

The Adult Learners' Week....
Successful ALW Activities

July 2005

Final product of the TROG-project

Project supported by the European Union (Socrates Programme)

Contents

Foreword	2
Presentation	3
Successful ALW activities	5
Activity 1 Lelystad Dictation	5
Activity 2 Local Course Guide or Website	7
Activity 3 Regional Approach	9
Activity 4 Regional HRD Conference	10
Activity 5 Open Door Day	12
Activity 6 Statistical Information For Planning LLL Activities	15
Activity 7 TV, Radio and Cinema Advertisements	17
Activity 8 Council Of Educational Affairs In Borås	19
Activity 9 Exhibition in the Shopping Centre	20
Activity 10 Family Day 'life-long learning'	21
Activity 11 The Learning Train	22
Activity 12 Education-Friendly Local Government	24
Activity 13 Regional Structure (county network)	26
Activity 14 Counselling on a Ferry Boat	28
Activity 15 Corporate Identity	29
Activity 16 The 24-Hour Day for Learning	31
Description of the partner organisations	32

Foreword

This booklet presents the results of TROG - ALW: the Revival of Grundtvig - Adult Learners' Week. TROG is a Learning Partnership (Grundtvig 2) that took place between September 2003 and July 2005.

The Adult Learners' Week has been organised in many countries throughout the world since the early 1990's. It aims to remind adults of the importance and pleasure of 'lifelong learning'. It seeks to address all adults but pays special attention to specific groups, such as the long-term unemployed, early school-leavers and immigrants. During the Week, local and regional educational institutions organise all kinds of activities to illustrate the many possibilities in the field of adult learning. A second aim of the Adult Learners' Week is the cooperation between different local and regional organisations and the involvement of local and national governments.

This booklet gives a brief introduction to the TROG - project: its background and goals, target groups, development, outcomes and side effects. Then, as the heart of the booklet, sixteen successful experiences with the Adult Learners' Week, that have been collected in five European countries, are described. These short descriptions of good practices are meant to give a stimulus to the reader and may lead to new ideas and strategies in the Adult Learners' Week in other countries. Of course after having adapted them to the specific local situation and moment. For more details concerning the examples, please contact the address that is mentioned in the heading of each description. Finally, a short description of the project partners is given.

The TROG-partners wrote this booklet in order to disseminate many of the valuable things they learned during the two years of the project. The project results are of great interest to organisations in the broad field of adult education, for socio-cultural work, welfare organisations and job centres and finally, for local, regional and national politicians and policy makers.

Presentation

What is TROG?

TROG is a Grundtvig 2 project involving five organisations in the field of adult education. Their daily work takes place on different levels (national, regional and local) in the areas of formal and non-formal education. The diversity among the partners proved to be a good asset, because it forced them to look at the project issues from different points of view. They all had in common the conviction that adult education is one of the key tools for resolving problems such as social exclusion and long-term unemployment.

Background and goals

At the start of the project in 2003, the project partners already had experience with the ALW, although all on a different scale and level, and with different kinds of activities. Their experiences with the ALW were positive, but in spite of their enthusiasm they also saw that the ALW needed some serious improvements: the ALW should be directed at all adults, but in practice there were significant difficulties reaching disadvantaged groups and regions. Therefore, during the two-year project period the TROG partners concentrated on the exchange of successful strategies, methodologies and practices to reach these groups and regions. In this context they also looked for adequate models of (local, regional and national) co-ordination and support for ALW initiatives.

Target groups of the project

The TROG project focussed on different kinds of target groups, according to the situation in each country:

- People with only a basic education (indigenous and immigrants), socially isolated people, unemployed people, dropouts, etc., in order to motivate these groups to learn.
- local and national policy makers and politicians, in order to sensitise them and acquire their commitment to a life-long and life-wide learning policy.
- key figures from social organisations, educators, job centres; again in order to sensitise them and acquire their commitment to a life-long and life-wide learning policy.

Development project

The project took two years (2003 - 2005) and there were seven project meetings lasting two to three days each. During these meetings the project partners exchanged ALW-experiences, met local actors and visited projects. They also participated in ALW-activities in Estonia and Sweden.

In every country the partners involved other organisations and people (target groups 2 and three) actively in the project. This was the so-called second circle which offered a great opportunity for further discussion, analysis and direct dissemination.

Results

- The partners learned a lot about other countries and how adult education, and especially the ALW, can be organised.
- The partners understand better how ALW-organisations can work on different levels.
- The partners collected many good ideas about strategies, methodologies, models and tools to reach different target groups and regions. This booklet reflects part of this.
- The partners have had several discussions about result measuring and evaluation. They concluded that there is an urgent need to develop good qualitative and quantitative measuring and evaluation. This will be one of the main points of attention for the coming next years.

- It has been possible to transfer ALW-experiences from one country to another, of course after having adapted them to the new situation. This was the case with the dictation (Activity 1) and the council of education affairs (Activity 8).
- The partners still work on applying other good practices in their own country, such as the Learning Train (Activity 11), The 24-hour Day for Learning (Activity 16), The idea of a corporate identity (Activity 15) and the use of statistical information (Activity 6).
- The second circle operated differently in each country, but for all partners it meant that, in addition to the input of the TROG-partners, they also had other organisations and people with whom they could deepen the dialogue about lifelong learning and ALW, from a wider (European) point of view. This in turn led to more activities in this field, such as strengthening the ALW structure in some local (NL) or national (CZ) situations.

Side effects

At the end of the project, the partners also reported some side effects that had not been calculated at the beginning. Without any doubt TROG has strengthened the ALW-work of each participant. While working on the project, the importance (and the fun) of the ALW as a public campaign and as a tool to realise local and regional education platforms became clearer and clearer (some of the partners even became real 'ALW-addicts'). Moreover, after these two years a network has been built that will last much longer. In the future this will certainly lead to the exchange of experts, study visits and mutual consultancy. Finally, TROG was important for the personal development of the participants. Amongst other things it meant a lot of intercultural learning and experiencing European citizenship.

Dissemination

The TROG-partners will use this booklet for dissemination purposes in their countries. Dissemination in other European countries will take place making use, among others, of the network of the European Association for the Education of Adults EAEA.

Successful ALW activities

Activity 1

1. Activity			
LELYSTAD DICTATION			
2. Organisation			
ALW-group Lelystad, The Netherlands Ms Willemijn Geuze geuzew@rocflevoland.nl			
3. Range of activity			
	Local <input checked="" type="checkbox"/>	Regional <input type="checkbox"/>	National <input type="checkbox"/>
4. Target group			
<ul style="list-style-type: none">• Local VIPs from a wide range of areas: politics, employers, key player, social organisations, etc.• The public in general, citizens of Lelystad (a provincial capital with 80.000 inhabitants)			
5. Description			
<p>The Lelystad Dictation was inspired by the National Dictation, which is a well-known popular activity in the country. After a first selection round with a dictation in a national newspaper, the winners can participate in the Great Dictation which is broadcast on television in an evening-long broadcast. In addition to these winners, a group of well-known personalities (from politics, showbusiness, etc.) is invited to join the Dictation. The final winner (who usually comes from Flanders, the Dutch-speaking region of Belgium....) is presented with a fountain-pen.</p> <p>The Lelystad Dictation was adapted for the Adult Learners' Week. It took place in the council hall with 30 citizens who had registered and 30 local VIPs. The mayor of the town made a short speech about the importance of adult learning and read out the dictation which had a theme which was of local interest. After the dictation the jury started their correction work. Meanwhile the participants were interviewed by a radio broadcaster. The activity ended with the award ceremony and a reception for everybody who was involved in the local ALW.</p> <p><i>The aims of this Lelystad Dictation</i></p> <ul style="list-style-type: none">• to generate local publicity for the Adult Learners' Week and its specific goals• to realise personal commitment from the local VIPs to adult learning and ask them to make public statements and act as ambassadors.• To encourage people to develop themselves and use their talents as much as possible. <p><i>Preparation</i></p> <ul style="list-style-type: none">• Ask local VIPs (from different fields) to participate, inform them about background and aim of the activity• Announcement in local newspaper to encourage citizens to register• Arrange an easily-accessible public place where the Dictation can be held and a local prominent personality to read the Dictation• Appoint people responsible for the Dictation who decide on a theme and write the text according to the desired level (or ask a journalist to write final text)• Form the Jury including a Jury president• Agree on a Protocol: regulations for the reading and correction of the Dictation• Involve local newspapers and broadcasters during all stages (announce dictation, ask them to make a special programme, item or article, to participate in the jury, to present the award to winner, to publish the dictation itself, etc., etc.)• Prepare interviews with local VIPs where they can express their commitment to the ALW and LLL			

<p>6. Outcomes</p> <ul style="list-style-type: none"> • A lot of articles in the local press • News item on TV • Commitment of local mayor and other politicians with adult learning 	<p>7. Impact expected</p> <ul style="list-style-type: none"> • Publicity about the ALW • Commitment of prominents with the cause of the ALW
<p>8. Ways of measuring results</p> <p>Qualitative: number of articles and other kinds of press attention</p> <p>Qualitative: for this first year we still were not very keen on qualitative result measuring.</p> <p>For next year has been planned an analysis: of the content of the articles, of the commitment of VIPs, especially municipality and business sector.</p>	
<p>9. Notes</p> <ul style="list-style-type: none"> • Knowing how to do a perfect dictation is certainly not the final goal of this activity. Adult education wishes to encourage people to develop themselves and use their talents as much as possible. Grammar rules are of minor importance. The Dictation is meant as an instrument to draw attention to adult learning. It is important to embed the Dictation in the local context and LLL-policy. • Level of the dictation: generally we tend to make a Dictation rather difficult, using some pitfalls, etc. Maybe it would be good to have a dictation with an intermediate to high level of difficulty as it certainly must not acquire a 'childish character'. However, it is a challenge to then also involve less well-educated people in the Dictation. There are two options: <ul style="list-style-type: none"> • ask adult students, social groups, etc. to deliver the main content of the Dictation (to be done in 2005) • organise several 'mini-dictations' for school classes, community centres, etc. 	

Activity 2

1. Activity		LOCAL COURSE GUIDE OR WEBSITE	
2. Organisation ALW-group Lelystad, The Netherlands Mr Jan Gommer j.gommer@ssbf.nl			
3. Range of activity		Local <input checked="" type="checkbox"/>	Regional <input type="checkbox"/>
4. Target group		National <input type="checkbox"/>	
<ul style="list-style-type: none"> All citizens of Lelystad (a provincial capital with 80.000 inhabitants), including less well-educated people. 			
5. Description			
<p>2004: guide with detailed information of all courses available for adults in Lelystad, distributed door-to-door. 2005: website with information all courses available for adults in Lelystad will be launched during the ALW.</p> <p><i>Decisions to be made by local platform of adult education</i></p> <ul style="list-style-type: none"> Make a local guide (or website) with all courses offered in the town in question Who can participate: only non-profit providers or also the (semi) profit sector? Financing: own contribution, sponsors, advertising? The format to be used Search method(s) to be used: courses gathered by organisation or gathered by issue (the latter is certainly more client-friendly but requires a further step in the cooperation between the providers) Moment of appearance and activities to draw attention to the new guide/website <p><i>Actions</i></p> <ul style="list-style-type: none"> Contact all participants with clear explanation, format, deadline and phone number of helpdesk Contact again and again ... Layout and printing of the guide / design of the website Distribution and co-activities such as a competition related to the content of the information, presentation of the guide to (or opening of website by) some local celebrity, press releases, etc. 			
6. Outcomes		7. Impact expected	
<ul style="list-style-type: none"> 23.000 course guides were delivered door-to-door The guides were distributed on the ALW market The guide was published on the municipal website Two providers were willing to advertise in the guide (fundraising was not the primary concern in this first year) Providers participating in the guide received updated information about the courses offered in the town Providers asked new students were they got their information from and sometimes the guide was mentioned. The guide seems to work as one of many reminders people receive concerning courses 		<ul style="list-style-type: none"> Awareness of the variety of courses for adults Awareness of the variety of providers that offer courses Stimulus to sign up for a course For the providers: awareness of the course offer of other organisations in town, about what is missing in the general local offer 	

8. Ways of measuring results (quantitative/qualitative)

In 2004 (quantitative measuring): number of guides distributed, asking learners where they got their information from, amount of press attention, etc.

In 2005, we intend to start with more qualitative measuring, for instance by:

- organising a Learners' Forum (for exchanging advice)
- tests at random, interviews on the street, etc. to learn about the impact of the guide/website (did they read it, understand it, use it, talk about it with others, etc.?)

9. Notes

- The course guide must look attractive, and be worth keeping to hand (instead of being thrown immediately in the bin)
- Information and layout must be clear, accessible and useful for less well-educated people.
- Link this activity to Local Education Platform and local policy on adult learning
- Costs of printing and distribution

Activity 3

1. Activity		REGIONAL APPROACH	
2. Organisation			
Foundation for Folkshighschoolwork, The Netherlands Ms Lidwien Vos de Wael vosdewael.lidwien@worldonline.nl			
3. Range of activity		Local <input type="checkbox"/>	Regional <input checked="" type="checkbox"/>
		National <input type="checkbox"/>	
4. Target group			
<ul style="list-style-type: none"> Regions in the Netherlands where the ALW has not yet got off the ground properly. 			
5. Description			
<p>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. In the Regional Approach, the focus is on the development of sustainable cooperation through which an appealing activity would be organised during the Week. In this project with its <i>participatory network method</i> the initiative to organise a Adult Learners' Week in the region concerned comes from 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. This model was tried out in practice in two regions in 2004: Friesland and Lelystad.</p> <p><i>Step-by-step</i></p> <p>The model which was followed is outlined in detail in a publication which is available via www.volkshogeschool.nl. Below is a very brief description:</p> <ul style="list-style-type: none"> Orientation in the region concerned: did providers have experience with a local or regional education network? Which were the key organisations? Who were the key people? On the basis of this orientation, a <i>paper</i> was written with background information and the 'dual purpose' of the Week in the Netherlands. Local organisations for formal and non-formal education were contacted by telephone. The project worker tried to interest them in the ALW. If they reacted positively, they were sent the paper and asked to participate in the first orientation meeting. If possible, organisations were also approached through their national umbrella organisation to motivate them. Project worker and National ALW-Bureau organised a kick-off meeting. Programme: information about the Week, first brainstorm of ideas for a collective activity, form a local ALW Group After this meeting, the role of the organisations from outside the region shifted. Their contribution was 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 were, of course, still involved in the Initiative Group which was formed, but had a principally informing and supporting role. The role of being the "driving force" was redundant and the responsibility for progress now lied with the Initiative Group. 			
6. Outcomes		7. Impact expected	
<p>ALW groups were formed in both Friesland and Lelystad and both worked out a rather ambitious programme: Friesland organised a bus tour and a literacy chain letter. Lelystad organised a Course Market, a Dictation and published a municipal Course Guide. Not all activities were well attended, but the organisers are enthusiastic: both groups will continue in 2005 with ALW activities. In addition, a simultaneous process was started to realise a local education platform in Lelystad.</p>		<ul style="list-style-type: none"> ALW activities in both regions/towns Start of a more permanent education platform 	

The major providers and organisations in Lelystad and Friesland have started working together. This cooperation offers opportunities for practical local knock-on cooperation in the field of adult education (formal, non-formal and informal education) and for the formation of a local network around lifelong learning policy. A foundation has been laid for an annual activity to motivate adults in the town/province to learn.

8. Measuring the results

Indicators for measuring have yet to be developed. This will be point of attention in the coming year.

- Quantitative: number of organisations involved, number of activities, number of visitors of activities, number of new learners, etc.
- Qualitative: continuation of co-operation after the first year, quality of co-operation (e.g. mutual trust, fulfilling agreements, fluent information stream at all staff levels, concrete outcomes, etc.)

9. Notes

- Management commitment to the ALW and its dual purpose.
- Agreements on resources (including time) that staff can dedicate to the ALW
- It can be a good idea to have a Chair of the ALW group, someone who 'keeps everything rolling....'
- Beware of being over-ambitious in the choice and size of ALW-activities (as a result of enthusiasm)
- Involve organisations for formal and non-formal education in all steps.
- Emphasis on the importance of good cooperation between providers, on shared responsibility in LLL.
- Emphasis on quality measuring and evaluation (of cooperation between partners, of activities themselves, etc.)

Activity 4

1. Activity	REGIONAL HRD CONFERENCE		
2. Organisation	Council for Human Resources Development CHRD, The Czech Republic Mr Jaroslav Bezchleba bezchleba@ccsystem.cz		
3. Range of activity	Local <input type="checkbox"/>	Regional <input checked="" type="checkbox"/>	National <input type="checkbox"/>
4. Target group	<ul style="list-style-type: none">Representatives of important regional bodies such as educators, employers, schools, municipalities, job centres, regional government, chambers of commerce etc.		
5. Description	<p>Human Research Development is an area which is important for educational organisations in every region. Each provider has slightly different needs and requirements. It is very important to know the specific needs and requirements of the different providers in the region. It is necessary to exchange information about activities in the HR field. It is a good idea to arrange regional HRD conferences within an ALW framework. Finance for meeting costs can be obtained from donations from significant regional employers or from the regional government.</p> <p><i>Outline of programme</i></p> <ul style="list-style-type: none">Conference takes 4 hours.It usually consists of four blocks of one hour each:<ul style="list-style-type: none"><i>Block 1</i> Speech given by guest from academic area – information about general drift in HR area.<i>Block 2</i> Speech from delegates on regional subjects – information about HR experience in practice.<i>Block 3</i> Working in groups (three or four groups) – discussion on given topics.<i>Block 4</i> Presentation of group session outcomes and discussion.Refreshments and informal discussion of HR questions. <p><i>Aims of conference</i></p> <ul style="list-style-type: none">to provide regional providers with information about HR strategy in the country and about trends in this areato exchange experience of HR activities in region <p><i>Steps of event realisation (steered by team of three to five people)</i></p> <ol style="list-style-type: none">To decide on length of conference (it is usually last event of ALW) and on the conference topic – six months beforehandTo complete agenda and to invite speakers – four months beforehandTo obtain donations from regional sponsors – two months beforehandTo book venue, including arrangements for meals and a perhaps a short cultural visit – two months beforehandTo print and send invitations and contact regional newspaper – one or two months beforehandConferenceEvaluation of conference in regional press – two weeks after		

6. Outcomes <ul style="list-style-type: none">• Conference• Conference booklet – with text of presentation and with information about region	7. Impact expected <ul style="list-style-type: none">• Increased common activities in HR in region• more effective work in regional HR area
8. Measuring the results <ul style="list-style-type: none">• the variety of organisations that have been participating in the conference – it shows the level of interest in many HR questions• the number of delegates who participated in discussion – it shows the large degree of interest in the topic of conference• the number of regional events which are being arranged as a result of the conference.	
9. Notes <ul style="list-style-type: none">• It is important to start preparations well before the conference date• The steering committee should include representatives from different fields• It may be an idea to award prizes for HR successes at regional level.	

Activity 5

1. Activity	OPEN DOOR DAY IN REGIONAL EDUCATION ORGANISATIONS		
2. Organisation	Council for Human Resources Development CHRD, The Czech Republic Mr Jaroslav Bezchleba bezchleba@ccsystem.cz		
3. Range of activity	Local <input checked="" type="checkbox"/>	Regional <input type="checkbox"/>	National <input type="checkbox"/>
4. Target group	<ul style="list-style-type: none">• Unemployed people• Employees who want to change their position on job market• Job centre staff• Personnel staff in regional companies• Regional employers		
5. Description	<p>Educational activities which are offered in the non-formal adult education area and are focussed on people who have not been involved in education for a long time and so do not have a clear view of educational options and methods used in non-formal education.</p> <p>There are typical hallmarks of current adult education:</p> <ul style="list-style-type: none">• The content of educational activities is very focused on use in practical situations• There is an emphasis on team work• Participants train practical skills• Participants are often uncomfortable/lack confidence in a more traditional educational environment <p>Members of target groups can make a more informed decision about which type of educational activities to take part in if they have the opportunity to get to know the educational environment (classroom, building etc) and methods used. This is important so that they see the skills they could gain during educational activities.</p> <p>Educational organisations can offer members of target groups the possibility of taking part in Open Door Day activities during the ALW. They can show them the whole range of educational activities on offer and give them information about they can expect to gain from these activities.</p> <p><i>Outline of the Open Door Day</i></p> <ul style="list-style-type: none">• Duration: one day (but may be arranged for more than one day)• Various presentations are given:<ul style="list-style-type: none">• Illustration of teaching materials• Illustration of teaching rooms• Illustration of interesting teaching methods• Taking part in training test• Consultation regarding possibilities to increase level of knowledge etc.• The steering committee should consist of at least five people• Participants' names and details are recorded• Visitors are invited to give their opinion about Open Door Day idea• A nice idea is to provide participants/visitors with a memento of the day (a pen, notepad etc.) <p><i>Aims</i></p> <ul style="list-style-type: none">• to introduce the courses/activities currently on offer• to give advice to members of the target group concerning their possible future development		

Steps of event realisation (steered by a team of two or three persons from an educational organisation)

1. To determine terms of Open Day - four months beforehand
2. To prepare the agenda and to determine responsables for each activity - three months beforehand
3. To prepare invitations for the Open Day - three months beforehand
4. To inform job centre staff about the Open Day. To send invitations to large companies in the region.
To submit advertisement to press - one month beforehand
5. Open Door Day
6. To evaluate participation at specific activities - one week afterwards
7. To evaluate effectiveness - two month afterwards

6. Outcomes

- List of visitors
- a number of requests for additional information
- a number of applications for educational courses/activities

7. Impact expected

- an increase in number of target group members who become participants in educational activities

8. Measuring the results

- the number of participants – it shows the interest of people in region in adult educational questions
- percentage of visitors who applied to participate in a course

9. Notes

- It is important to prepare contingency plans for unforeseen situations beforehand – for example, what to do when if there is a very large number of visitors
- In order to make the Open Day as effective as possible, it's important to devote a lot of time and attention to the visitors.

Activity 6

1. Activity	STATISTICAL INFORMATION FOR PLANNING LLL ACTIVITIES		
2. Organisation	Council for Human Resources Development CHRД, The Czech Republic Mr Jaroslav Bezchleba bezchleba@ccsystem.cz		
3. Range of activity	Local <input type="checkbox"/>	Regional <input checked="" type="checkbox"/>	National <input type="checkbox"/>
4. Target group	<ul style="list-style-type: none">• Educators• Employers• Members of municipalities, local or regional authorities		
5. Description	<p>The preparation and implementation of educational activities should be based on an analysis of the regional situation. This analysis can be done in different ways. One way is to create a set of statistic data directly or indirectly related to the development of staff and to preparing people for the job market. These statistics can be obtained from the national statistics office.</p> <p>A set of statistics can contain various information which can help educational organisations of different kind to plan or to ask some specific educational activities.</p> <p>Some examples:</p> <ul style="list-style-type: none">• a demographic development may show that the number of older people is increasing<ul style="list-style-type: none">• it is signal to employers that there will be fewer young employees for new workplaces and it means it is necessary to prepare more educational activities for older employees to become familiar with new trends• a survey, showing that only ten percent of people have a computer at home<ul style="list-style-type: none">• it is signal to educators and employers that it can be necessary to offer more computer-focussed activities• statistics may show that many unemployed people only have a basic level of education<ul style="list-style-type: none">• it is signal to local authorities to create conditions for enterprise in the community• it is signal to educators to prepare courses for entrepreneurs starting out <p><i>Aim of using statistic information</i></p> <ul style="list-style-type: none">• to use them for more effective strategic HRD planning in the region• to forecast trends in adult educational for the next two years <p><i>Steps of event realisation (it is steered by members of the CHRД)</i></p> <ol style="list-style-type: none">1. To evaluate outcomes of using statistical information from the last year: number and types of activities, contribution for region, what information was missing etc. - four months beforehand2. Preparation of demands for statistic information for the current year: kinds of information / assumed intended use - four months beforehand3. A demand for a set of statistics: what information is required, how should it be presented - three months beforehand4. Process information by the statistic office5. Distribution of information: conference, leaflets, presentation - one month afterward6. An evaluation of effectiveness: analysis, views etc. - three months afterward		

6. Outcomes <ul style="list-style-type: none"> • Catalogue of statistical information • Electronic version of information 	7. Impact expected <ul style="list-style-type: none"> • realisation of adult education activities stemming from region needs
8. Measuring the results <ul style="list-style-type: none"> • checq situations were statistics have been used by the providers 	
9. Notes <ul style="list-style-type: none"> • it is important to work with up-to-date statistics/information – information should be no more than one year old • if the different regional subjects use the same set of statistics, the outcome is more effective • it is a useful tool for better understanding one another. 	

Activity 7

1. Activity		TV, RADIO AND CINEMA ADVERTISEMENTS	
2. Organisation			
Fristads Folkhögskola, Sweden			
Ms Leila Pekkala		Leila.pekkala@vgregion.se	
Ms Gun Brolin		gun.brolin@vgregion.se	
3. Range of activity		Local <input checked="" type="checkbox"/>	Regional <input type="checkbox"/>
National <input type="checkbox"/>			
4. Target group			
<ul style="list-style-type: none"> • People with a low level of education • Secondary school drop-outs • Immigrants 			
5. Description			
Fristads Folkhögskola, together with different production companies, made different commercial advertisements to be broadcasted on television, radio and in cinemas.			
<ul style="list-style-type: none"> • The commercials were made in co-operation with Radio Match, Radio RIX, TV 4 and <i>Svensk filmindustri</i> • The commercials were made in the studios in Borås and in the folkhighschool itself with the help of some advertising bureaus • The students were the actors • The folkhighschool could give comments and make suggestions to the rough version • The commercials were made on DVD or VHS format. The main messages of the commercial were that the school is a pleasant place in which to learn and that people can attend from 18 years of age, in order to complete the exams necessary to go to college or university. 			
6. Outcomes		7. Impact expected	
<ul style="list-style-type: none"> • Radio: reaching out to new groups of people, such as teenagers, as they tend to listen to the radio stations that were chosen. • TV: reaching out to many more people than was previously possible, between them also more elderly people. • TV: you get the commercial on VHS video which makes it possible to use it for various purposes, including for next year with a new voiceover. • Cinema: the commercial was showed 800 times at different cinemas. • The school has received many new applications 		<ul style="list-style-type: none"> • Many new students • Raise the profile of the school in the region • Better knowledge about the school in Vastra Gotalands lan. 	
8. Measuring the results			
On their application form, providers ask students whether they saw/heard the advertisements.			
9. Notes			
<ul style="list-style-type: none"> • This type of commercial advertising is rather expensive, particularly the TV commercials. Radio and cinema advertisement is cheaper. It is good to calculate costs and benefit in relation to the new students that sign up because of your advertisement 			

Activity 8

1. Activity		COUNCIL OF EDUCATIONAL AFFAIRS IN BORÅS		
2. Organisation Fristads Folkhögskola, Sweden Ms Leila Pekkala Leila.pekkala@vgregion.se Ms Gun Brolin gun.brolin@vgregion.se				
3. Range of activity		Local <input checked="" type="checkbox"/>	Regional <input type="checkbox"/>	National <input type="checkbox"/>
4. Target group <ul style="list-style-type: none">• Older, low-educated people• Secondary school drop-outs• Immigrants				
5. Description <p>In Borås, the following educational organisations formed a council of the City of Borås:</p> <ul style="list-style-type: none">• <i>Kom-Vux</i>• <i>Viskadalens Folkhögskola</i>• <i>Fristads Folkhögskola</i>• Eleven adult education associations• Private training organisations• Labour market employment training bodies• Job centres• Trade unions• Trade and industry. <p>This council started in 1998 as a co-operation between adult educators in the City of Borås. The organisations worked with the so-called Knowledgelift which was a campaign from the government to raise the level of mature students' knowledge. After the Knowledgelift campaign had finished, the organisations continued their co-operation in order to plan events in the city.</p> <p>The council is now a permanent organisation.</p>				
6. Outcomes <ul style="list-style-type: none">• We know more about what is happening in the town in terms of adult education.• The various organisations no longer 'compete' with one another. Co-operation with the libraries has been started.• An information centre has been set up in middle of the town where students can go to find information.		7. Impact expected <ul style="list-style-type: none">• Increased co-operation in the city/region		
8. Ways of measuring results To be defined				
9. Notes <ul style="list-style-type: none">• The biggest difficulty was synchronising the activities, because some organisations have different final dates for application for courses				

Activity 9

1. Activity		EXHIBITION IN THE SHOPPING CENTRE		
2. Organisation Fristads Folkhögskola, Sweden Ms Leila Pekkala Leila.pekkala@vgregion.se Ms Gun Brolin gun.brolin@vgregion.se				
3. Range of activity		Local <input checked="" type="checkbox"/>	Regional <input type="checkbox"/>	National <input type="checkbox"/>
4. Target group <ul style="list-style-type: none">• Older, low-educated people• Secondary school drop-outs				
5. Description. <p>All the adult education providers in Borås, organised in the Council (see Activity 8) wished to show the courses they offer. The idea was to use a supermarket or shopping mall to attract more people to adult education. Finally, seventeen providers organised an exhibition in a big shopping centre: there were attractive tables with brochures and flyers. Coffee and sweets was offered to the visitors. Some organisations had games for children. Other organisations sold children's books and handed out pens.</p>				
6. Outcomes <ul style="list-style-type: none">• The activity ensured that all of the adult education providers in Borås met and worked together.• The first time the activity was very successful: a lot of people showed up in the shopping centre. Some shops had special attractions and they made the most of that.		7. Impact expected <ul style="list-style-type: none">• More new students		
8. Measuring the results <p>On their application form, providers ask students whether they saw/heard the advertisements.</p>				
9. Notes <ul style="list-style-type: none">• It is important to develop the concept of the exhibition permanently, so that visitors also show up the next year• It is important that the exhibition be planned in cooperation with the local owners of the shops so that you can offer different activities together.				

Activity 10

1. Activity			FAMILY DAY 'LIFELONG LEARNING'				
2. Organisation and contact person							
Tartu supporting group of ALW Ülle Tillmann ulle.tillmann@raad.tartu.ee							
3. Range of activity		Local	<input type="checkbox"/>	Regional	<input checked="" type="checkbox"/>	National	<input type="checkbox"/>
4. Target group							
Citizens from Tartu City, the county and surrounding areas							
5. Description							
<p>The aim of the activity was to emphasise the value of lifelong learning. The Family Day was organised by small and medium size companies, who provide continuous education facilities for adults. The organisers were trainers and providers who can help local people to find the most suitable courses for them. The NGO Tartumaa Looduskoolitus, Tartu City and County were also involved in the organisation. The event was supported by Ministry of Education and Research, and was held in the Eesti Rahva Museum. Information about the Family Day was given on local radio and in local newspapers. Advertisements for continuous learning were placed all over the city. All the participants were engaged in the activity, which was held by a teacher and tutors (students).</p>							
6. Outcomes			7. Expected impact				
<ul style="list-style-type: none"> • 138 families visited the museum and the event, which involved the whole family. • Visitors to the museum also participated in the Family Day • Practical skills were acquired (household maintenance, for example) • Modern technologies of cleaning and maintenance were taught • The museum displays were involved in the learning process 			<p>A change in people's attitudes:</p> <ul style="list-style-type: none"> • by showing that learning can take place anywhere; the museum being one potential place for that. • by showing that learning is not only learning facts from books, but from all activities through which an individual can develop 				
8. Measuring the results							
Questionnaire for visitors Comments Book (Book of Comments)							
9. Notes							
<p>Residents of Tartu itself participated more actively in the event than people from the surrounding areas did. It is a challenge to:</p> <ul style="list-style-type: none"> - Involve more participants from the district/region in the Family Day - Involve companies and providers of adult education so that they start co-operating with each other. 							

Activity 11

1. Activity		THE LEARNING TRAIN		
2. Organisation Association of Estonian Adult Educators ANDRAS (Estonia) Ms Sirje Plaks sirje@andras.ee Ms Marianne Tiigimaa Mtiigimaa@hotmail.com				
3. Range of activity		Local <input type="checkbox"/>	Regional <input type="checkbox"/>	National <input checked="" type="checkbox"/>
4. Target group <ul style="list-style-type: none">• Passengers aged 14-79; average age 44 years.• Mostly from rural areas commuting to work to Tallinn every day.				
5. Description <p>An objective was to emphasise the value of time and to draw attention to the fact that adults travelling by train each day could use this time for self-development (reading, writing, drawing etc.).</p> <p>This was the second year that, as part of the Adult Learner's Week (ALW), one carriage of the regional train which travels from Rapla to Tallinn in the morning (6am service) was transformed into a learning carriage. The journey takes 1,5 hours.</p> <p>Both the initiators and executors of the event were 2nd year students of the Andragogy Studies of Tallinn University. Experts in adult education were invited to hold lectures in the train. Topics included:</p> <ul style="list-style-type: none">- a lecture about 'Learning at an Adult Age'- a lecture about the idea of accelerated reading- a lecture about memory tests, providing guidelines for memory training- a lecture about learning in the workplace- a lecture about learning languages. <p>The lecturers used a megaphone for speaking and brochures and handouts were distributed.</p> <p>Advertisements for the learning carriage were placed in all stations and posters were hung up in the carriage itself. Organisers co-operated with Eesti Edelaraudtee, Tallinn University, AEAE Andras.</p>				
6. Outcomes <ul style="list-style-type: none">• All of the passengers were engaged in the activity, which was held by a teacher and tutors (students). Information about the carriage on the Learning Train spread quickly and by the end of the week it was completely crowded. In addition, there was a lot of media interest• Feedback from the organisers as well as from the passengers proves that self-development can take place anywhere; time spent in a train is an ideal opportunity		7. Impact expected <p>A change in people's attitudes:</p> <ul style="list-style-type: none">• by showing that learning can take place anywhere; the train being one potential place for that.• by showing that learning is not only learning facts from books, but from all activities through which an individual can develop.		
8. Measuring the results <p>2000 persons were asked if they liked the studytrain, what was usefull for them and if they wanted to experience this again.</p> <p>Idea for next year: ask trainvisitors if you can telephone them two weeks later with some questions.</p>				

9. Notes

- Transportation of the trainers from Tallinn to the departure place of the journey at a very early hour (5 a.m.)
- The quality of the sound due to the noise of the train
- Since the passengers belonged to different target groups, it was not easy to pick the topics and lecturers. The topic has to be acceptable to everybody.
- It requires good cooperation between railway companies and trainers, who would be willing to take the chance and give it a go.
- The passengers themselves became participants in the holding of the event because they all were inevitably involved in the activities.

Activity 12

1. Activity		EDUCATION-FRIENDLY LOCAL GOVERNMENT	
2. Organisation			
Association of Estonian Adult Educators ANDRAS (Estonia) Ms Sirje Plaks sirje@andras.ee			
3. Range of activity		Local <input type="checkbox"/>	Regional <input type="checkbox"/>
		National <input checked="" type="checkbox"/>	
4. Target group			
All 240 Estonian local governments			
5. Description			
<p>Since 2003 Estonia has an award for the title of 'Education-Friendly Local Government' The main criteria for this award are:</p> <ul style="list-style-type: none"> • Continuous learning of citizens is valued and learning possibilities provided • Local government is involved in the creation of a local learning region • Local government recognises and motivates learners and educators • Members of local government are also involved in continuous learning 			
6. Outcomes		7. Impact expected	
<ul style="list-style-type: none"> • In 2003, candidates were submitted by 13 counties, in 2004 by 9 counties. • Participating local governments created a local training centre where the unemployed and people with a low level of education could participate in short and long-term courses. • The award offered a good opportunity to promote adult education in remote areas. • Local governments were stimulated to reflect on their policy concerning adult education and explain it to the public • There was a lot of interest from local governments that until now had not been involved in the award. 		<p>Involving local governments in ALW campaign should help to:</p> <ul style="list-style-type: none"> • To emphasise the important role of local governments in the creation of a learning environment for its residents. • To stress the importance of lifelong learning for the unemployed, and the disabled. <p>The involvement of municipalities in this educational process indicates the development of society as a whole.</p>	
8. Measuring the results (quantitative/qualitative)			
Quantity of nominated municipalities for the award			
Quantity and quality of press releases			
Quality of the nominations: (how) do municipalities explain their own policy, intentions, progress, etc.?			
9. Notes			
<ul style="list-style-type: none"> • Since only one title is granted, it is rather difficult to make a decision. Bigger and smaller, richer and poorer governments are all in one group, but their possibilities to contribute to the creation of opportunities for life-long learning in their regions are very different. • Low interest of local governments towards ALW as means of popularising of life-long learning. • Local governments do not have the resources to allow them to allocate staff to work on life-long learning. We have to rely on those active in the ALW network in the county. These people can influence their local governments and appeal to them to participate in the ALW events. 			

9. Notes

A County Network requires a communicative co-ordinator, who is able to keep the network together and develop it.


Is possible to use a key figure in the county to attract people from various fields to form a core which will later develop into a network.

The people forming the support group have to be approached with respect.

Activity 14

1. Activity: COUNSELLING ON A FERRY BOAT	
Organisation Swiss Federation of Adult Learning SVEB (Switzerland) Ms Ruth Jermann ruth.jermann@alice.ch	
3. Range of activity	Local <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> National <input type="checkbox"/>
4. Target group <ul style="list-style-type: none">Passengers on the ferry boat at the weekend	
5. Description <p>Two vocational training centres from each side of Lake Zurich presented their career-guidance counselling material on the ferry boat which connects both sides. They also answered questions about courses, further education etc. The exhibition was held at the weekend and passengers were invited to join in. If anyone had questions about his / her own development or about a certain profession, they were given a one-on-one counselling session. The sessions lasted about 15 minutes and were free of charge.</p>	
6. Outcomes <p>The passengers on the ferry boat were very positive about the idea because it meant they put their time on the boat to good use. It gave them the opportunity to learn something, to open up their horizons, and to get some input to their own development.</p>	7. Impact expected <p>To get to know people in an everyday environment, and invite them to the offices of vocational training in the two cities. To get some publicity, to raise the profile in the region. To create easier access to vocational training.</p> <p>And, last but not least, to attract media attention.</p>
8. Ways of measuring results <p>The national co-ordinators sent out questionnaires, but it would be more useful to interview some of those who chose to participate (or not) and find out their reasons for wanting (or not wanting) career-guidance counselling.</p>	
9. Notes <ul style="list-style-type: none">Because the activity is held on a boat, it is very dependent on the weather. If it's raining, there will not be many people on the boat.It is necessary to make the stand visible, to attract people. It is vital to talk to them - they need a 'personal' invitation - an advertisement is not enough.It is a good promotion campaign for vocational training.It is possible to extend the idea by combining the counselling with a small education fair where local providers of adult education can display their course programmes to the public.	

Activity 15

1. Activity:				CORPORATE IDENTITY				
Organisation								
Swiss Federation of Adult Learning SVEB (Switzerland) Ms Ruth Jermann ruth.jermann@alice.ch								
3. Range of activity			Local	<input type="checkbox"/>	Regional	<input type="checkbox"/>	National	<input checked="" type="checkbox"/>
4. Target group								
<ul style="list-style-type: none"> All providers of events and activities during the <i>Lernfestival</i> 								
5. Description								
<p>When Switzerland started the <i>Lernfestival</i> in 1996, a logo was created to signify Life-long Learning. The logo needed to be a symbol representing the fact that learning is always on the move, never standing still; so the lifelong learning „whirl“ was created. The „whirl“ is open, not closed, to symbolise that Learning can be eternal and never ends. Even though the <i>Lernfestival</i> in Switzerland only takes place every 3 years, the logo has become well-known and well-accepted. The logo remains the same each year, but the slogan changes:</p> <ul style="list-style-type: none"> 1996: “Life-long learning” 1999: “One hour a day for learning” 2002: “Get connected” 2005: “Let the brain cells dance” <p>Each year, the Week is assigned a particular colour. In 2002 it was orange, in 2005 it is blue and green. It is vital that the entire country (including the French and Italian regions) use the same colour to help create the same corporate identity. All promotional materials can be ordered (posters A-4 and A-3 free of charge) by the national co-ordinator.</p> <p>The materials for the national opening in 2005 (in the appropriate colours, blue and green) include</p> <ul style="list-style-type: none"> posters balloons flowers napkins candles T-shirts worn by all the assistants / translators. <p>One of the goals of the <i>Lernfestival</i> is to attract people who do not enjoy learning.</p> <p>This year we extended our logo and created a figure called “Knuddel” which is intended to encourage everyone to learn. The slogan for 2005 is “Let the brain cells dance”.</p>								
								
6. Outcomes				7. Impact expected				
<p>The logo is well known, but on most of the posters, handouts, newspapers etc., Knuddel took over and is this year the symbol of the Lernfestival. Additional promotional material are:</p> <ul style="list-style-type: none"> T-shirts Balloons chewing-gum chocolates. 				<p>Knuddel should communicate the joy of learning. He can argue like a spoiled kid - asking questions, being cheeky - and nobody is going to argue with him.</p> <p>People like him and put him on envelopes, letters, ads in newspapers etc.</p>				
8. Measuring the results								
Will be defined in 2005								

9. Notes

It is very important that the logo be used in all publications. The colour should be changed every year. The colour must be attractive and be the thread running through the whole week. It should be used by all coordinators in the entire country. Each piece of promotional material for the *Lernfestival*, whether for use on the local, regional or national level has to have the same layout, logo and colour. In this way the *Lernfestival* creates a corporate identity and becomes more recognisable and attractive.

Some people may find Knuddel rather childish. When creating a motif, a symbol, or a mascot, it should be part of a logo that already exists. It should have an impact, make people laugh and invite them to learn.

Activity 16

1. Activity		THE 24-HOUR DAY FOR LEARNING	
Organisation Swiss Federation of Adult Learning SVEB (Switzerland) Ms Ruth Jermann ruth.jermann@alice.ch			
3. Range of activity		Local <input type="checkbox"/>	Regional <input type="checkbox"/>
		National <input checked="" type="checkbox"/>	
4. Target group <ul style="list-style-type: none"> Anyone interested in learning something new 			
5. Description <p>Statistics tell us that people spend an average of 14 minutes a day learning. The CONFINTEA-Conference of 1997 launched the slogan "One hour a day for learning", which was also the slogan of the ALW in 1999 in Switzerland. In 1999 and in 2005 some regions adopted the slogan. In 2005 they organised a campaign for Adult Education involving 6 cities offering 24 different events. These 24 events were open to everyone and included all kinds of learning activities, even baking your own bread in a "creative bakery". In one of the cities a restaurant got involved and stayed open for the entire 24 hours. Another nice touch was that, at night, taxi drivers brought clients to courses and events free of charge.</p>			
6. Outcomes <ul style="list-style-type: none"> A good network between very different institutions offering all kinds of Adult Learning (which hopefully will last after the ALW) Bringing together different groups of people (immigrants, the disabled, young and older people etc.) Politicians were involved in the event and publicly supported AL An entire city was involved and Adult Learning was given good exposure 		7. Impact expected <ul style="list-style-type: none"> To motivate people to switch off the TV and go out to learn All events are free or the ticket price is very low, so everybody is invited. To learn that learning can be fun, i.e. to celebrate learning To be proud of what you learned To bring people together and stimulate communication 	
8. Measuring the results Will be defined in 2005			
9. Notes <ul style="list-style-type: none"> To bring the different institutions together and to work for the same goal is very difficult. You have to create a common impact and added value. It is not easy to collect the money (finding sponsorship is difficult). It is a lot of work – you need to do quite a bit of work in your own time. Bring in the politicians early; they are the key players and have the money to provide funding. The idea can be implemented in every country. However, it requires good co-operation between institutions and people who do not mind working overtime. This activity, which bring institutions and people together, works in both small communities and bigger cities. 			

The partner organisations

ABS WYDA, The Czech Republic



ABS WYDA, s.r.o. is a non-formal adult education organisation with a staff of six. It offers activities in the following areas:

- re-qualification courses for the unemployed
- „soft skills“ courses for managers, secretaries and business people
- train the trainer
- computer courses
- courses for entrepreneurs.

ABS WYDA is a member of the Association for Adult Education in our country and of the regional council for lifelong education. ABS WYDA has experience in several Europe projects, including *Leonardo* and *Socrates*.

The Association of Estonian Adult Educators (AEAE) Andras, Estonia

The Association of Estonian Adult Educators (AEAE) Andras is an Estonian non-governmental organisation, which unites the representatives of different branches of adult education.

The mission of Andras is to create prerequisites for the Estonian population's life-long learning, involving authorities and all respective groups in designing a learning environment, and motivating learners to participate in the learning process.

Andras works closely with policy makers, social partners, adult training institutions and all target groups of learners.

Andras focuses on non-formal education and promotes the idea of life-long learning. Andras has been a co-ordinator of the national Adult Learners Week since 1998. Over the years ALW has become a traditional event popularising adult education and learning possibilities.

Andras has long-term experience in participating in various Europe-wide projects.

The Foundation for *Folkhighschoolwork*, the Netherlands

The Foundation for Folkhighschoolwork is a Dutch non-governmental organisation in the field of non-formal adult education. The Foundation's aims 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 the outside world through: learning together, exchange of visions and experiences.

The International Commission of the Foundation has been participating in the TROG project. This Commission works together with policy makers, the Dutch platform for non-formal adult education, adult training institutes and several target groups of adult learners. The Commission promotes the idea of lifelong learning. Important issues are the regional approach in adult education and Adult Learners' Week, and the annual contest for international educational projects with an international dimension. The Commission is involved in many international projects and, since 2000, is one of the stimulators of the ALW in the Netherlands.

Fristads Folkhögskola, Sweden

Folk High Schools (Folkhögskola) has been a special form of adult education in Sweden since the middle of the 19th century. Our school, Fristads Folkhögskola, was founded in 1879 and is a government organisation which belongs to Västra Götalandsregionen.

Folkhögskola is a special form of adult education in Sweden. The overall objective is to provide general civic education. The aim is to provide not only knowledge and skills, thus increasing educational standards, but also to provide experiences and social awareness leading to a broader and deeper democratic participation.

Folkhögskola holds general courses, suitable for those who did not complete their secondary school education. These courses may be equated with the upper secondary school, which means that the students may qualify for higher education with a certificate verifying their qualification for studies at university.

Folkhögskola holds several kinds of Special Courses for immigrants and handicapped people. We also provide courses in music, theatre, arts, athletics, environmental studies, handicrafts etc.

The Swiss Federation for Adult Learning (SVEB), Switzerland

The Swiss Federation for Adult Learning (SVEB) is a non-governmental organisation which unites the representatives of different branches of Adult Learning. SVEB works closely with policy makers, social partners, adult training institutions, Train the Trainers and all target groups of learners. The SVEB is the national platform including also quality assurance in Adult Learning.

SVEB also focuses on non-formal education and promotes the idea of the Lernfestival. SVEB has been the national co-ordinator of the national Swiss Lernfestival since 1996. The Swiss Lernfestival is an event that takes place every three years, but the goal is to organise it on an annual basis as a well-known campaign to motivate people to learn and to create a network between different institutions and groups.

SVEB has long-term experience of participating in various EU-projects.

CONTACT DETAILS

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Fristads Folkhögskola



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