 600 known items).

The Week has thus undoubtedly contributed to the promotion of the concept and strategy of lifelong learning in Slovenia. We have thereby taken a new step towards removing traditional preconceptions of learning and education and helped establish the concept of learning for all people of all ages and in all life situations.

Providers took the Week as an opportunity to promote their activities and implemented it with great care. They invested considerable efforts and mostly their own resources, and they were primarily led by a genuine enthusiasm for this type of action for the public benefit, resulting in a similarly enthusiastic response from participants. All of this reinforces our conviction that we must continue to organise the Lifelong Learning Week and strengthen its role in realising the slogan "Slovenia, a learning country".

The conclusions and other data from the report on and analysis of LLW 99 persuade us to offer the following **proposals** for consideration and decision by the relevant factors:

- The project should continue and should become a general, annual Slovenian project for promoting and developing lifelong learning.
- The successful implementation of the project in the future will require:
  - Securing the permanent support of the Slovenian Government, which should continue in future to treat the Week as a project of national importance, and should participate in its implementation with suitable moral, material and organisational support on the national and local levels;
  - Using the potential of the Government to encourage local communities, and individual departments within the Government and the Ministry of Education and Sport to increase investment in the implementation of the Week in their territories and areas of responsibility;
  - The Slovenian Institute for Adult Education should include the project in its programme of work for 2000 and should provide an appropriate material, organisational and staffing basis;
  - The project should maximise the inclusion of local factors, both administrative bodies and providers, which should accept the project as an opportunity to develop and promote learning for all people in their area and to introduce the concept and strategy of lifelong learning. The SIAE will operate in this area to the best of its abilities.
- We will use as a suitable basis for the further realisation of the project

**We have taken a new step towards removing traditional preconceptions of learning and education.**



**The Slovenian model for the Week should be used as an example of good practice for comparison with and possible influence on the implementation of the Week in other countries.**

the strategic plan of the LLW in the Slovenian SIAE and the recommendations of the Hamburg Declaration on Adult Education and the Action Plan for the Future adopted by the Fifth International Adult Education Conference (1997).

- In planning the project in 2000 we will as far as possible respect and apply the experience, criticisms and proposals obtained from the survey, the reports and recommendations of LLW providers from the closing meeting in December 1999.
- Intensive media support for the LLW should continue to be ensured (the SIAE at the level of the main national media, and providers primarily, but not exclusively, at the level of local media), with efforts aimed at ensuring that some media (especially television and radio) include in their programming schedules information and advice on learning and education programmes.
- The Slovenian LLW should be included in the International Adult Learners' Week and should use its wealth of experience to participate in the implementation of the recommendations of the Hamburg Declaration while retaining the specific features of the Slovenian model. This should be used as an example of good practice for comparison with and possible influence on the implementation of the Week in other countries. By so doing, the Slovenian LLW should also obtain international financial support.
- All parliamentary committees should be acquainted with the report.

LLW 99 project leader:  
Olga Drogenik

SIAE directress:  
Dr. Vida A. Mohorčič Špolar

## APPENDIX

### **Adult Education Colloquium Adult education for Active Citizenship - Necessity or Utopia?**

For the third year running, the Slovenian Institute for Adult Education organised an adult education colloquium as the central professional event. This is intended for consideration of various theories, concepts and practices in adult education, in order to shed light on them from the viewpoint of various professions, evaluate them with regards to the basic premise of democracy of the individual and society, and assess their long-term effects on the development of the individual and of Slovenia. The colloquium does not seek a single truth or the right answers: instead, we want through discussion to raise various dilemmas and face differing viewpoints in order to enrich each other and to develop. It is for this very reason that we ensure that all contributions, both those prepared in advance and those which lead to discussions, are subsequently published.

**The adult education colloquium is intended for consideration of various theories, concepts and practices in adult education.**

This year's colloquium was devoted to the question of adult education for active citizenship. We gave it the title *Adult education for active citizenship - necessary or a utopia?* It appears that even the phrase active citizenship is such as to raise many dilemmas. As a starting point, we defined the following questions in preparation for the colloquium:

- What does active citizenship mean for politicians, for sociologists, for adult educators and for other professionals?
- Do we learn active citizenship, are we taught it, or are we raised for it?
- What sort of goals should education for active citizenship have, and can these goals actually be achieved through education?
- What knowledge do we need for active citizenship?
- What is the basic education of the population in the context of active citizenship?
- What is the relationship between citizenship education and education for active citizenship?
- Should the state provide education of the population for active citizenship, and if so, in what way?
- Is education for active citizenship in the individual's interest, or can it conflict with his or her personal interests?
- Can we place general adult education within education for active citizenship?

We decided that the introductory papers for the colloquium would be prepared by staff of the Slovenian Institute for Adult Education in order to publicly present some work carried out in the past year in the preparation of the professional basis for the national programme of adult education or otherwise con-

ducted. We then issued invitations to present shorter papers to a number of adult educators, sociologists, political studies scholars, psychologists and other professionals, in short, all professions which we know are in some way or other involved with such themes as the topic of the colloquium.

Given that the adult education colloquium is a relatively new professional event in Slovenian development studies, the response was very good, particularly since we managed to attract both theoreticians and practitioners, as well as experts from various fields.

The colloquium led to the production of 15 professional papers, which we can consider a success, especially taking account of the fact that it involved a topic not often discussed in Slovenian adult education circles for a number of years.

45 experts attended the colloquium. After presentation of previously prepared papers, an interesting professional discussion ensued, part of which was published in a special collection.

We wanted through the colloquium to provoke a debate in which everyone would consider whether adult education for active citizenship is actually necessary and if so, what form it should take. We asked ourselves whether active participation in social life can be taught, and

if so how and with what contents. Some people asked who should develop such education, and almost all participants in one way or another considered the relationship between upbringing and education for democracy. A number of participants in the debate pointed out the link between the level of general education and the ability to play a role in decision making in the community. We thus in our own way again encountered the issue which we considered at the second adult education colloquium last year, when we discussed social exclusion and education. Since the purpose of the colloquium is not to seek a single answer to the question, many viewpoints were presented regarding open questions, and it is a matter for the profession, both theoreticians and practitioners, to prepare suitable answers, and to develop models and programmes, in the future.

Sonja Klemenčič, SIAE

### ***Media Promotion as Part of the Preparatory Activities for LLW 99***

Last year's media promotion of the LLW mostly went according to plan. We began some activities in the spring. The emphasis of prior media promotion was on obtaining nominations for SIAE awards; the presentation of these awards during the LLW leaves a significant mark on the whole event. In May in cooperation with the editorial board of Naša Žena we issued a special supplement given over to presentation of previous year's winners with an invitation to submit nominations. The supplement also invited organisations to partici-

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pate in LLW. An advertisement calling for nominations was also published in the Delo newspaper and of course in LLW Novičke, and an article was printed in Večer. We also published a notice on Teletext.

At the start of October another supplement was published in Naša Žena, dedicated to the Lifelong Learning Week 99; the supplement concentrated on last year's SIAE award winners alongside other important information. Some events for which we had received sufficient information from the organisers at the time of going to print were also announced. At the start of October, the Modro TV series on TV Slovenia had a short announcement about LLW 99, while LLW was also announced a few days before by some local and regional media.

#### Media promotion during and after LLW 99

The bulk of media promotion of course took place during the Week. We managed once again to establish contact with editorial boards and journalists during the Week, resulting in quite a number of substantial items - on Radio Slovenia and in Delo's Education section. Delo's Education section repeated last year's survey by Delo Stik on adult education, with the commentary making a partial comparison between last year's and this year's answers. In total over 60 items were published (through the mediation of or in cooperation with the SIAE, as well as a special page on the LLW in Šolski Razgledi (School Views), a special issue of the Andragoška Spoznanja (Journal of Adult Education in Slovenia), a collection of papers from the 3rd Adult Education Colloquium (professional event organised by SIAE during the LLW) and the aforementioned supplement in Naša Žena magazine.

We should mention that the Naša Žena supplements, with a circulation of 40,000 copies, far exceeded the normal circulation of other magazines; 5,000 copies were distributed to medical and dental clinics and libraries, reaching target groups not normally reached by this magazine. The replacement of some editors (for instance those of Delo's Labour Exchange and of Večer) meant that we unfortunately lost support for our contents. Also, this year there was no round table on TV Slovenia or Radio Slovenia.

The media promotion for LLW 99 promoted separately the LLW as a whole, SIAE award winners, the adult education colloquium and the telephone hotline. Below we mention only those items arising through the involvement of or in cooperation with the SIAE.

**1) Media promotion of LLW as a whole:** media responses this year were very numerous, and the first impression is that local providers also ensured suitable media promotion. One innovation this year in the SIAE was the fact that we paid considerable attention to correspondents of RTV Slovenia and regional media. This could be noticed in Radio Slovenia's reporting, since we received information that in fact (especially on Monday, the first day) "all they are talking about is the LLW". Unfortunately this

***The Naša Žena supplements, with a circulation of 40,000 copies, far exceeded the normal circulation of other magazines.***

year there was no item in the main TV news programme or in Odmevi (a major TV news programme): next year we will have to ensure their cooperation. TV 3 and regional television reported on the LLW and also most often repeated items. Information programmes broadcast on TV Slovenia in the late afternoon also reported on the Week (Thursday, Friday).

- 2) Media promotion of award winners:** last year's goal of ensuring that each award winner was presented in at least one media outlet was this year greatly exceeded. The October Naša Žena supplement described them all in detail, as did LLW Novičke and the Internet site. Presentations were also published in Šolski Razgledi. Regional media presented them very well; the short video items produced by the SIAE were of great help in our cooperation with regional television. The well-known journalist Silvo Teršek presented Polnoči Klub ("Midnight Club") at the start of December with two award winners, and we must also mention the excellent presentation in the Modro TV series on TV Slovenia - three award winners.
- 3) Media promotion of the Adult Education Colloquium:** an announcement was published in Delo Knowledge for Development, and articles and announcements were published in SIAE's Novičke and LLW Novičke. Special posters inviting people to attend the third Adult Education Colloquium were hung around Ljubljana faculties.
- 4) Media promotion of the telephone hotline:** the numbers of the telephone hotline were published in numerous newspapers and magazines, unfortunately without an indication of the time the line would be open, or on some occasions only the information that the hotline would be open was published, with nothing about when or the theme. A member of staff announced the telephone hotline on Radio Slovenia on the Wednesday just before the line opened, and on that very day we received the most calls. The anticipated programme for pensioners on Friday afternoon on Radio Slovenia was cancelled, but the number was announced on Radio Ognjišče (twice), Radio Sora, Radio Kranj (by an SIAE member of staff) and Radio Hit. The advertisements on the front pages of the Slovenske Novice and Delo newspapers had the greatest visibility. These did not just advertise the telephone hotline, but also the Week as a whole and the SIAE.

Other media promotion:

- Both Naša Žena supplements (each with a circulation of 40,000) were specially advertised (organised by the Naša Žena magazine). Radio Slovenia thus repeatedly advertised the "lifelong learning supplement", and an advertising poster for Naša Žena, including the Lifelong Learning Week supplement, was also displayed on Ljubljana city buses.
- On 7th October, Delo Stik surveyed almost 600 randomly selected telephone subscribers concerning awareness of the LLW and education. We also include this as part of the promotion of the LLW.
- Everything covered in the Modro TV series on TV Slovenia was also published on their Internet site at <http://www.rtv slo.si/modro>.



## Conclusions

We can conclude that the promotion of LLW was once again relatively successful this year, and was somewhat more extensive than last year (Naša Žena supplement, Andragoška Spoznanja, TV Slovenia's Modro programme, co-operation with correspondents and regional media), but was also on the other hand somewhat impoverished (fewer professional articles in daily newspapers).

As was the case last year, the overloading of SIAE staff with other projects and the lack of planning in their participation in the promotion of LLW 99 was a shortcoming.

Maja Korošak, MA, SIAE

## **Awards for Exceptional Achievements in Adult Learning in Slovenia for 1999**

For the third time, this year the Lifelong Learning Week saw the presentation of awards given to individuals, groups and organisations for exceptional achievements in adult learning. We want the awards to raise awareness that the success of Slovenia as a whole and of each Slovene depends not only on economic indicators and the average score 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.

We give three types of awards:

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.

A committee comprising representatives of the Slovenian Institute for Adult Education, the Ministry of Education and Sport, the Professional Council for Adult Education and educational organisations unanimously agreed to give 11 awards. Individuals and groups were outstanding in their efforts to learn, in the positive changes they achieve with the help of learning in themselves and in their environment, and in their success in overcoming obstacles in their way. Particular attention is this year deserved by recipients of awards for achievements in the enrichment of the knowledge of others. The committee was faced with a very difficult task in the selection process before choosing 5 winners

from among many nominations: one individual, a school, a faculty, a company and a municipality.

## **SIAE AWARDS TO INDIVIDUALS FOR IMPROVING THEIR OWN KNOWLEDGE**

JOŽICA BACK, RADOVLJICA

After divorcing her husband, she was left on her own with her daughter: no apartment, no job, and unqualified. She had had completed six years of primary school. One day she was passing the Folk High School in Radovljica and in her own words, something drew her to go inside. According to the directress of the Folk High School, she was an example to other students because of her strong motivation. She passed all her examinations early, although in all the years she did not get a single day off work for her education. She completed primary school and vocational school, and is now considering going for a secondary education. The feeling that she knows something gives her self-confidence.

MILENA MIKLAVČIČ, Žiri

Circumstances did not permit Milena Miklavčič to receive a higher education after completing grammar school. She took a job as a bank clerk, realising her exceptional thirst for education and learning through self-education. She built on her knowledge on various levels, always closely linked to her occasional radio work and writing for newspapers, and also to the life of the people in her area. She took a course in creative writing, improving her pronunciation for two years with Radio Slovenia. She makes considerable preparations for each show by reading literature on a given topic, and also where necessary by consulting experts. She reads a great deal; in recent years a considerable amount of poetry. She also reads newspapers and magazines with a variety of viewpoints so that she can create an independent opinion. Alongside her journalism work, she has also conducted important ethnological research.

BENJAMIN ŠMID, Spodnje Gorje pri Bledu

Benjamin Šmid is a final year masters' degree student at the Faculty of Social Sciences and completing a postgraduate course in business process management, and the list of educational programmes and training courses he has completed while a student is a long one. The references written for him by professors and experts both in Slovenia and abroad mention his flexibility, his adaptability to change, and the attention he pays to details to ensure that the seminars, which he himself provides, run smoothly. They describe him as a highly motivated, dedicated individual, able to deal with other people and

with a great interest in the needs of clients. His work particularly reflects self-initiative, imagination, insight and the ability to establish direct and honest relations.

## **AWARDS TO GROUPS FOR IMPROVING THEIR OWN KNOWLEDGE**

### **ŽAREK PHOTOGRAPHY CLUB FROM SEŽANA**

The group has been together for six years, and in that time they have taken part in numerous exhibitions, competitions, lectures, courses and ad hoc events. Alongside all their achievements in learning and work, they have obtained and developed a new relationship towards themselves and towards photography, towards nature, Karst architecture and light. Members of the club, once a study circle, have attracted many people to get involved, and their work is highly regarded in both their immediate and their wider environment. Most importantly, it is down to them that photography has begun to be appreciated as an art form in the Sežana area.

### **GROUP OF STUDY CIRCLE MENTORS AT THE SECONDARY TRADE SCHOOL IN LJUBLJANA**

The SIAE award was won by a group consisting of mentor Agata Freyer Majaron, who runs a circle on Plečnik's heritage, mentor Jirži Kočica, who runs a circle on the fine arts, and Zlatka Kump, leader of circles operating at the school. Circles take place independently of each other, but the mentors cooperate closely; this cooperation has produced many ideas which they jointly implement. The mentors say that it is a completely different form of learning: with enthusiasm, with "joy in their hearts", by imbibing knowledge which someone, be they a tutor or a member of the circle, passes on to the rest. The boundaries between teacher and taught are thus removed, and they learn from each other.

### **PROJECT GROUP FOR BAKERY, Škofja Loka**

Of the fourteen farm women active in the project group for bakery, seven will this year register for the activity. They have achieved much in a short time. In winter time, they organise expert talks and workshops in the area of baking and baking products. They have taken part in baking workshops, and under the aegis of the Association of Rural Women, they have attended cookery courses. They have also attended talks on ethnological customs in the Škofja Loka hills, on the economics of work and on additional activities, among other themes. They go on professional excursions to farms, and they learn exclusively for their own interest with the aim of improving the quality of their work.

## **AWARDS TO INDIVIDUALS, GROUPS, INSTITUTIONS, COMPANIES AND LOCAL COMMUNITIES FOR EXCEPTIONAL PROFESSIONAL OR PROMOTIONAL ACHIEVEMENTS IN IMPROVING THE KNOWLEDGE OF OTHERS**

ANICA URANJEK, Medvode

Anica Uranjek is a clinical psychologist employed until the start of last year full time at the Advisory Centre for Children, Young People and Parents in Ljubljana. Nothing much changed when she retired: she still runs training courses and continues to provide advisory work. The only difference, she says, is that she now has greater freedom. She also played an important role as a mentor to staff in the Advisory Centre, who turned to her for professional and human help. She knew how to listen, how to familiarise herself with the problems and how to be actively involved in their resolution. All this with the confidence that people will be able to resolve their problems.

ST FRANCIS THE SALESIAN INSTITUTE FOR EDUCATIONAL AND  
CULTURAL ACTIVITIES, Želimlje

The institute is primarily a school institution intended for the education of young people, but it brings together under one roof a variety of activities which differ in terms of both content and organisation. In addition to formal educational programmes, it also prepares other educational programmes and activities: sports, culture, education etc. These are aimed at young people and teachers, as well as parents and other children and adults from the area in which the school operates. They thus organise youth camps, debating circles and study visits. They establish ties with similar institutions at home and abroad, organising family training programmes, provide advice for parents, run a music school and theatre workshops, and train animators to run social, cultural and sporting activities. The Želimlje institute has thus grown from a typical school institution into a learning-educational, cultural and social centre for its town and region.

THE TOWN COUNCIL OF MURSKA SOBOTA MUNICIPALITY

The town council of Murska Sobota is aware that the quality of life can also be measured through the opportunities to acquire diverse forms of knowledge. The educational structure of the population of the municipality is distinctly unfavourable. More than 50 percent of job seekers have only completed primary school. Of course the municipality lies in an area with a strong agricultural hinterland. Lower industrial output also means fewer opportunities to raise the educational level: people stayed at home and did not receive education. In the words of Mayor Anton Slavica, the municipality is aware of this fact and because they know that it cannot be changed rapidly, they are striving for long-term guidelines to improve the situation.

## NATIONAL PROJECT UNIT FOR DISTANCE LEARNING, FACULTY OF ECONOMICS, LJUBLJANA

The Faculty of Economics began distance learning study programmes in 1995 at the business college; they now have several thousand students studying in this way. Distance learning has been shown to be very suitable and has caught on in Slovenia. During the preparatory phase they followed the examples of Open Universities around the world (United Kingdom and the Netherlands), but in the words of Dr Lea Bregar, who initiated and for a long time ran the project, distance learning operates in a considerably different environment and under different educational systems. This meant that fundamental adaptations were required deriving from experience of part-time study. They prepared special learning materials, introduced innovations into the education system - tutors - and conducted a range of promotional activities.

### KRKA, NOVO MESTO, EDUCATION CENTRE

For a long time, staff of Krka of Novo Mesto have needed no encouragement to participate in education. The interest in seminars and other forms of education is such that they cannot meet the demands of all employees in the Education Centre. Many of them want to study full-time - over eighty employees are presently in postgraduate education. The educational structure of Krka is far above the Slovene average. In the words of Alenka Pučko, head of the centre, the best motivation for learning is the fellow worker leaving a seminar with enthusiasm. She says that their employees are becoming demanding participants in education, but are nonetheless mostly satisfied with the education organised by the company, either internally or externally.

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[www.acs-saec.si/llw/llw99](http://www.acs-saec.si/llw/llw99)

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