



THE ADULT LEARNERS' WEEK ...
Participatory network development

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Foundation for Volkshogeschoolwork



Colophon

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The aims of the Foundation of Folkhighschool in the Netherlands are:

- the emancipation and self-organisation of deprived groups in society
- the promotion of democratic relations
- the cooperation of people and groups with different conceptions of life, cultures, backgrounds, religions, etc.
- getting a grip on your own world through: learning together, exchange of visions and experiences

Activities

- Project Commission: the participation in and financing of promising small-scale projects in non-formal adult education
- Commission for Study & Publication: stimulation of studies and publications in this field
- Commission for International Contacts: maintaining international contacts with similar organisations in non-formal and formal adult education
- Organisation of conferences and expert meetings about new issues, methods and good practices in non-formal and formal adult education

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INTRODUCTION

The Adult Learners' Week has been taking place in the Netherlands since 2000. The initiative for the project was taken by the Ministry for Education, the Foundation for Folkhighschoolwork (Commission International Contacts), the Beraadsgroep Vorming (national platform for non-formal education) and the Centre for Innovation of Adult Education CINOP. The Adult Learners' Week aims to remind adults of the importance and fun of "lifelong learning". In principal, it seeks to address all adults in the Netherlands, but pays special attention to informing and motivation specific groups, such as the long-term unemployed; early school-leavers; and immigrants with only a basic education. During the week, local and regional educational institutions and organisations arrange activities to illustrate the many possibilities in the field of learning. The cooperation between the different organisations lends the message extra weight and puts the providers in the various regions in the spotlight.

The Adult Learners' Week aims to be more than simply a publicity campaign which offers adults information about the types of education available and encourages them to follow courses. The Week has a so-called "dual-purpose"; it also offers an excellent opportunity to form a network around the local "lifelong learning" policy. This is because, during the Week, local and regional providers of adult education work together in a concrete way. Institutes for adult education, in the broadest sense of the term, namely from formal, non-formal and informal education, get to know one another better and organise an activity together. A fruitful cooperation during the Week offers opportunities for further 'chain cooperation' in the field of adult education.

The Adult Learners' Week fits seamlessly into the European and the Dutch lifelong learning policy; by 2010 Europe aims to have the best knowledge-based economy in the world, and, according to the European Commission, lifelong learning is the key to this. They have stated that a coherent lifelong learning policy for each of the member states will bring this economic goal within easier reach, and, in addition, will lead to the realisation of important social aims such as the personal development of citizens; empowerment and increased social cohesion. In November 2003, the National Education Council (Nationale Onderwijsraad) underlined the importance of these aims in its paper "Making work of lifelong learning". It is expected that, as a result of the "Action Plan for Lifelong Learning" it recently received from Minister of State Mr Rutte, the Dutch Parliament will provide new impetus for lifelong learning. The Adult Learners' Week is in an optimal position to bring the opportunities for lifelong learning to people's attention.

The Adult Learners' Week has been an international event for years and is promoted by UNESCO. In Europe alone, 20 countries hold an Adult Learners' Week, a Learning festival or a Learning Week each year. They use slogans to bring their activities to the attention to their target group (adult learners): 'Train your brain' (Switzerland), 'Catch the Light' (Serbia/Montenegro), 'The Knowledge Lift' (Sweden), 'Sign up now!' (UK), '*Lass die Hirnzellen tanzen – Let the grey matter dance*' (Switzerland), '*Learning takes you further*' (The Netherlands).

Organisations exchange their experiences of the Adult Learners' Week (ALW) on a European level. UNESCO Hamburg co-ordinates a European network of national ALW offices. In the Netherlands, CINOP is part of this network. Another European project connected to the Adult Learners' Week is TROG (The Revival of Grundtvig). This project involves partner organisations from the Czech Republic, Estonia, Sweden, Switzerland and the Netherlands looking for successful methods to bring the Week to the attention of new or difficult to reach groups and regions. The Foundation for Folkhighschoolwork is also involved in this project.

In the Netherlands, the National Coordination Bureau (hereafter known as the National Bureau) works on the promotion of the Adult Learners' Week. This Bureau is responsible for the production of published materials for use on a national level and the provision of modest grants to support local cooperation networks. The Bureau organises the annual national symposium which includes the prize-giving ceremony for the most driven adult learner, the most innovative education project and the most successful project with an international dimension. A national Sounding Board advises the Bureau on how to develop the Week and put it firmly on the map. This Board is made up of a broad spectrum of umbrella organisations for formal and non-formal education. The Ministry of Education finances the Bureau and provides the grants mentioned above for local initiatives.

A REGIONAL APPROACH

Right from its introduction in 2000, the Week caught on in a number of local council areas and regions. In 2003, 53 local council activities were organised, ranging from a basic courses market on a Saturday to a sophisticated week programme featuring many festivities. The Sounding Board Group and the National Bureau wish to put the Week firmly on the map. The following emerged from the annual evaluations:

- The Week needs fresh ideas and new models if it is to appeal to potential learners and stimulate their enthusiasm for learning. All too often the same old formula is rehashed (such as the well-known Open Day), which could cause the Week to loose its cachet.
- In principle, the Week is aimed at all adults, but also wishes to give more specific attention to so-called "difficult-to-reach" regions and groups. In a number of regions, the Week has not yet got off the ground properly. These include the provinces of Frisia, Flevoland, Utrecht en Zeeland, where, given the socio-economic situation, it is of great importance that adults are aware of how they can access various learning options and that the educational institutions concerned have a high profile, which automatically lowers the threshold to broader participation in adult education.
- In practice, many of the various activities during the Week are incidental, independent events which fail to lead to sufficient sustainable cooperation in education.

The Foundation for Folkhighschoolwork (hereafter referred to as the Foundation), which is one of the initiators of the week in the Netherlands and, as such, feels a responsibility in this area, decided, on the basis of the above-mentioned points, and in agreement with the Sounding Board Group, to become more deeply involved in the Adult Learners' Week. Through its international contacts and its involvement in the TROG project¹, the Foundation has built up a broad international knowledge of the Adult Learners' Week and wishes to use its expertise through its Commission International Contacts to give the Week in the Netherlands extra impulse. It was decided to concentrate on developing a new model for a regional approach to the Adult Learners' Week: *participatory network development*.

In this approach, the focus is on the development of sustainable cooperation through which an appealing activity would be organised during the Week. In the participatory network approach the initiative to organise a Adult Learners' Week in the region concerned comes from thus outside, making use of existing or specially created entry points and contacts. During the initial phase the aim is to create conditions whereby after the first year, local or regional cooperation can continue independently. One of the assumptions at the start of this project was 'the idea that it would be easier for a neutral and agenda-less party to set things in motion, rather than a local institution which already has a certain image as well as its own agenda'.

This new model was tried out in practice in two regions in 2004. In Frisia and Lelystad² the Foundation took on the role of driving force. If successful, this model could be used in other regions in the Netherlands, and by means of the TROG project, could also be applied in Europe. The experiences to date are described briefly and analysed in this brochure.

¹ Grundtvig 2 project (2002-2004) aiming the exchange of good practices on reaching new or disadvantaged regions and groups with the ALW

² The choice for Lelystad and Frisia was made because of already existing network contacts in these regions.

PARTICIPATORY NETWORK DEVELOPMENT : A STEP-BY-STEP PLAN

Before the Foundation actually started working in a particular region, it defined its vision regarding the initial phase. This led to a model that it wished to test out and further develop in 2004. At first, it was assumed that the model would only be tested in Lelystad, but it quickly became clear that the approach offered opportunities and, in consultation with the Bureau, it was decided to start up a second experiment in Frisia in the same year.

The model which was followed is outlined in detail below:

1. Orientation in the region concerned: have some institutions already taken part in the Adult Learners' Week and, if so, what were their experiences?, do they have experience with setting up local or regional education networks? which are the key organisations? who are the key people?
2. On the basis of this orientation, the project assistant writes a *paper* focussed on a particular region, with background information and the double objective of the Week in the Netherlands (see appendix 1). This paper also provides examples of the types of activities that may be organised, as well as information on which national organisations are behind the initiative; organisations which, if so desired, could provide field support at the outset.
3. Once the paper has been completed, local organisations for formal and non-formal education are contacted by telephone. These include the ROC, the library, the folk university and the local council, specifically the civil servant responsible for the adult education portfolio. During this telephone conversation, the project worker tries to interest these institutions in the Week. If they react positively, they are sent the paper and asked to take a careful look at the proposal and possibly participate in the first orientation meeting. A few days later, the project worker calls again to hear what the reactions are. If they are positive, an initial meeting is arranged.
4. It is very important to get in contact with the right person in this initial phase - a person who can make decisions on behalf of his or her organisation with regard to the Week, and the use of manpower and other resources. This key person is approached through existing networks in the region – through extensive telephone research it is possible, via via, to reach the right person. If possible, this person is also approached through his/her own national umbrella organisation: the National Association of Public Libraries; the Association of Dutch Local Councils; Union of Dutch Folk Universities, etc. who can provide additional information and explain national policy etc.
5. The Foundation and the National Bureau organise the kick-off meeting. This involves setting a date, choosing the location, seeking input for and setting the agenda, and arranging a chair and a minute-taker.
Programme for the kick-off meeting:
 - a. Information on the background to the Week, its dual objective and the support which the National Bureau and other organisations can offer.
 - b. The institutions represented are given the opportunity to share their experiences and expectations of the Week.
 - c. An initial inventory of ideas for a collective activity is made. The focus is on creating a simple plan for the first year, starting on a grand scale is not necessary – the idea is to come up with a relatively basic activity which will whet the appetite and which offers the organisations the chance to get an idea of how the others operate, the differences between them, the cultures involved and the opportunities offered.
 - d. Organisations indicate whether, on the basis of the information and ideas presented, they are prepared to work together for the coming Week. Make practical follow-up arrangements.
6. After the kick-off meeting, the role of the organisations from outside the region shifts. Their contribution is now more centred on getting the practical organisation for the Week going and creating conditions for a more permanent education network in the future. The national organisations are, of course, still involved in the Initiative Group which was formed, but have a principally informing and supporting role. The role of being the “driving force” is redundant and the responsibility for progress now lies with the Initiative Group.

7. LELYSTAD AND FRISIA

The step-by-step plan outlined above was put into practice in two regions; Lelystad and Frisia. In both cases, an initial informative meeting led to the setting up of an Initiative Group which would make preparations for the Adult Learners' Week and, as such, came up with the following objectives:

- a. Adults in the area become familiar with the idea of the Adult Learners' Week and with the various opportunities for learning in their region.
- b. The most important providers of education and organisations work together on a concrete activity
- c. This cooperation can lead to a) practical local knock-on cooperation in the area of adult education in the broadest sense (that is formal, non-formal and informal education) and b) the formation of a local network around lifelong learning policy.
- d. The foundation had been laid for an annual activity to motivate adults in the town/province to learn.

	Town of Lelystad	Province of Frisia
Inhabitants	60.000
Initiative Group	Regional Educational Centre (ROC) Public Library Education Centre SGL Municipality	Regional Educational Centre (ROC) Agrarian Educational Centre (AOC) Public Library Folk University Association Community Houses (SDF) Frisian Language Promotion (Afuk) Womens' Organisation Folkhighschool Skylge
Co-ordinator	Municipality	Folkhighschool Skylge
Target groups	All adults in the town. Special attention paid to: the long -term unemployed, early school-leavers and immigrant women with only a basic education	All adults in the province. Special attention to: the long-term unemployed and illiterate people, early school-leavers and immigrant young people and women with only a basic education
Activities during the Week	<i>Day of Learning</i> Municipal Courses Guide (distributed house to house) Lelystad's Dictation Interactive courses market	<i>Adult Learners' Week</i> Kick-off meeting Literacy project chain letter Bus tour through province with various activities
Evaluation	Course Guide: positive Dictation: positive Market: from reasonably positive to disappointing, depending on the expectations beforehand.	Kick-off meeting: positive Chain letter: positive Song: positive Bus tour: well organised, nice activities but didn't attract enough of an audience
Dates	Step 1: January 2004 Information session February 2004 10 meetings of one and a half hours each 2 x € 1500 grant Own resources/manpower used to maximum effect	Step 1: March 2004 1 Information session April 2004 7 meetings of one and a half hours each 3 x € 1500 grant Own resources/manpower used to maximum effect
Follow-up in 2005	Initiative Group will continue in 2005 Expansion of the Initiative Group Focus on formation of Education Network Week 2005: Courses Guide; Dictation and other activities for the public (activities yet to be decided)	Initiative Group will continue in 2005 Designing of a portal website for courses on offer in Frisia ('growth model') Week 2005: site launch and other as yet to be decided activities for the public

From the 'Follow-up in 2005' report it seems that objectives b, c en d have been reached : the most important education providers and organisations in Lelystad en Frisia have started working together (b), this cooperation offers opportunities for practical local knock-on cooperation in the filed of adult education (in the broadest sense - formal, non-formal and informal education) and for the formation of a local network around lifelong learning policy (c) and a foundation has been laid for an annual activity to motivate adults in the town/province to learn (d). Objective a was partially reached and will receive additional attention this year.

Appendixes 2 and 3: Programmes for Lelystad and Frisia

CONCLUSION

The aim of the project was two-fold: on the one hand, the idea was to motivate more regions to arrange activities as part of the Adult Learners' Week as a publicity campaign; on the other hand the Foundation hoped to kick-start something which could lead to the formation of local or regional networks for adult education.

Step-by-step plan

The step-by-step plan worked well. Thanks to the approach outlined, it was possible, in a relatively short period of time, to encourage key adult education organisations to tackle the Adult Learners' Week together. Crucial to this was personally approaching the right person in the organisation concerned and the relative ease with which these organisations were able to set the wheels in motion. In the beginning, a number of the basic starting points were looked after by a third body (matters such as a date and location for the meeting, a Chair, an agenda, minutes, information input etc). It was very important that the paper be clear and motivational and that the person who made the initial contact (the project assistant) could bring over his enthusiasm, and was personally convinced of how important and (again) how much fun the project could be.

Initiative Group

Once the Initiative Group was formed, and the institutions were sitting round the same table, the "chemistry" had to come from them themselves. In both Frisia and Lelystad, the focus during the kick-off meeting was placed on the development of a simple activity for the first year: preferably nothing too flashy but instead a relatively simple activity which has the possibility to lead to more and which would give the partners the opportunity to get to know each other better. In both cases, experience has shown us that the temptation to start big is hard to resist. This is also because, naturally, once sitting around the table together, some great suggestions are made

Both Initiative Groups have worked hard in a very positive climate. The participants in both groups were extremely active. In both Frisia and Lelystad, one or more organisations took the role of leader.

Publicity campaign

The description illustrates that organising a successful activity which attracts enough of an audience (or where you take yourself to the audience) is not easy. In fact, from experience, you learn to analyse negative points and take positive results forward to the following year. The Initiative Groups in Frisia en Lelystad both decided to continue with the Adult Learners' Week the following year. According to the evaluation discussions, there is certainly no lack of new ideas! The expectation is, therefore, that the Adult Learners' Week as a publicity campaign will be followed up next year in both areas.

Education network

In both Frisia and Lelystad, educational institutions were working together who, before this initiative, had not sat around the table together. Of course, bilateral contacts and projects did exist, but there was no broad cooperation in the field of adult education as such. As yet, there isn't really an education network. The formation of a solid network is a long-term process. Conditions for such a process include the growth of trust on both sides, the knowledge that together you can set up something worthwhile, and the view that institutions and adult educators have more to win than to lose through cooperation. Through working together on the Adult Learners' Week, such a network has come a step closer (see Table)

Initiator

The Foundation for Folkhighschoolwork was the initiator of the process described above in Lelystad and Frisia. It worked in close cooperation with the National Bureau.

One of the assumptions at the start of this project was 'the idea that it would be easier for a neutral and agenda-less party to set things in motion, rather than a local institution which already has a certain image as well as its own agenda'. In hindsight, we can see that this formula worked well in areas where no initiative was taken by local organisations. In such a situation, it really makes sense to provide stimulation from outside. The combination of an 'outsider with an insider' is then ideal.

The role the Initiator fulfilled in both regions was that of

- driving force
- offering various services
- informing, stimulating and supporting
- constantly paying attention to the objectives around network formation.

How to continue

In the coming year, the Initiative Groups will continue to work in both areas, probably in a slightly different way and /or using a different set-up. Is there then also a need for additional support from a national level? This is a question which, in the first instance, should be answered by the regions concerned. Those involved are in the best position to say whether they would like more support, and, if so, what form it should take.

Experience has shown that these sorts of projects, which are comprehensive and require a lot of input, require more time to become concrete and really take root. The Initiative Groups will have their hands full expanding the local Week with new organisations: given the aim of the Week, the participation of reintegration organisations would seem very logical and useful. In addition, a more substantial contribution from the socio-cultural sector could make it easier to reach the target groups. The organisations currently involved also indicated they would like to strengthen the local cooperation and are even prepared to work towards a chain cooperation in the field of adult education.

For these reasons it would be acting in haste to remove support from outside after just a few short months. The National Bureau should maintain regular contact with the new Initiative Groups, closely follow developments in the region and lend support where necessary.

An additional point worth noting

In addition to expansion and strengthening of the new local cooperation ties, there is another important point to consider: measuring results. What does all the effort actually deliver? What concrete effect does the Week have on policy, the formation of education networks, organisations and, of course, the (potential) learners? Counting only those present at an activity during the Week or the registrations which result from it does not do justice to the broader aims of the Week. There is an urgent need for the development of indicators which make it possible to measure the qualitative effect.

Local Education Networks....

The existence of a properly functioning education network (or Platform) strengthens the local education infrastructure. Various forms of network are possible, some far-reaching, others less so. One variety, which is no longer globally accessible, is the sort of network in which providers of adult education meet regularly, are aware of what the others offer, and are familiar with one another. A network often gets started in this way. Depending on the local situation, needs and opinions, a network can become more substantial: the providers agree, for example, to work together on publicity and together make a course guide and/or website. This cooperation leads to an overview of what's on offer for adults on a local or regional level. In this way, institutions may recognise a gap in the market or co-ordinate what they each offer (to avoid doubling up). Within the education network, providers exchange information on problems experienced and the solutions which work best. There may be discussion about priorities, the direction they wish to go in, specific local needs etc. Finally, the network can lay the foundation for local chain cooperation in which the work is question and client-centred and which has at its centre the adult learner.

An effective Education Network has a broad basis: participants are the local providers of formal and non-formal education, supplemented by other organisations/interested parties such as the foundation for welfare, cultural centres, client councils, local council, mental health organisations, etc etc depending on the local infrastructure. Experience shows that these sorts of networks do need a project director, someone who keeps the momentum going, calls meetings etc

POINTS TO NOTE AND TIPS

In this chapter you will find practical tips and points to keep in mind if you are planning to introduce and support the Week in your region. The text below is meant for the organisation or institute which would take on the role of initiator.

The preparatory phase

1. Aim at management level right from the initial contact, because those present at the kick-off meeting need to be in a position to make decisions about the use of manpower and other resources.
2. Be able to make clear the importance of the participation of the institutions concerned (this implies being aware of the position of the institution on the local scene). Illustrate the opportunities offered by the Week in terms of networking, positioning yourself in the market, making contacts etc. Also emphasise how much fun it is to participate in the Week.
3. To inform umbrella organisations such as the National Association of Public Libraries, the Union of Dutch Folk Universities, the Association of Dutch Local Councils, the provincial support institutes etc, etc. of the initiative about to be started in the region concerned. Ask them to bring the importance of this issue to the attention of their member organisations.
4. Inform the institutions that you are prepared to play a role in the initial phase whereby you would offer support, information etc
5. Point out the opportunities offered by the national co-ordination bureau in terms of know-how, PR materials, etc.
6. Make clear that the organisations themselves set up the activity and are responsible for it.
7. Give a realistic picture of the situation: the funding available is limited, participation will certainly require a large time investment on the part of the organisations and probably also cost them money (although this depends on the choices they themselves make), during the Week you will be working alongside organisations which may actually be your competitors in the market.
8. It goes without saying that the initiator knows the ins-and-outs of the Week and believes in the Week. Communicating your own enthusiasm is half the work.

The first two meetings

9. Take care of practical details such as a date, location, agenda (the content should be good and clear), and reporting back afterward.
10. Right from the kick-off meeting, the dual objective of the Week should be discussed: on the one hand the Week is a motivational-campaign directed at adults. On the other hand, the Week offers opportunities for local cooperation and the formation of an education platform. This point will probably be repeated at various stages throughout the process. It should be noted that the Week doesn't usually produce tens of new students and so there should be other compelling reasons for participating in the activity.
11. Discuss the expectations of the institutions concerning the Week.
12. Advise them to start on a small scale; a relatively simple activity which will whet the appetite is preferable, and one which will also allow the parties involved to get used to working together, to the differences between the organisations, the cultures involved and the possibilities offered (experience has shown that the institutions are so enthusiastic that they do want to organise something on a larger scale).
13. The results of the kick-off meeting should be: the institutions present indicate whether they are interested in participating; the initial ideas concerning a possible activity have been discussed; practical arrangements regarding an Initiative Group and further steps to be taken have been agreed.
14. The Chair of the Initiative Group should be agreed, (if desired, they can agree that the Chair rotate so that the following year another organisation will take on the role).
15. Think about which groups or organisations could play an active role in the preparation and execution of the Week. Don't forget students (pedagogical and socio-cultural career) who for example, could approach the public during street activities, hand out flyers, give information, encourage enthusiasm etc.

The rest of the preparatory phase

The focus is now on getting the organisation going and creating conditions for a permanent education network. For the initiator, this implies the following (in concrete terms):

16. A supportive and informative role: support the Initiative Group, and, in particular the Chair, to such an extent that the organisation develops and runs smoothly. Often, the Week is a new phenomenon for the organisations taking part and so they often need information. Stories of the practical experiences of others are also welcome.
17. A stimulating, enthusing role: no-one has planned in hours of time for the activities in the first year. Therefore, a lot depends on how much fun it is to be involved in the Week.
18. Make clear, through your personal way of acting, that the initiator does indeed have an role to play in this phase, but that it is their activity and they are responsible for it.
19. Promote the fact that each organisation has its own contribution to make in the preparations, a contribution which is relative to the resources at their disposal (manpower, materials, space etc)
20. Ensure the commitment of the local council to the Week right from the initial phase: it works well if this key player in the field of education can support the Week from the outset, because it makes it easier to then win over other institutions.
21. Involve the local press in the preparations right from the beginning
22. Work on the assumption of an activity which is as budget-neutral as possible and that you have to raise sponsorship yourself.

During the Week

23. Ensure presence during one or more activities in the region. This is very much appreciated by the organisations. The initiator then sees for himself what all the effort has led to and is also in a better position to prepare the evaluation (with other parties).

After the Week

Spend time on a good evaluation. The initiator has an important role to play here. In practice, the implications for the initiator are as follows:

24. Preferably two to three weeks after the Week has ended, get together to discuss the Week, relate stories and anecdotes to one another and have an initial evaluation. With this sort of time frame everyone is prepared to talk about how the activities went.
25. Evaluate on the basis of the previously agreed dual objective: what remarks can be made about the publicity campaign, how did the activity go exactly and what does the effort put in mean in terms of future networking/cooperation? It should be noted that, at the moment, there are no real instruments available for measuring quantitative and qualitative results from the Week. Work is being done on this in various locations in the Netherlands and throughout Europe.

ADULT LEARNING IN LELYSTAD

(January 2004)

Learning is fun / learning; something for everyone / what you always wanted to learn / learning for the fun of it / learning will get me further / learn something new every day / you can learn anywhere and everywhere / you're never too ... to learn

Motivation for Learning in Lelystad

The Adult Learners' Week has taken place in the Netherlands since 2000. The aim of the Week is to bring the importance and the fun of lifelong learning to the attention of adults. During the Week, local education institutions organise activities to illustrate what is possible in the field of learning. In particular, the cooperations between various organisations during the Adult Learners' Week lends extra weight to the message and places these providers firmly on the map. Support comes from a national sounding board and CINOP, where the national co-ordination bureau is based. This happens through, for example, the awarding of various prizes, the provision of publicity materials and the provision of a modest subsidy to support local cooperation (Ministry of Education funds 2000-2002). Other regions in the Netherlands celebrate the Adult Learners' Week in enthusiastic and innovative ways. In Drenthe and North Brabant, for example, many activities took place which were organised through local cooperation. In other provinces, such as Frisia and Flevoland, activities were principally organised within their own institutions. 'Learning in Lelystad' wishes to explore the opportunities for cooperation between education institutions in connection with the Week and put the Week in this provincial capital more firmly on the map. Furthermore, it is just as (or perhaps more) important that adults in Lelystad in particular know their way round the various options and that the institutions there have a high profile.

Aims of the Project

- To introduce more of the inhabitants of Lelystad to the notion of the Adult Learners' Week and to the various learning opportunities in Lelystad.
- Relevant providers and organisations in Lelystad work together on a concrete activity
- This cooperation will lead to opportunities with regard to a) practical cooperation on adult education in the broadest sense on a local and b) the formation of a local network around lifelong learning policy*.
- The foundation is laid for an annual activity to motivate adults in Lelystad to become involved in learning.

Global plan for the first year

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Possible activities during the Week

- Specially fitted-out coach travels around towns and villages
- Information on learning in Lelystad in ordinary and specially fitted-out buses and in the trains between Lelystad and Amsterdam
- Current students act as "ambassadors"
- Writers and poets read from/recite their work in buses and trains
- Well-known personalities talk about their own experiences of learning and their hopes for the future
- Stand-up comedians
- Course vouchers raffle
- Information market in (indoor) shopping centre with an interesting programme of events
- Award for driven learners in Lelystad (in cooperation with provincial local radio and television)
- Life/learning stories published in the newspaper

The different organisations taking part are together responsible for the project.

Support can be had from:

- Foundation for Folkhighschoolwork. This foundation is participating in the National Sounding Board for the Adult Learners' Week and in TROG, an international exchange project for the Week, focussed on reaching new groups and sectors through the Week. The Foundation is prepared to support the start-up process, to help prepare the kick-off meeting and to supply expertise from the TROG project
- In 2004 the National Sounding Board will support a number of local projects where there is currently no cooperation agreement in place
- The Association of Local Councils can stimulate local councils to get initiatives for the Week going
- De National Association of Public Libraries can approach libraries with this same objective
- The Union of Dutch Folk Universities can do the same with the folk universities
- Materials through national coordination bureaus (newsletters, posters, flags), advertising activities on the website and in the programme newsletter.

Resources

Unfortunately, there is not (as yet) a lot of money available to support Learning in Lelystad. In addition to the means of support described here and the contributions from the local council and province, it may also be possible to obtain a modest grant from the Ministry for Education, through the National Bureau. Further funding may be obtained through sponsorship.

The organisations taking part contribute manpower, and contributions in kind.

These are not extremely costly activities, but rather activities which, to an extent, already exist (annual open day; PR activities). The idea is to present them in a different light or add to them in some way. Working well together has a catapult effect for each individual organisation.

*

Learning in Lelystad offers the opportunity to benefit from three European Grundtvig projects which are specifically focussed on the development of the Adult Learners' Week.

Overview Interactive Market Lelystad 2004

Educational Centre SGL	Demonstration of cutting/chopping techniques in the kitchen Puzzle (in French) Information/documentation
Public Library	Computer lesson Reading aloud course Information/documentation
Regional Educational Centre, Department Education	Language test 'You're never too old to learn' Literacy video Information/documentation
Regional Educational Centre, Department Tecnicos	'What's wrong with this car?' – making a diagnosis Various carpentry and sawing Information/documentation
Regional Educational Centre, Department Economy	Information/documentation
Regional Educational Centre, Department Health & Welfare	Taking blood pressure Information/documentation
TrainT	Information on courses, education and re-training
Cultural Centre Kubus	Piano recital Open lecture about new Town Monument Course Information/documentation
Mental Health Centre Meerkanten	Test for depression Dealing with dementia Course Information/documentation
Folk University	Course registering Course Information/documentation
Multicultural Organisation	Participants walk around market wearing sheets on which visitors can write their ideas regarding multicultural Lelystad. Information and coffee
Service Centre Voluntary Work	Kiddies face-painting, voluntary work survey, photo reportage Information/documentation
Welfare and Care for the Elderly Lelystad	Information/documentation
Humanitas	Electronical quiz / Project Home-Start Lelystad Information/documentation
Organisation of Garden Lovers	Flower arranging workshop Course Information/documentation
Street Orchestre	Demonstration of musical instruments
Story telling	Course Information/documentation
Regional support organisation Axion	Information/documentation
Chambre of Commerce	Course Information/documentation
Flevoland Business School	Course Information/documentation
Initiative Group	Distribution point for the <i>Courses in Lelystad</i> guide, general information
Regional Educational Centre, Department Pedagogics	Kids' creche run by students

Coach Tour of Frisia

Day	Town - Organisation	Activity	Target group
Monday Morning	<i>Dokkum</i> Regional Educational Centre	Kick-off meeting Start coach tour Start <u>chain letter</u>	Employers, policy makers, Dongeradeel local council, organisations and institutions that may be involved with illiteracy.
Monday Aftern.	<i>Buitenpost</i> Agrarian Educational Centre Talant (mental health organisation)	Demonstration of animal care	The mentally disabled and their families
Tuesday Morning	<i>Tytsjerksteradiel</i> Local foundation for socio- cultural work	Activity with actors at supermarkets and course information	People of Tytsjerksteradiel
Tuesday Aftern.	<i>Earnewâld</i> Provincial Institute Natural Reserve it Fryske Gea Agrarian Educational Centre	Tour of nature reserve Decoration of bus by AOC students	Broad
Wednes Morning	<i>Noordwolde</i> Heritage Museum	Guided tour of the oldest crafts school in the Netherlands	Broad
Wednes Aftern.	<i>Grou</i> United Employers Leisure Area Centre for Work and Income	Information point Career advice	Young people with only a basic education Early school-leavers
Thursda Morning	<i>Franeker</i> Agrarian Educational Centre	Information about courses for on greenhouse-based horticulture	Young people with only a basic education Early school-leavers
Thursda Aftern.	<i>Raerd</i> Promotion Diversity Equa Foundation Frisian Community Houses Union of small Frisian Villages Womens' Organisation	Market	Women (from rural areas) Visitors to community centres
Friday Morning	<i>Ljouwert</i> Promotion Diversity Equa	Activity in disadvantaged neighbourhood	Young immigrants
Friday Aftern.	<i>Ljouwert</i> Public Library Leeuwarden Folk University Frisia Regional Educational Centre Afûk	Learn your neighbours' language Information Point Europe Chain letter special offer	Broad
Saturda Aftern.	<i>Ljouwert</i> Afûk / Frisian Academy / Open University / Cultural HeritageTresoar /	Rounding up the Week in Frisia	Broad Policy makers