

**International
Adult Learners Week –
Six Years after
CONFINTEA V**



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International Adult Learners Week – The Global Learning Festivals Landscape Six Years after CONFINTEA V

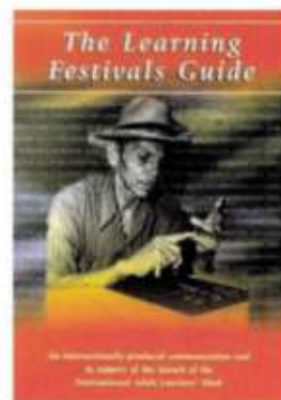
Grasping the breadth of learning festivals around the world poses a real challenge. This alone is a good sign because it indicates that the scope and wealth of activities carried out globally to celebrate and motivate learners are immense. *International Adult Learners Week* embraces them all, be they Adult Learners Weeks or Lifelong Learning Days, Learning Festivals, or Literacy Weeks. Whether they take place at a local, national, or sub-regional level, in March, May, September, or November of any given year, together they constitute an international network and movement to mobilize for learning and active participation.

Of course, the socio-cultural contexts – and economic conditions – among the countries implementing a learning festival vary tremendously, as do their educational infrastructures and frameworks. Yet, in all countries, learning festivals share a common basic rationale and serve the same key purposes: they are **advocacy tools** for raising the visibility and profile of adult and lifelong learning, and they function as **mobilization campaigns** for attracting and motivating people to take part in learning activities.

Learning festivals celebrate learning and learners themselves. They use playful and unconventional means to portray education and its value in a non-threatening way. However, learning festivals by no means serve as an end in themselves: they contain an **instrumental and strategic potential** for creating learning environments and helping to build learning societies.

A critical aspect of learning festivals is the role they play in **fostering active civil societies and democratic cultures**. As adult educators we believe that learning is empowering and can transform individual lives and entire communities. Thus, a precondition for active and equitable civil societies and democratic cultures is the widening of participation in learning and community building.

In addition to this overall rationale, learning festivals are mounted to fulfill a number of additional objectives. Despite differences in the theme and mottos used each year to highlight specific areas of learning, learning festivals always are based on the same principle of lifelong and life-wide learning and attempt to be inclusive. They thus provide the publicity and visibility for the wide range of existing learning activities offered in the respective community. In this sense, learning festivals function as a window on the issues and concepts



I believe that the position of learners today is similar to that of women's suffrage at the beginning of the last century. Men used to believe that women could not be trusted to handle their own affairs. They thought it would be dangerous for the establishment to give them a say in how that establishment should be run. I have met providers who have this attitude about adult learners. They believe that they know what is best for the learner. They think that learners should be grateful for what is on offer. They seem to believe that the world as they know it will come crashing down if learners are allowed into the corridors of power as a right. (...)

Learners must take the most of the rhetoric which proclaims that 'learning should be learner-centred'. They must speak out and make their views and concerns known to providers, policy makers and politicians. (...)

Winning the ALW award has given me lots of opportunities to pursue these aims and to help others who are just starting out or considering going back into education. Learning is never wasted.

John Gates, Chairperson of the All Wales Adult Learners Forum, in: Room for Learning and Laughter, Adult Learners Week Ten Years on, UK National Institute for Adult and Continuing Education, 2002



The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, in short to enable people and communities to take control of their destiny and society in order to face the challenges ahead. It is essential that approaches to adult learning be based on people's own heritage, culture, values and prior experiences and the diverse ways in which these approaches are implemented enable and encourage every citizen to be actively involved and to have a voice.

The Hamburg Declaration on Adult Learning, CONFINTEA V 1997, paragraph 5

of primary importance in a country. But beyond that, they challenge a narrow notion of adult learning by transcending the borders of formal and non-formal learning and are instead based on linkages between different modes of learning.

Embracing all modes of learning and addressing all types/kinds of learners, learning festivals rely on partnerships between a variety of education providers, cultural institutions, local authorities, and ministries, between NGOs and governments. As a consequence, the festivals help to build a culture of cooperation and to develop or deepen support structures. Moreover, an added value lies in the building and amplification of the capacities of all actors involved in the process: in planning, management, and partnership-building.

One of the central elements of learning festivals is the place attributed to learners: their achievements, but also their needs and aspirations. Learning festivals provide a platform for the voices of learners and stimulate the expression of the learning needs and aspirations of learners. Thus, the learning festivals movement has been crucial in the paradigm shift from the provider-oriented design of learning activities towards the perspective of learners.

Finally, learning festivals create a public space for collective experimentation and reflection, for monitoring, reviewing, and assessing the provision of education and definitions of quality. The public exposure leads to accountability on the part of providers and governments. Reports, which include self-assessments by the organizations involved, as well as the numbers of participants and events, provide important indicators, as does the overall resonance reflected in media

coverage. Awards given to learners in order to celebrate and highlight their achievements, as well as the life stories and poems of learners, help to define quality criteria and to ensure their use in future program development. In brief: learning festivals are and can continue to be **"bridges to new learning worlds."**

The Fifth International Conference on Adult Education (CONFINTEA V) in July 1997 was a milestone in the creation and expansion of *International Adult Learners Week*. Frameworks and discourses have changed meanwhile, and new international agendas impacting on education have been adopted. However, *International Adult Learners Week* has always

pursued a holistic approach to adult learning and literacy as integral parts of lifelong learning and education for all. Today, this holistic approach to adult learning and literacy is **at the juncture of the agendas of CONFINTEA V, the Dakar Framework for Action, and the United Nations Literacy Decade** – and learning festivals have an outstanding potential for promoting this approach.

On the occasion of the CONFINTEA Mid-Term Review, which is carried out to monitor the recommendations and commitments of the Hamburg Declaration and the CONFINTEA Agenda for the Future, the present publication aims to trace the evolution of the movement, to highlight current trends and to develop an outlook on the most pressing challenges for the near future. The best way to do this is to let the festivals “speak for themselves” by presenting a collage of images and voices of learners and coordinators, and glimpses of relevant documents.

International Adult Learners Week represents Canada’s first step in a concerted effort to raise the profile of and promote adult learning throughout life among the general public and various learning environments. It will provide an opportunity to:

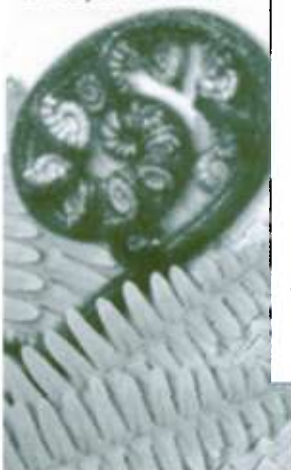
- give a voice to adult learners and highlight the importance of learning by recognizing its potential for fostering change and development in all spheres of personal, professional, political, economic, social, and cultural life;
- reach out to potential learners and underprivileged groups everywhere;
- increase the number of adults engaged in learning activities and encourage adults to express their learning needs;
- promote cooperation among governments, non-governmental and private-sector partners serving the adult population.

A World of Possibilities Through Learning: International Adult Learners Week. Information Kit, Canadian Commission for UNESCO, 2002



Celebrate
Lifelong Learning

Adult Learners' Week
He Tangata Matauranga
2-8 September 2002



We re-affirm the vision of the World Declaration on Education for All (Jomtien 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual’s talents and potential, and developing learners’ personalities, so that they can improve their lives and transform their societies.

The Dakar Framework Education for All: Meeting our Collective Commitments, Dakar 2000, paragraph 3

Jane Speechley, National Coordination Team for ALW, *Adult Learning Australia (ALA), Australia:*

"Adult Learning Australia believes that literacy is the key to understanding your world. To commemorate the International Decade of Literacy, the theme for Adult Learners Week 2003 will be literacy.

Illiteracy among adults in Australia, a technologically sophisticated society, remains a serious problem. The last IALS (International Adult Literacy Survey) survey conducted here in 1999 found that as many as 46 percent of Australian adults did not have the literacy and numeracy skills they needed to cope with everyday life.

Without forgetting the critical role of basic or functional literacy—especially given the alarming fact that around 20 percent of adult Australians do not have these fundamental skills—ALW 2003 in Australia will also draw attention to the many other types of literacy that allow us to function in the modern world.

Consider that:

- in this time of global unrest, we need to become more aware of the applications of media and cultural literacy;
- financial literacy enables us to be a better informed consumer and make sound financial and investment decisions;
- the rapid speed of advancing technology and the breadth of its application increases the need for a substantial level of IT literacy;
- adequate information literacy means that we have the tools to make educated choices in vital areas of our lives – such as health care, housing, and employment; and
- visual literacy allows us to interpret and understand how the many visual components that form our surroundings contribute to our unique culture and environment.

With literacy as the theme for Adult Learners Week 2003, we aim to stimulate much discussion about adult literacy and to raise awareness and concern about the fact that 46 percent of Australians do not have adequate literacy and numeracy skills. To facilitate this further, we will stage a national Great Literacy Debate, incorporating both literacy experts and mainstream personalities, to argue "that literacy is the cornerstone of a democratic nation". Throughout Adult Learners Week, we anticipate that our members and partners will participate in a series of regional debates on various aspects of literacy."

Literacy policies and programmes today require going beyond the limited view of literacy that has dominated in the past. Literacy for all requires a renewed vision of literacy, which will foster cultural identity, democratic participation and citizenship, tolerance and respect for others, social development, peace and progress. It must admit that literacy is not confined to any particular age (childhood or adulthood), institution (i.e. the school system) or sector (i.e. education); that it is related to various dimensions of personal and social life and development; and that it is a life-learning process. Such renewed vision towards literacy for all calls for renewed modalities of operation, monitoring and accountability procedures and structures.

Draft Proposal and Plan for a United Nations Literacy Decade, UNESCO 2001, paragraph 8



Short Chronology of *International Adult Learners Week*

The international movement of specific promotional campaigns for learning came into being some ten years ago. In the context of cuts and shifts in public spending for non-work related adult education, the *National Institute for Adult and Continuing Education (NIACE)* in the United Kingdom developed the idea of a learning festival. The aim was to highlight the social benefits of learning and to reach out to potential learners – in particular, to communities and individuals excluded from previous and current learning opportunities – in order to motivate them to take part in learning activities.



Gloria E. Salmon, Chair, ALW Committee, Jamaica:

"As an adult learner myself, and one who has benefited from continuing education, I feel it is incumbent on me to encourage others to get involved in lifelong learning activities. I am convinced of the contribution that adult learning can make to one's personal development as well as to the social and economic development of the society.

Two of the objectives of Adult Learners Week in Jamaica are:

1. to inform adults about the ways in which they may enhance their own awareness and sensitivity and
2. to identify agencies involved in adult and continuing education and encourage cooperation among them.

As chair of the Adult Learners Week Committee, I speak not only for myself but for members of the Organizing Committee in saying that we are committed to organizing the events for the week so as to achieve these objectives. In recent years, more and more adults have recognized the value of continuing education and are actively participating in the activities of various institutions and organizations.

Adult Learners Week serves as a constant reminder that adult education is a powerful tool for change and can contribute to economic and social development, the preservation of the environment, and the creation of an informed society.

The support and cooperation of individuals, institutions, and organizations have been significant and bodes well for the continuation of Adult Learners Week."

Encouraged by the mobilization effect of the **first Adult Learners Week in the UK in 1992**, Australia and Jamaica (1995), South Africa (1996), as well as Belgium (Flanders), Slovenia, and Switzerland (1996) followed the course set by NIACE. While the initiative grew through gradually increasing collaboration between countries, **CONFINTEA V** in 1997 laid the fundamental groundwork for a tightened international framework: the conference delegates committed themselves to "*promoting the culture of lifelong learning through ... the development of a United Nations Week of Adult Learning.*" Spelled

(...) We are determined to ensure that lifelong learning will become a more significant reality in the early twenty-first century. To that end, we commit ourselves to promoting the culture of learning through the "one hour a day for learning" movement and the development of a United Nations Week of Adult Learning.

The Hamburg Declaration on Adult Learning, CONFINTEA V 1997, paragraph 27



out in the Hamburg Declaration, this commitment provided the incentive for a number of countries to create a learning festival, and from 1998 onwards a growing number of countries across the globe have joined the movement and mounted their own festival.

In parallel to this development, UNESCO, as the United Nations lead agency in education, took up the matter following CONFINTEA V. On the initiative of a coalition of several UNESCO member states (notably, the United Kingdom, Jamaica, Australia, and South Africa), the **General Conference adopted a resolution in November 1999 to officially launch the *International Adult Learners Week***, embracing *International Literacy Day* as its pivotal day and recognizing the amplified notion of learning throughout life.

The General Conference,

Bearing in mind the Fifth International Conference on Adult Education, held in Hamburg in 1997, which agreed a Declaration and Agenda for the Future setting out the aims, strategies and commitments for adult learning for participating governments, in particular through the development of an International Adult Learners' Week,

Further bearing in mind that the Hamburg Declaration called upon UNESCO, as the United Nations lead agency in the field of education, to play the leading role in promoting adult education and to stimulate the support of all partners, particularly those within the United Nations, to give priority to implementing the Agenda for the Future,

Noting that effective lifelong learning can help address basic skills needs in literacy, widen participation in and promote access to learning, reduce inequality, improve employability, and contribute to community development and to social inclusion,

Convinced that the proposed International Adult Learners' Week will enrich International Literacy Day and strengthen its links to the larger adult learning movement to which it contributes,

Further noting that at least 22 countries now run, or are planning to run, Adult Learners' Weeks which provide an annual national focus on adult learning, celebrate learners' achievements, and provide opportunities to promote lifelong learning by giving existing learners a role in mobilizing others and engaging the mass media in energizing people all over the world to learn,

1. *Invites* Member States to participate actively in lifelong learning in a way that meets their own particular needs;
2. *Further invites* Member States to give their support to an International Adult Learners' Week to be launched at Expo 2000 in Hanover on 8 September 2000, to coincide with International Literacy Day;
3. *Invites* the Director-General to transmit this resolution to the United Nations Secretary-General with a request that he communicate it to the United Nations General Assembly with a view to the participation of all Member States of the United Nations in an International Adult Learners' Week.

Records of the General Conference, 30th Session, Volume 1, Resolutions, UNESCO 1999, Paragraph IV/11



The launching ceremony of International Adult Learners Week took place on 8 September 2000, as part of the *EXPO Global Dialogue on Building Learning Societies – Knowledge, Information, and Human Development*. The launch marked a crucial step towards linking the learning festivals already taking place in various countries worldwide and deepened cross-national exchange. At the same time, the launch proved to be another landmark in the enlargement of the learning festivals landscape: in 2000 and 2001, a dozen more countries became part of the international learning festival scene.



In support of the launch of *International Adult Learners Week*, a group of learning festival organizers from all over the world collectively developed a handbook aimed at providing pragmatic guidance on how to mount a learning festival. Led by the UK National Association for Adult Learning (NIACE), the Swiss Federation for Adult Education (SVEB), the Latin American Network of Popular Education for Women (REPEN), and Adult

Learning Australia (ALA), and consulting with a large global community of adult educators produced. It has meanwhile been translated into several languages and is now available in English, French, Spanish, German, Estonian, and Dutch.

Roughly one decade after Adult Learners Week was born, some 35 to 40 countries worldwide celebrate learning festivals. Besides the pioneering countries of Australia, Jamaica, South Africa, Belgium (Flanders), Slovenia, Switzerland and the UK, *International Adult Learners Week* encompasses Botswana, Egypt, Kenya, Mali, Namibia, and Swaziland; Japan, the Philippines, and Singapore; and Brazil and Mexico. The European region – which includes Canada – accounts for more than half of them: in 24 countries lying between the far northwestern tip and the southeastern edge of the continent, learning festivals have already been organized.

The pioneers of Adult Learners Week understood that the only way to make a real difference was to give adults the chance to express their views and have them listened to directly. (...)

In the last 12 years, I have had the privilege of monitoring this movement very closely. What strikes me in particular is the amazing demonstration effect it has had wherever it has taken root. More and more adults are attesting their experience and even more adults are telephoning, writing, and making contact to pursue their personal development in a thousand different ways.

Paul Bélanger, President of the International Council for Adult Education, General Secretary of CONFINTEA V, in: *A World of Possibilities Through Learning: International Adult Learners Week. Information Kit*, Canadian Commission for UNESCO, 2002

Within UNESCO, the UNESCO Institute for Education (UIE) monitors and supports *International Adult Learners Week*, which has become a means of connecting the organizers of national learning festivals, and a mechanism for sharing ideas and cooperation within the network, as well as for providing technical support and increasing visibility within a global public. Yet *International Adult Learners Week* also plays another important role: to serve as a trans-national advocacy tool for the integration of a broad and holistic conception of lifelong learning into political agendas, both within countries and at the international level, and to contribute to the building of learning cultures and societies.



ADULT LEARNERS' WEEK
11-17 MAY 2002



Suada Selimović, National ALW Coordinator, *Amica Educa*, Bosnia and Herzegovina:

"Since 2000, we have successfully mounted the Learning Festival in Bosnia and Herzegovina. We were pleased to see that the Bosnian and Herzegovinan citizens who gathered in the citizens' associations brought together by the Learning Festival are supporters of the idea of lifelong learning, and demonstrated their intention to build a modern, democratic, and civil society.



As a post war country, Bosnia and Herzegovina is in the process of transition and reform. The reality of Bosnia and Herzegovina is that its citizens are preoccupied with such basic issues as: daily survival, the healing of war traumas, and learning to take initiative and responsibility for personal and civil development in the post-socialist system. Since poverty reigns, an investment in learning and education is not a priority for either individuals or the community.

NGOs such as *Amica Educa* are completely new as ways of organizing civil society. However, they are taking on important roles in the development and democratization of Bosnia and Herzegovina. Since 1996, *Amica Educa* has focused its work on adult education and the communication of new insights from socio-psychological and pedagogical research. That is what motivated us to become an initiator and organizer of the Learning Festival.

Looking back, we see the Learning Festival as a beam of light that connects an increasing number of citizens in Bosnia and Herzegovina through the idea of lifelong learning. The Learning Festival provides people with the opportunity to experience the personal joy of learning, to share and spread positive experiences of new ways of learning.

At a time when the country is still divided into two (the Federation and the Republic of Srpska), the Learning Festival succeeded in uniting all of Bosnia and Herzegovina. The second Learning Festival was held in October 2001 under the motto "Adult education – A Way towards Integration." Two hundred organizations mounted 350 festival activities throughout the country. Special guests from Bosnia and Herzegovina, Europe, and elsewhere, as well as many citizens attended the opening ceremony in Tuzla, all of them thrilled and wondering how it was possible to gather all of Bosnia and Herzegovina in the present situation. The global idea of the Learning Festival united them and showed possibilities for cooperation and coordinated action in adult education."



An *International Adult Learners Week* website has been set up on UIE's homepage <http://www.unesco.org/education/ue/InternationalALW/>. The website contains information on the history and objectives of *International Adult Learners Week*, windows with short descriptions of and contact information for participating countries, a calendar of events, and links to other relevant documents. It has become the network's most important tool for sharing information between members and reaching out to a broad public.

In December 2001, UIE and the European Commission organized a regional meeting in Brussels, Belgium, within the framework of a SOCRATES project addressing the issue of *Democratizing Lifelong Learning: Tools and Strategies*. The meeting regrouped representatives of ministries and regional networks, and members of UNESCO National Commissions, among other participants. It enabled UIE to bring all twenty-one coordinators of adult learners weeks in Europe face to face for the first time.

An assessment on the state of the European learning festivals scene was carried out by UIE; it provides an illustrative account of the wealth of activities carried out in the different countries. It also presents common characteristics as well as divergent features of the campaigns, including the gains made and the obstacles encountered by each, and the expectations with regard to in-country and cross-national cooperation. (The report can be accessed at: <http://www.unesco.org/education/uie/InternationalALW/rept-fin.doc>)

To commemorate *International Adult Learners Week* in 2002, UIE organized a meeting of coordinators of learning festivals from different regions on the occasion of the *Third Brazilian Literacy Week* on 9–15 September in São Paulo in cooperation with *Alfabetização Solidária* and the UNESCO Office in Brasilia. The inter-regional group with representatives from Botswana, Kenya, Mali, Namibia, South Africa, Swaziland, Egypt, Jamaica, Mexico, New Zealand, the Philippines, Slovenia, and the UK joined the events of the Brazilian Literacy Week and held two separate workshop sessions for the discussion of the national and cross-country implications for the future of the network.

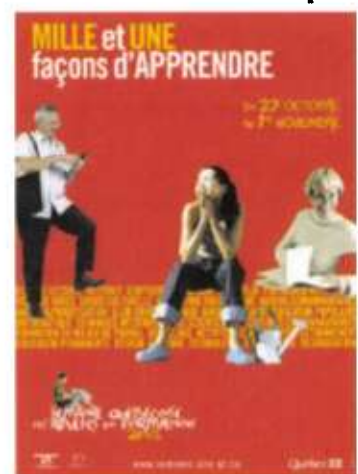
The meeting of learning festivals coordinators proved very useful in strengthening ties in the network. Despite differences in contexts and the possibilities available to countries/regions, the discussions were pervaded by an outstanding sense of common purpose and the belief in the importance of learning festivals as a mobilizing and motivating tool. Since literacy is a crucial element of adult learning and learning festivals, especially in countries from the southern hemisphere, a great deal of interest was expressed in the UN Literacy Decade and possible points of connection between events organized within the framework of the Decade and *International Adult Learners Week*.

If ten years ago you had told me that Adult Learners Week would still be around ten years down the line, I don't think I would have believed you. The Week has not only survived but has grown enormously as a campaign in the public perception and in the eyes of Government and has been referred to as an important milestone in the promotion of adult learning.

There are many reasons for this survival and growth. The campaign has always been permissive and encourages local providers to take part in the way that is appropriate to their provision and their communities. We speculate that the number of activities that take place annually are over 5,000, but this is a conservative estimate. It has helped to make adult learning more visible by taking learning onto the streets, into supermarkets, pubs and city centres. It has encouraged working in partnership at a regional and local level. It puts adult learners at the heart of the campaign through the suite of awards – individual, group and work-related. It provides a platform for learners and an opportunity for politicians and decision-makers to meet the users of the service under their control. (...)

Adult Learners Week was, in part, conceived as a way of making adult learning more visible. The awards have provided a large number of case studies of award winners who have a passion and a commitment to learning. They make the case for learning much more passionately than any tightly argued paper ever could. Learners appear on TV, do radio interviews, speak at national and regional conferences and have become 'learning champions' in their local communities. There are many schemes developing across the country which engage learners as mentors, ambassadors or champions. The schemes have the same message at their heart, that learners can reach new and different adults in the hardest-to-reach communities.

Sue Duffin, Senior Campaigns and Promotions Officer at NIACE, in: Adult Learning June 2002, National Institute for Adult and Continuing Education



Farrell Hunter, National ALW Coordination Team, *Adult Learning Network (ALN)*, South Africa:

"ALW provides the opportunity to a broad range of people and organizations, active in the adult education sector, to place attention on adult education generally and in particular, on adult basic education and literacy. In many parts of the world, as we are aware, large percentages of adults do not have basic education, and resources are extremely lacking, especially in underdeveloped, mostly southern hemisphere countries. One of the reasons for this is that adult basic education is but one of the many competing social development issues that third world and developing countries battle to provide. If we do not place attention on adult education (especially basic education) as a basis for further learning, then we risk even further marginalization of our sector.

In South Africa, as a direct result of apartheid, an estimated 12 million adults do not have a general education and about 3-4 million have no schooling at all. Since democracy in 1994, adult basic education has been brought into the formal education system, and many improvements have come about in the area of planning and policy development. However, much more needs to be done to provide actual learning opportunities through the implementation of quality learning programs that reach adults in their communities. For obvious reasons, most countries place the bulk of their attention on formal schooling for children and adult basic education remains marginalized. The current Department of Education spending on adult basic education is less than one percent.

Therefore, the international profile given to ALW as a UNESCO-endorsed campaign helps to draw attention to the importance of adult education. The campaign provides for advocacy and lobbying for adult education and to help to bring adult education into the mainstream.

As organizers of conferences within ALW including learners and educators from all our provinces, we constantly explore ways to maximize the opportunity for these two groups to engage with each other. We schedule forums for learners and educators where participants can discuss a range of issues including their learning and teaching practices, experiences, benefits and challenges. They can also devote themselves to this year's themes such as sustainable livelihoods approaches as an alternative or complementary intervention to adult basic or further education practices.



The Adult Learning Network (ALN) continues to lead the ALW campaign in the country and uses the opportunity to try to draw a range of other organizations into the campaign. Because of the marginalization of our sector we do not always enjoy the support we expect from various possible partners, and it is really hard work for us to organize the campaign with meager resources and no other forms of support.

Despite the difficulties in organizing and fundraising, we struggle on because we see the importance of bringing people from our sector together at our conference and awards ceremony.

Awarding...

- Learners for their achievements and commitment to developing themselves,
- Educators for their sacrifices on behalf of and dedication to developing learners,
- Learning projects and learning centers for their efforts in providing a space where learners from their communities can work in a manner conducive to a culture of (life-long) learning despite challenges of poor resources and working conditions,

... all of these are extremely important if we are to ensure that in the face of countless difficulties, quality learning and teaching can have a positive effect on the lives of individuals and their communities."

Current Trends

Today, learning festivals constitute outstanding means for the promotion of lifelong learning. By stimulating and bringing to the fore the learning needs, interests, and concerns of people, the festivals help to develop needs-based education policies, strategies, and provision. By recognizing and incorporating different forms of learning and knowledge, the festivals help to overcome boundaries between formal, non-formal, and informal modes of learning and to foster a holistic vision of learning. And, last but not least, by arranging events in unusual settings, the festivals help to create literate and learning environments beyond conventional educational frameworks, highlighting at the same time the multiplicity of learning contexts, experiences, and literacies. Partnerships, old and new alliances, and synergizing efforts are both the basis and the objective of the festivals, and new capacities in planning, management, and program design of all those involved are created.



Recognition of the right to education and the right to learn throughout life is more than ever a necessity; it is the right to read and write, the right to question and analyze, the right to have access to resources, and to develop and practice individual and collective skills and competences.

The Hamburg Declaration on Adult Learning, CONFINTEA V 1997, paragraph 12

Learning festivals are also tools for democratizing lifelong learning and building critical societies insofar as they create spaces for self-expression, and participation in horizontal and mutually beneficial learning processes and insofar as they motivate people to become involved. By featuring non-threatening learning activities, the festivals help people to discover qualities and mobilize assets that are conducive to their empowerment. By encouraging and facilitating participation in learning and social activities, the festivals help fuel individual people's reflection, inter-action, and action. Lastly, learning festivals are also marked by the space they provide for reflection and experimentation, for dialogue and debate among providers.



At the juncture of the three policy agendas (the CONFINTEA V Agenda for the Future, the Dakar Framework for Action, and the United Nations Literacy Decade), adult learning, education for all, and literacy for all compose complementary and interwoven elements within the overarching framework of lifelong learning – aiming at the creation of literate and learning environments and societies. Learning festivals take center stage in advancing this holistic approach.

Among the significant trends in the learning festivals movement is networking and reaching out to as many partners as possible. Within countries, the tendency is to move beyond the capital or urban centers and into the local communities so as to promote the ownership of events and campaigns in the provinces – and to get as close as possible to the learners

themselves. Between countries, it means cooperating at regional and international levels, and in particular with the neighboring countries in a sub-region. Scandinavian and Baltic countries have had a long tradition of cooperating, and quite naturally also provide one another with support regarding learning festivals. A rather new and promising phenomena, however, is the connectivity developed among countries from Southeastern Europe (Albania, Bosnia & Herzegovina, Bulgaria, Croatia, Romania, Serbia & Montenegro, Slovenia, and Macedonia). In October 2003, these countries will celebrate their first collective learning festival, which will follow upon individual, national festivals. In addition, there have been discussions about creating closer links between learning festivals in Southern Africa (in South Africa, Namibia, Swaziland, and Botswana).

The new concept of youth and adult education presents a challenge to existing practices because it calls for effective networking within the formal and non-formal systems, and for innovation and more creativity and flexibility. Such challenges should be met by new approaches to adult education within the concept of learning throughout life. Promoting learning, using mass media and local publicity, and offering impartial guidance are responsibilities for governments, social partners and providers. The ultimate goal should be the creation of a learning society committed to social justice and general well-being.

The Hamburg Declaration on Adult Learning, CONFINTEA V 1997, paragraph 10

In many countries learning festivals have become a tradition, to which learners look forward with a great many expectations. In others, festivals have been integrated into political action plans, or educational policies, while governmental support manifests a new perception of

the importance of non-formal adult and lifelong learning. At the same time, however, greater reliability is needed to sustain learning festivals in the future: festivals must be mounted at regular intervals, structures must be put in place for funding them sufficiently and continuously, and systematic approaches to the evaluation of festivals must be implemented.



Education is about doing courses, gaining qualifications, deepening knowledge, and improving skills. Learning is more. Learning is a process of discovery aimed at understanding the breadth and depth of our individual and collective world so that we can participate more fully as social beings.

Tony Brown, (Former) Executive Director, Adult Learning Australia, in: Making the Connection – Some People, Programs and Ideas Highlighted by Adult Learners Week 2001. Adult Learning Australia. 2002

The issues addressed during the learning festivals in different countries are manifold, and as the number of partners grows, the thematic spectrum is growing ever more diverse. Themes embrace issues of cultural diversity, social inclusion (with a focus on marginalized populations, such as the

disabled, the elderly, women, immigrants, and prisoners), those surrounding civil society and democracy, and employment-related issues. Just one of the many topics tackled particularly in Africa is HIV/AIDS. Aside from languages, learning by means of and about information and communication technologies is a transversal issue of great importance for the learning festivals throughout the world. And, finally, literacy – in both developing and industrialized countries – is figuring prominently in learning festivals. In Canada, the 2003 commemoration of *International Adult Learners Week* will be used as a platform for launching the UN Literacy Decade in Canada.



Ideas for Activities during Adult Learners Week

- ☐ Provide morning tea parties with a theme or guest speaker.
- ☐ Feature national days' traditional costumes and handiwork in events and exhibitions.
- ☐ Organise international dinners and lunches with a variety of ethnic dishes.
- ☐ Invite people to try 20 minutes of activities such as yoga, mah jong, folk art, painting or gardening.
- ☐ Compile a local directory of adult learner service providers.
- ☐ Hold an open night at your local evening classes.
- ☐ Give a 20 percent discount for all enrolments during Adult Learners Week *He Tangata Matauranga*.
- ☐ Organise a celebration breakfast at your local school with a guest speaker focusing on adult learners.
- ☐ Hold workshops and open days in the business centre of your community.
- ☐ Place a feature article in the local newspaper explaining what the week is and advertising a variety of providers and what they are offering.
- ☐ Have open days at the university and polytechnic where students invite friends to attend a class with them for the day.
- ☐ Invite a local MP or principal to be a student in a class for the afternoon.
- ☐ Create an information sheet about ACE in your area.
- ☐ Establish a story writing competition.
- ☐ Organise visits to business and training institutions.
- ☐ Hold a street march to highlight the week.
- ☐ Develop a learning festival.
- ☐ Create seminars.
- ☐ Stage exhibitions at shopping centres and community centres.
- ☐ Organise a debate with local celebrities around a recent important issue, with a focus on adult learning.
- ☐ Arrange through local cooking classes to have a "taste and learn" session where people can taste examples of the various cooking classes run through evening classes or private providers. Invite local celebrities.
- ☐ Collaborate with local employers and unions to develop activities such as trade demonstrations in the workplace, or learning courses involving older people.
- ☐ Hold a learning event in a garage to honour non-institutionalised learning.
- ☐ Offer free open classes in adult and community education centres, where people can come and look at what is involved in taking a learning course. Promote case studies of outstanding learning achievement in your area, using them in public appearances, radio talkbacks etc.
- ☐ Target some local activities specifically to local needs so as to attract the interest of local government and community organisations and, in turn, the media.
- ☐ Find out what other events are happening locally at the same time as Adult Learners' Week so you can possibly link or piggy-back events.
- ☐ Have your mayor swap places with a tutor.
- ☐ Hold a competition for children's portraits of an adult learner they know.
- ☐ Put a photo display of adult learners in the public library.
- ☐ Collect stories from prominent local people about their most important learning as an adult.
- ☐ Hold a class on a bus, train, plane, or ferry.
- ☐ Have your spiritual leader speak about literacy and social justice issues.
- ☐ Hand out chocolates and bookmarks to celebrate the week in classes.
- ☐ Set up taster courses in shopping centres.
- ☐ Visit residential homes to promote adult learning.
- ☐ Create a mentoring scheme.
- ☐ Launch a book, journal, magazine, and/or new programme.
- ☐ Create a "points" card for participating learners, which results in a free gift.
- ☐ Collect images of lifelong learners for a postcard project.
- ☐ Organise speakers in the local bookstore.

Information Manual for ALW Coordinating Groups, New Zealand Adult Learners Week He Tangata Matauranga, ACE, 2003

The most important trend, however, is the ever-increasing shift of focus towards the learners themselves. Awards for successful learners had been invented quite early in the movement in order to provide a forum for their stories and perspectives. A series of short story and poetry competitions by learners ("My Learning Experience" in New Zealand, "Adult Learners Writers Competition" in Swaziland, "Competition of Poem Writing" in Mali) strengthened this trend. In Jamaica, *Adult Education Week* changed into *Adult Learners Week* two years ago, and in Namibia *Literacy Week* became *Adult Learners Week*.



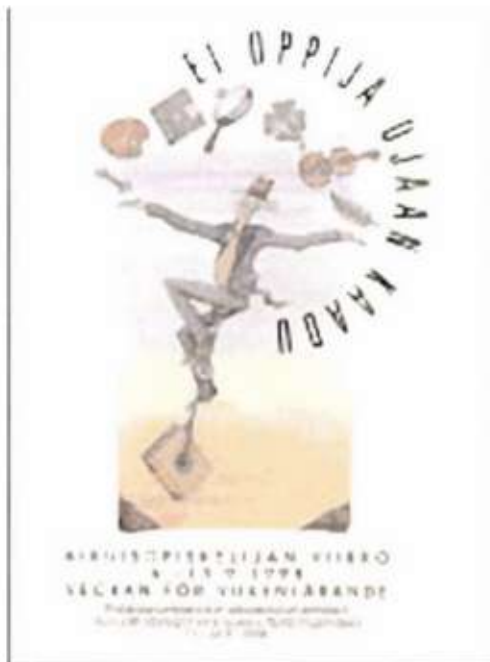
However, the most striking evidence of this shift towards the perspective of learners is provided by the creation and proliferation of **learners' forums**. Invented in England, learners' forums – partly national and partly local – exist today all over the UK (Wales, Scotland, and Northern Ireland), as well as in Kenya and Canada. Plans to establish learners' forums are part of the Adult Learners week agenda in Australia for 2003. Learners' forums unite former and current learners and provide a space for them to share experiences with one another, discuss and organize (electing their own spokesperson), and create advocacy

I was aware of some sense of urgency in that Maori had stories to tell about their own experiences, their own lived realities and how they wished to shape their own future. (...)

I grew up in a small Maori settlement on the shores of Lake Taupo. My upbringing formed the basis of my perspectives of being Maori. We need to protect and preserve our history and if we tell it, it is more likely to keep its genuineness.

Ngarau Tarawa, in: *Life is ACE – Changing Lives and Communities*, New Zealand Ministry for Education, 2002

strategies on their own behalf. Along with their empowering and democratizing effect, the forums also provide an excellent opportunity for providers and governments to listen to and learn about the needs, criticisms, and suggestions expressed by learners. Furthermore, due to the increased degree of organization and visibility, present learners can function as local role models and ambassadors to encourage others to join learning activities.



Magdalene Gathoni Motsi, National ALW Coordinator, Kenya Adult Learners Association (KALA), Kenya:

"The Kenya Adult Learners Association (KALA) was initiated by learners in 1990 against the background of a decline in the government provision of adult education. I was at the forefront of the association's formation, having been an adult learner myself, who moved from the state of illiteracy to the point of obtaining a certificate in secondary education. I was concerned with the decline that was denying ther Kenyans an opportunity such as the one I had had.

I joined adult literacy classes as a beginner when I was 30 years old. I had six children but I tried my best to attend at least three classes per week after work. Nevertheless, I was determined. I received help from my children and friends in my struggle to gain literacy. In 1986, I was among the first adult learners to sit for the Kenya Certificate of Primary Education Examination, which I passed. I then struggled and pursued the high school course on a part-time basis and sat for the examination that led to the Kenya Certificate of Secondary Examination in 1991, and again I passed.

During my meetings with learners around Kenya to share my experiences with literacy and continuing education, I found that a learners' conference would be important as it could bring learners together and share their ideas. A Kenya National Learners' Conference was held in October 1990 to celebrate International Literacy Year. It gave adult education organizations their first national forum to work together and share strategies. The conference culminated in the formation of KALA.

KALA's formation was a bold step towards involving learners in adult literacy interventions. KALA serves the specific interests of learners by giving them an opportunity to take responsibility for their own learning. It also gives them a platform for articulating their perspectives on literacy and influencing policy and implementation of adult education programs.

The main objective of KALA is to bring adult learners together in order to promote literacy and continuing education and to motivate them to pursue both. In particular, it aims:

- to lobby for increased and sustained investments in literacy and post-literacy programs on the part of government donors and communities,
- to disseminate information and advice on adult education through periodicals, journals, and newsletters and any other educational publications,
- to establish links between adult learners, contacts, and networks for the exchange of information and ideas, and
- to cooperate with other organizations dedicated to the promotion of the interests of adult and youth learners.

KALA received the NOMA award from UNESCO, presented by the then Director-General of UNESCO Federico Mayor at a ceremony held in India in 1993, for bringing adult learners together for the first time.

As a leader of the adult learners movement in Africa, I brought together learners from the whole continent to discuss problems they face in their learning journey. The formation of KALA was seen as an important step towards the empowerment of learners. Uganda, South Africa, Zimbabwe, Ghana, Malawi, Madagascar, and Sierra Leone have followed the example set by KALA. Representatives of each country's national association came together and formed a learners' network named African Adult Learners Association Network (AALAN). The formation of learners' associations in Africa has led to the involvement of learners in leadership and management. The members of the associations meet every year to celebrate the achievements of learners. They also organize training on leadership and management skills. Representatives of the different national associations come together to share, learn, plan, motivate, and train each other. AALAN is housed at KALA."

Susan Nielson, Director, Toronto Adult Student Association (TASA), Canada:

"The Toronto Adult Student Association (TASA) was founded in 1997 in response to the passing of the Ontario Education Reform Act, Bill 160, which reduced funding to adult education by two-thirds province-wide. Students organized under the banner of ASAB 160 (Adult Students against Bill 160). Early in 1998, this group evolved into what today is the Toronto Adult Student Association. TASA was incorporated as a non-profit association on June 14th, 1999.

On March 29th, 2000, the Toronto District School Board granted authority for the collection of a five-dollar *TASA student fee* to be collected from students at the time of registration for adult day school credit programs and non-credit ESL programs. TASA works to match this revenue through a mix of government grants and subsidies and community fundraising initiatives.

TASA creates an annual *Student Agenda*, which outlines current issues affecting adult learners and proposes strategies for resolving those issues. TASA promotes and embraces the principles and values of *life-long learning*, while working in close partnership with governments and community agencies involved in Literacy, ESL, Credit/Non-Credit, and seniors' programming.

TASA is committed to a strong public education system that values life-long learning, acknowledging and respecting the diverse backgrounds of all adult learners, operating with integrity and transparent accountability to and with learners, and fostering community partnership and cooperation. TASA is proud to be, or to have been, an active participant of the first *International Adult Learners Week Celebration* in Canada.

TASA currently operates four satellite resource and computer centers. Our resource center staff and volunteers field approximately 300 calls per month for information on educational and community resources available to the adult learner. Approximately 800 students login from our main TASA center monthly — they complete homework assignments, job search, résumé write, and (last but definitely not least in the learner's eyes) use the computer access time to email friends in their birth countries, as well as to read news from home in many different languages. Approximately 26,000 hits per month are now registered on our website TASA2000.com

TASA is the first learner organization on the Canadian landscape to be autonomous, self-governing, self-supporting, learner-focused, and learner-operated. TASA strives to ensure that adult learners have a collective and democratic voice. TASA believes that adult learners must be consulted on the issues and decisions that affect their learning and therefore the lives of their families. TASA continues to build the partnerships that will ensure that adult learners have access to the resources they need in order to reach their goals.

TASA was recently invited to participate in the Scottish Adult Learning Partnership's "*It's Adult Learners Week, why not learn something new?*" Together with a literacy learner from the Metro

Toronto Movement for Literacy, I celebrated and shared the joys and challenges of life-long adult learning with learners from many different countries. Matching Scottish adult learners with pen pals from Canada's learner community is TASA's most recent learners' initiative."



The Way Ahead

A multitude of materials is being generated around learning festivals in each country: reports, posters, brochures, stickers, collections of learners' voices, information kits, manuals, videos, and websites. Those in charge of organizing learning festivals and mobilizing partners to join are convinced about the positive effects of learning festivals. Admittedly, as is common in the field of (non-formal) learning, it is difficult to provide "hard evidence" about the impact of learning festivals – beyond reporting the number of participants, the number and kinds of events, the amount and kind of media coverage, and the number and names of partnership organizations.

For that reason, the organizers of festivals ought to make the most of one of their chief resources: the voices of all those concerned and involved. They provide the "soft" but qualitative evidence that learning festivals are a superb means of mobilizing adult learners. To do so, festival organizers need to make an effort to collect and document those voices. It is no longer sufficient merely to *describe* the background and learning journey of learners – learners need to be given space to express themselves, and to have their own words represented.

In many countries, learning festivals seem to have resulted in heightened awareness of learning issues in the general public and among decision-makers, as well as modifications of conceptions, discourses, and policies. More learners have been reached and mobilized, and the learning needs of learners have been brought to the fore. Increased cooperation and social participation have been achieved. There is a strong belief that learning festivals contribute to the building of learning societies and to the development and democratization of civil societies. Beyond all that, however, the sheer quantitative growth of the learning festivals movement (within countries and at the international level) – their "critical mass" – is an indicator of its success.

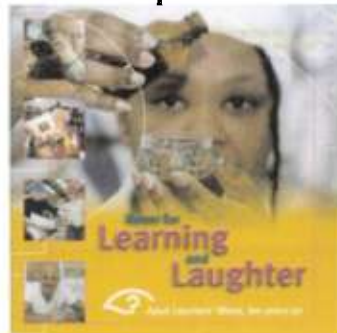
If you ask me what I feel about the Adult Education Festival, I would immediately say one word: wonder.

I used to say to my son: you have to do your lessons well, you have to learn more, and I would like to see you as an educated person. Now I realize that I have to study myself! That was the first thing that struck me. Then, during the workshop "Educational activities for the social sphere," we started discussing what kind of knowledge and skills are necessary. Before, I thought that curriculum was something important, made by "professors". But then I was happy to see how the ideas we discussed collectively almost became the features of the real program.

With colleges from different regions we discussed our main problem – how to bring social services closer to people. The idea of addressing different target groups in one project was a big surprise for me: elderly people and families with many children, or disabled people and veterans of the war in Afghanistan. Now I am sure that these combined approaches could be interesting for all groups and could provide them with new views and perspectives.

What I found most amazing, however, was that learning can be fun, creativity, and celebration. I just could not imagine that before.

Roza Subkoyva from Krasnoyarsk, Siberia, Russian Federation (quotation provided by ALW Coordinator from Siberia)



Katarina Popović, National ALW Coordinator, Serbia & Montenegro:

"Autumn 2000 in Serbia – a time of profound political changes, new perspectives, new hopes. Everything seemed so easy, each goal achievable, each plan realizable. After several months of euphoria, we started to realize that it will take much more time to change the society, its ways of life, thinking, and working, than it took to change the government. Since the years of living under Milosevic's regime left serious traces in every area of life, encompassing reforms had to be initiated immediately.

Many different attempts were made and various new approaches developed to organize people, to help them to express their interests, to support new, free ways of coming together, working, and learning. The learning festival provided an opportunity to motivate people to organize themselves, to join an international initiative — a movement beyond state events, outside the old-fashioned school system, and based on a modern idea of adult learning.

It was very difficult in the beginning to persuade people and organizations to participate — it was not uncommon to hear suspicious questions like "Who is behind it?" "Who or what is it for?" "Which political party will benefit from it?" The idea of lifelong learning itself had a rather negative connotation for many potential participants, a "touch" of preaching. However, once we managed to get beyond such questions, half the battle was already won. For some of the participants the fact that they agreed to be part of a common learning festival and to join others on a completely new basis was a step forward.

Common activities, a broad range of ideas and events, non-formal gatherings, a combination of cultural and educational activities — it was not just a matter of promoting institutions and programs of adult education. Even more, it was a symbol of new times: The activities of "normal" people and "decent" events deserved the attention of publicity and media as well as political matters, scandals, problems. Several aspects of the learning festival supported the development of civil society in Serbia:

- the participation and engagement of numerous non-governmental organizations and their affirmation through the learning festival,
- the principle of active participation and self-organization for almost all participants, which ended what was previously the common form of educational institutions in Serbia — waiting for the Ministry of Education (or some other authorities) to move things forward, to change learning habits and educational philosophy and practice.

Because each participating organization and institution had to decide on its own about the approach and content of its program for the festival and to present it in its own area, city, or region, each was forced to think in terms of the local community (responding to its specific needs and interests) and to cooperate with partners in their environment. Moreover, the thematic focus of many events — discussions, round tables, lectures, presentations, etc — was directly connected to civil society and democracy.

As the organizer, I was glad to see, after all the dark years that we have behind us, that there is still so much energy in the people, so much creativity, joy, and desire to do something more than struggle through everyday life. It was good to see older people starting their first computer courses and street celebrations in the very center of the city that had been depressing for so many years, to chat with taxi drivers about the meaning and their experience of adult education, with supermarket cashiers about our festival posters and TV-spots, to explain to people that the festival can be just as enjoyable as cultural festivals.

At first, it seemed hard work. And it was! To bring the idea of lifelong learning closer to people and to show them how it can function — mission impossible! But if you succeed to some extent, you know: it was worth it trying, because you have helped them to catch a few rays of light!"

With a view to the immediate future, the further conceptual sharpening would help to sustain and reinforce learning festivals and to gain ground at a policy level. Learning festivals are advocacy tools, and this has to be spelled out. As for the *International Adult Learners Week* network, the way to advance is to remain encompassing and integrative and to use its mobilizing force to help make it clear that CONFINTEA, Dakar, and the UN Literacy Decade are complementary parts of the same endeavor. Where possible, joint projects between learning festivals and activities organized within the framework of the UN Literacy Decade should be initiated.

Last but not least, the challenges also include the question of funds and support. It should come as no surprise that, apart from Australia, New Zealand, Jamaica, and South Africa, it is the European region that is strongest in the global learning festivals community: through the European Union (EU projects and networks, the European Social Fund) and the Stability Pact for the Balkans, funds can be accessed relatively easily. Also well-established NGO networks in that region play a decisive role in sustaining and enlarging the network, such as the Institute for International Cooperation of the German Adult Education Association, the Nordic-Baltic network of NGOs in Adult Education, and the European Association for the Education of Adults.

It would help greatly if, by mandate of its member states, UNESCO were able to earmark a small budget for use as seed money for the least well-off countries which would compensate for socio-geographic inequities and assist in creating a more balanced scene – otherwise, this fruitful movement might continue and thrive only where funds and support structures are more readily available.

To conclude, let us return to the beginning of this presentation and critically look into the operation of the network itself. At the start, mention was made of how challenging it is to attempt to grasp the breadth of learning festivals around the world. However, what makes this so challenging is not only their richness and diversity per se, but also the complexity of communication.



I'm proud that I'm doing something for my people and this is a good opportunity for Pacific Islanders to do something they can't do in the islands. (...)

I have a goal and the more knowledge I get, the more I can see a good job in the future. Through studying I have met so many different people and I've been able to share others' ideas. I've met people I never thought I would meet. I even went and made a speech in front of all these professional people and they sat down and listened to me – I never thought I could do that. (...)

I only wish I'd started earlier. One of the benefits has been watching the children realise how important it is to get an education. With the parents going to the same school as their children to study, the children can see it's important. It makes them think they have to do their best.

Saega Olive, in: Life is ACE – Changing Lives and Communities, New Zealand Ministry for Education, 2002



I never "went back" into learning because I didn't learn anything in the first place. It was only after three years in an adult literacy centre that I found out that I was severely dyslexic. I am nearly fifty now and in my schooldays they did not know what to do with me. When I left school, I could not spell my own name or address and needed my father to come with me to fill out my application for a factory job. That was thirty-four years ago. I will always have problems as regards literacy, but now I have no problems with having a problem. And that's what I want for all adults with learning difficulties. (...)

Education is our right as adults, not a privilege. We should have had it as children. We, as adults with learning difficulties, are angry that there are still children leaving school who cannot read, and agree that resources should be put there, but the system is to blame – not us. (...) We blame ourselves all the time, but if we had been helped when we were younger, and not classed as stupid, it would make all the difference now. We feel that the education system sees us as a lost cause, it is only concerned with achievement. Volunteers may not be professionals, but as adults in further education we are grateful for their help. They give us much more than learning to read: they give us confidence and self-esteem.

Tom Byrne, in: Room for Learning and Laughter, Adult Learners Week Ten Years on, UK National Institute for Adult and Continuing Education, 2002

International Adult Learners Week cannot claim to be comprehensive: learning festival initiatives are taken up in different corners of the world, without word of them ever reaching UIE. Consequently, the global learning festivals landscape is simply larger than those countries currently known to be part of the network. At the same time, *International Adult Learners Week* relies primarily – as does any network – on a functioning communication system among its current members for collecting and sharing information. Only so can it continue to thrive and to make a real impact on the issues that are at the heart of it.

Bettina Bochynek
UIE

Išlaisvink žmogų. ir jis pradės kurti.

ATLAISVINK DEŠimt ŽMOGŲ



Annex 1: Calendar of Learning Festivals 2003

Sweden	Adult Learners Week " <i>Validation</i> "	March 30 – April 4
Cyprus	Adult Learners Week	April 16
United Kingdom	Adult Learners Week " <i>Sharing the Value of Learning</i> "	May 10 – 16
Australia	Adult Learners Week " <i>Literacy</i> "	September 1 – 7
South Africa	Adult Learners Week " <i>Together we develop – Literacy, Learning and a Voice for All</i> "	September 1 – 8
Netherlands	The Week of Learning " <i>Lifelong Learning</i> "	September 6 – 13
Belgium (Flanders)	Adult Learners Week " <i>If only you knew which things can be learned</i> "	September 6 – 14
Canada	International Adult Learners Week	September 7 – 13
Brazil	Fourth Literacy Week	September 8 – 12
Mexico	Literacy Week	September 8 – 14
New Zealand	Adult Learners Week " <i>Of course you can do it!</i> "	September 8 – 14
Austria	Info Days for Continuing Education " <i>Learning – Success</i> "	September 15 – 20
Bulgaria	Lifelong Learning Days	September 17 – October 5
Jamaica	Adult Learners Week	September 28 – October 4
Bosnia/Herzegovina	Learning Festival " <i>Education of Adults – Path Towards Reforms and the Democratization of Bosnia/Herzegovina</i> "	October 1 – 5
Finland	Adult Learners Week " <i>Knowledge brings opportunities</i> "	October 6 – 11
Estonia	Adult Learners Week	October 6 – 12
Lithuania	Adult Learners Week " <i>Learning closer to Home</i> "	October 13 – 19
Norway	Adult Learners Week " <i>Lifelong Learning in an Inclusive Society</i> "	October 13 – 19
Slovenia	Lifelong Learning Week	October 13 – 19
Macedonia	Regional Lifelong Learning Festival	October 16 – 19
Russian Federation (Siberia)	Learning Festival " <i>Adult Education and Quality of Life</i> "	October 20 – 24
Canada (Quebec)	Adult Learners Week " <i>Learning – it is Worth it!</i> "	October 25 – 31

Annex 2: National Coordinators/Coordination Agencies of Learning Festivals

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