

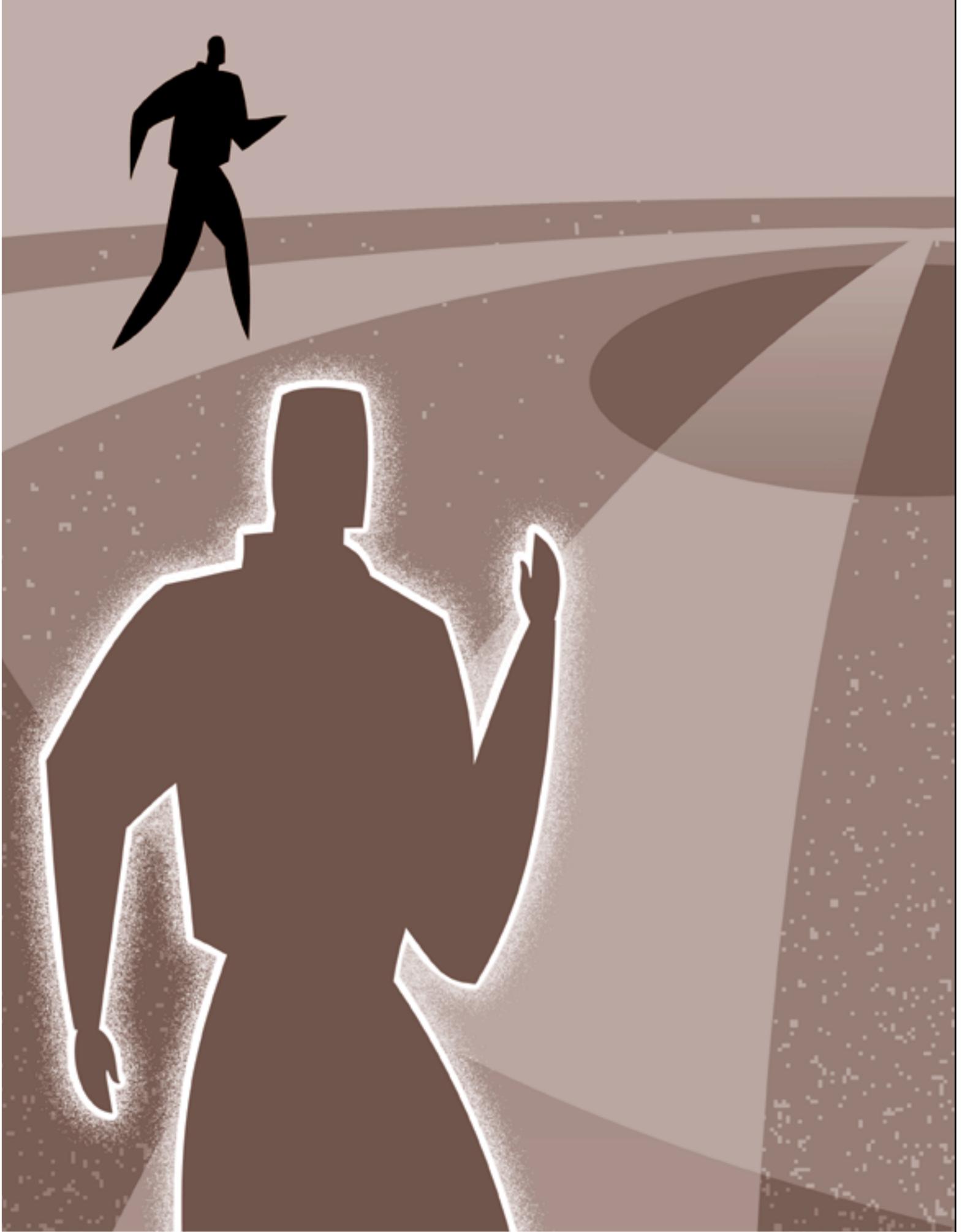
CANADIAN
COMMISSION
FOR UNESCO

INFORMATION KIT

A WORLD OF
POSSIBILITIES
THROUGH
LEARNING

INTERNATIONAL ADULT LEARNERS' WEEK

SEPTEMBER 8 -14, 2002





UNESCO is the United Nations Educational, Scientific and Cultural Organization, a specialized agency of the United Nations, comprised of 189 Member States and 6 associate members. Its mandate is to promote peace and human development through education, natural and social sciences, culture, communication and information. It is the only UN organization with National Commission in its Member States.

The Canadian Commission for UNESCO was created in 1957 as a consultative forum that advises the Canadian government on its relations with UNESCO. It coordinates UNESCO activities in Canada, encourages Canadian participation in UNESCO activities abroad and brings together government and non-governmental partners concerned with matters falling within UNESCO's mandate.

"It is not enough to supply each child early in life with a store of knowledge to be drawn on from then on. Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world." (Report to UNESCO by the International Commission on Education for the 21st Century, under the chairmanship of Jacques Delors, 1996, p. 85)

To find out more about International Adult Learners' Week visit the following Web sites:

Canadian Commission for UNESCO
www.adultlearning.unesco.ca
UNESCO Institute for Education
www.unesco.org/education/uie/InternationalALW

The Canadian Commission for UNESCO gratefully acknowledges the financial support of Human Resources Development Canada (HRDC) for its assistance with this publication and the activities to mark International Adult Learners' Week in Canada.

A World of Possibilities Through Learning
Information Kit on International Adult Learners' Week, September 8-14, 2002

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ABOUT THIS INFORMATION KIT



In cooperation with its government and non-governmental partners, the Canadian Commission for UNESCO is publishing this information kit on the UNESCO's International Adult Learners' Week, September 8 to 14, 2002, in conjunction with International Literacy Day (September 8). With this kit, the Canadian Commission for UNESCO hopes to promote awareness of International Adult Learners' Week in the media and among a broad array of networks and agencies, and to encourage their support for learning throughout life, with a particular focus on adult learners.

This information kit is intended for use by government partners (federal, provincial and territorial ministries and parliamentarians), the education community (educational institutions, libraries and documentation centres, adult education and literacy organizations), non-governmental bodies that are not primarily identified with adult education (women's groups, aboriginal groups, cultural communities, grassroots organizations, the media, municipalities) as well as the private sector and the work world (businesses, unions, professional associations).

In addition to this introductory page, the kit contains six information sheets that can be copied and distributed as needed. Users of the kit are invited to insert additional information and promotional materials on their own events. They may also wish to include their own statements of support for International Adult Learners' Week and the movement for adult learning throughout life.

SHEET 1

Canada joins the international movement for adult learning throughout life

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SHEET 3

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SHEET 6

Join the movement for adult learning throughout life

The first sheet explains the intent and the objectives of International Adult Learners' Week in Canada. Sheet 2 describes the international momentum behind International Adult Learners' Week. Sheets 3 and 4 illustrate adult learning with stories and statistics from Canada and abroad. Sheet 5 outlines Adult Learners' Week activities around the world and provides some examples of how other countries are celebrating the event. Sheet 6 is an invitation to everyone to join the movement for adult learning throughout life.

ACKNOWLEDGEMENTS

The Canadian Commission for UNESCO wishes to thank the members of the Partners' Committee for International Adult Learners' Week as well as Serge Wagner, Chair of the Committee, for their efforts to promote observance of the event in Canada: the Council of Ministers of Education, Canada (CMEC) and the provincial and territorial ministries of education of Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Northwest Territories, Nova Scotia, Nunavut, Ontario, Prince Edward Island, Québec, Saskatchewan, and Yukon, Human Resources Development Canada (HRDC) as well as non-governmental organizations, the *Association canadienne d'éducation des adultes des universités de langue française* (ACDEAULF), the Canadian Network for Democratic Learning

(CANDLE), the Canadian Association for the Study of Adult Education (CASAE), the *Fédération canadienne pour l'alphabétisation en français* (FCAF), the *Institut canadien d'éducation des adultes* (ICEA), and the Movement for Canadian Literacy (MCL). The Commission is particularly grateful to the many people who cooperated in preparing and producing this information kit.

A World of Possibilities Through Learning is a publication of the Canadian Commission for UNESCO and does not necessarily represent the views of its members and partners. It is available in English and in French. An electronic version can be obtained at the following address: www.adultlearning.unesco.ca.

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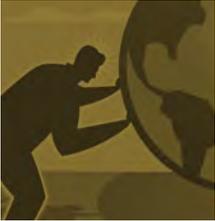
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#1

CANADA JOINS THE INTERNATIONAL MOVEMENT FOR ADULT LEARNING THROUGHOUT LIFE



For the first time in Canada, International Adult Learners' Week, September 8 to 14, 2002, will be marked by governments (federal, provincial and territorial) and non-governmental organizations, in partnership with the Canadian Commission for UNESCO. By doing so, Canada is joining an international movement of more than 30 countries in celebrating UNESCO's International Adult Learners' Week.

A common message

International Adult Learners' Week represents Canada's first step in a concerted effort to raise the profile 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 year-long movement

International Adult Learners' Week marks the kick-off to a year-long campaign. In adopting a decentralized structure for the event, the Canadian Commission for UNESCO and its government and non-governmental partners hope to encourage organizations at all levels to promote adult learning throughout life in conjunction with their activities at different times during the year.

Momentum is starting to build

International Adult Learners' Week in Canada is the keystone of a dual campaign to mobilize a broad network of organizations and to promote adult learning. The promotional campaign is targeted at both the media and the general public. Its objectives are to expand and encourage adult education, promote the joy of learning and awaken interest in pursuing learning activities. The mobilization campaign will rely on networking to reach adults and encourage them to participate in learning activities, wherever possible in their personal, professional, political, economic, cultural and social life.

A broad array of networks and agencies

Adult learning involves a wide variety of players, some of whom are already identified with adult education. Women's groups, grassroots and literacy organizations, work-related and educational institutions are already explicitly committed to adult education. The adult education connection may be less obvious in the fields of culture, health, environment, leisure, the media and new technologies, human rights and international cooperation, or with groups and organizations working with seniors, school dropouts, the disadvantaged, indigenous people, immigrants, persons with disabilities, prison inmates, refugees and the homeless. Yet these organizations also promote adult learning and are encouraged to join the movement for adult learning throughout life.

A movement across Canada

- Under the aegis of the Canadian Commission for UNESCO, partners from the provincial and territorial education ministries, the Council of Ministers of Education, Canada (CMEC), federal departments and agencies, and non-governmental organizations have been pooling their efforts in preparation for the launching of International Adult Learners' Week in September 2002. A number of activities are planned to mark the event and to promote adult learning as decided at the Partners' Meeting for the International Adult Learners' Week. (Partners' Meeting for the International Adult Learners' Week, Ottawa, May 8, 2002)

- The Council of Ministers of Education, Canada (CMEC) has officially announced that it will be marking International Adult Learners' Week, September 8 to 14, 2002, and that it will be working with the Canadian Commission for UNESCO and with non-governmental organizations in planning activities during the Week. (Press release, Toronto, April 10, 2002, www.cmec.ca)

- *Quebec Adult Learners' Week* will be held from October 27 to November 1, 2002. The Quebec government will spend \$1 million every year for five years for this event, under the continuing leadership of the *Institut canadien d'éducation des adultes* (ICEA). (Press release, Montreal, May 10, 2002, www.semaine.icea.qc.ca)

- As part of Canada's Innovation Strategy, Human Resources Development Canada (HDRC) has launched a consultation with its paper entitled *Knowledge Matters: Skills and Learning for Canadians*. Consultations are being held across Canada during the summer and the fall leading to an Innovation Summit in November 2002. (www.innovationstrategy.gc.ca)

- Non-governmental organizations (NGO's) are central to the mobilization campaign to celebrate International Adult Learners' Week at the grassroots level. At the working meeting of non-governmental organizations, the *Institut canadien d'éducation des adultes* (ICEA) and the Canadian Network for Democratic Learning (CANDLE), with the support of other participating NGO's, have agreed to provide leadership for the mobilization campaign in French and English communities. (Working meeting of NGO's on the Adult Learners' Week, Ottawa, October 1st, 2001)

#2

UNESCO, LEAD SPONSOR FOR INTERNATIONAL ADULT LEARNERS' WEEK



Adult Learners' Week received its official international launch in Hanover, Germany, on September 8, 2000, during the World Exposition. This event was the result of years of effort by non-governmental organizations and gave immediacy to the commitments made by the international community in favour of adult learning throughout life at the 5th International Conference on Adult Education in Hamburg, in 1997, and the 30th UNESCO General Conference in 1999.

The decision to proclaim International Adult Learners' Week was adopted by the 186 Member States of UNESCO, including Canada, during the 30th General Conference in 1999. The resolution was presented by a coalition of Member States that were already celebrating such a week (United Kingdom, Jamaica, Australia and South Africa), and invited Member States to undertake activities in favour of learning throughout life, including giving their support to International Adult Learners' Week. The week is held in conjunction with International Literacy Day and will help to strengthen ties with the broader adult education movement.

The proclamation came as a follow-up to the 5th International Conference on Adult Education, sponsored by UNESCO, at which 130 Member States, including Canada, adopted the Declaration and Agenda for the Future in which they committed themselves "to promoting the culture of learning through... the development of a United Nations Week of Adult Learning" (Article 26, Hamburg Declaration, 1997).

The UNESCO Institute for Education is taking the lead in this initiative and maintains a worldwide Web site on International Adult Learners' Week. (www.unesco.org/education/uie/InternationalALW)

An invitation to celebrate adult learning

Adult Learners' Weeks around the world are celebrating the joy of learning in all its forms and in all settings. They promote the idea of learning throughout life and give special emphasis to adults so that they can express their learning needs, explore the many learning possibilities and experience the joy of learning. Activities are not limited to government initiatives, and many of them are being pursued in partnership with civil society and the private sector.

To find out more

Consult the documentation from the 5th International Conference on Adult Education (www.unesco.org/education/uie/confintea) and the discussion kit *Renewing our Vision of Adult Education*, produced by the Canadian Commission for UNESCO (www.unesco.ca/english/Education/main.htm).

A NEW WAY OF GIVING VOICE TO ADULT LEARNERS

A key player's point of view

Paul Bélanger, President of the International Council for Adult Education (ICAE) and Secretary-General of the 5th International Conference on Adult Education (Hamburg, 1997).

During the worldwide economic downturn of the 1980's it became clear that if governments and education systems were establish the conditions for adults to exercise their right to learn throughout life, millions of adults would have to express their demands directly. It also became clear that if thousands of women and men could publicly demonstrate by personal example that it is possible for adults to learn, it would inspire the reluctant holdouts to enter the learning society.

The first initiatives to hold an Adult Learners' Week in United Kingdom were so successful that the example was soon followed in the Caribbean, in South Africa, in Scandinavia and in Switzerland. The 5th International Conference on Adult Education in Hamburg in 1997 confirmed the importance of maintaining this momentum. The UNESCO Institute for Education (UIE), with the support of the English association, National Institute of Adult Continuing Education (NIACE), took the lead in extending the Adult Learners' Week initiative to all continents, and in particular to the Americas, where it remains to be further developed.

This initiative, and the spirit behind it, reflected a new political movement that sought to go beyond the conventional approach and the limited focus of pressure groups. 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. The acid test comes when thousands of women and men are willing to say what this new intellectual adventure means for them, when hundreds of business or community organizations do the same thing, and when millions of individuals discover that it is possible to learn throughout their lives.

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 to their experience and even more adults are telephoning, writing and making contact to pursue their personal development in a thousand different ways. We also note a deepening and spreading conviction about the many advantages that flow from a generalized and continuous strengthening of the capacity of individuals and groups within a society to take action.

Looking at the way these Adult Learners' Week have unfolded, listening to adults tell their stories, reading reports on the thousands of telephone calls and requests for information received by organizations and at information booths, one gets a simple but profound impression: that thousands of women and men have rediscovered their dignity and are beginning to dream, wide awake, about their development and to see with satisfaction that others also believe in their creative potential, whatever it may be. And this newfound dignity also has tremendous meaning for the development of our collective intelligence, whether in the economy, in forms of citizen participation or in the quality of everyday life.

#3

THE MANY OPPORTUNITIES FOR ADULT LEARNING



The report to UNESCO from the International Commission on Education for the 21st Century, also called the Delors Report, proposed that education for children, youth and adults should be organized around four pillars: learning to know, learning to do, learning to be and learning to live together. As the International Commission saw it, learning throughout life means not only pursuing these four kinds of learning but also equipping oneself with the means to participate in a swiftly changing world, to develop and improve one's skills, to keep abreast of scientific discoveries and learn how to use them, to understand one's past and its influence on the present and future, to discover the wealth of other cultures and to come to terms with problems in everyday personal and professional life.

Opportunities for learning present themselves throughout our existence. Whether we are speaking of adults aged 18 or 88, whether they have a job or not, they learn for personal, family, community, professional and other reasons. Here are some accounts from adults in various circumstances who have taken part in the broad movement for adult learning throughout life. Their real names have not been used to protect their privacy.

Adapting to a new environment

Jadranka was born in the former Yugoslavia and has been living in Québec City for the last seven years. Now 42, she is a pastry chef in a restaurant in the Old City. Yet before she could undertake training in this field she had to master French. It took her six months of courses for newly-arrived immigrants and another three months of practice for her to be comfortable in the language. Then, almost immediately, an

officer from an employment assistance programme suggested that she sign up for a pastry-making course that she could take without cost. So she enrolled for one year of vocational training that led directly to a job offer. *"That was my big break! I've gone from being a student to spoiling customers with my dessert creations. I love the job!"* To judge from her smile, Jadranka is happy with her new identity.

Dealing with changes in life

Cindy's husband died at the age of 39, leaving her to cope with caring for Mary, her five-year-old daughter. *"At that time I was running a day-care centre at home, but I knew that would not pay enough to guarantee a future for my daughter. It was in a bereavement support group that I got the idea of going back to study. The doors were wide-open but I was confused: grammar had been a real headache for me when I was in school",* says Cindy. *"So I took some aptitude tests and on that basis I decided to go into computer repairs",* she adds. Today, our 36-year-old computer technician sets out on the bus every morning to go to work. She does not hide her enthusiasm. *"That one-year college course I took revealed some abilities I had never suspected. And now I have a long-term means of livelihood",* she says. Along with her technical qualifications, she has also enhanced her self-esteem.

Broadening learning opportunities

Barbara has travelled widely and has always been very eager for personal development. *“When I worked as a senior employment equity advisor in the federal public service I attended training sessions every year that helped me to rekindle my enthusiasm for my work”*, says Barbara. *“For me that was worth its weight in gold. It helps me to update and discover new paths.”* After leaving the public service, Barbara spent four years as a community worker in Central America. There she found other opportunities for personal development. Since her return home, Barbara continues to broaden her horizons as a therapist and human resources consultant. *“For my 50’s, I expect to live a very full life”*, she says.

Sharing knowledge

Carlos was a champion soccer player in his home country, Greece, and he has now become a coach at his son’s school in Canada. It was during practice sessions with other adults on Sunday afternoons that Carlos, who is in his 30’s, decided to put his expertise to work for youngsters in his neighbourhood. The municipal recreation coordinator supported his efforts and gave him a coaching position, where his skill is greatly appreciated. *“It’s so much fun serving my community. And sometimes the city invites me to training sessions. I am learning all the time. And I think I have become a better father”*, he says.

Realizing a dream

Immaculée, who grew up in Africa, tells a similar story since she enrolled here in university sociology studies. *“It’s kind of a two-sided experience. I have my life as a student and as a mother sitting every day in a classroom with young people. Now I can appreciate better what my three young children are going through at school and what they will have to face later in university”*, she says. It is not

easy to juggle family life and university studies at the age of 38. But Immaculée has no complaints. *“I owed myself something. After finishing my classical education in Africa, what I wanted most at the time was to continue my studies, but my father could not afford the cost. Thanks to the flexible programmes available for adults, I have done very well and I have really blossomed”*, she says with a smile.

Learning in daily life

Philip finds inner peace by improving himself. *“Every fall I enrol for a series of concerts and conferences. Now that I have learned to learn I don’t know what I would do without it. All the subjects are exciting and I get to meet lots of interesting people.”* Philip left the workforce at the age 42 for health reasons and so over the years he has had to create new interests as a focus for his life. He scoured art books to furnish his home with antiques, then he turned to period picture frames and started collecting jewellery boxes. And life would be unthinkable for him without the classical music that fills his home. At the age of 70, Philip recently offered a publisher the autobiography he had written, grammar book in hand. *“By remaining active, I don’t notice how time flies”*, he says.

To find out more

Consult the Report of the International Commission on Education for the 21st Century (www.unesco.org/delors) and the discussion kit *Learning Together Throughout our Lives*, produced by the Canadian Commission for UNESCO (www.unesco.ca/english/Education/main.htm).

#4 ADULT PARTICIPATION IN EDUCATION AND TRAINING ACTIVITIES



More than one adult in four takes part in education and training activities. In 1997, close to 28 % of adults in Canada participated in education and training activities. Three-quarters of them took a course or a programme for job-related reasons.

Adults participate less than before but they spend longer hours learning. During the 1990's the adult participation rate declined slightly. At the same time, the mean number of hours spent in adult education and training per year rose steadily, from 149 hours in 1991 to 209 hours in 1997.

Relevance of education and training. More than 60 % of adults who took courses think that it is useful in their work or their personal life.

Adult participation is higher in provinces west of Québec. With the exception of Nova Scotia, the 1997 adult participation rate in education and training activities was highest in the provinces west of Québec. Participation rates ranged from 18.6 % in Newfoundland to 31.9 % in British Columbia (Table 1).

Table 1
Percent of adults participating in education and training

PROVINCE/YEAR	1991	1997
Newfoundland	18,8	18,6
Prince Edward Island	21,6	22,2
Nova Scotia	22,9	28,8
New Brunswick	19,5	23,4
Quebec	27,4	20,6
Ontario	29,3	30,8
Manitoba	31,3	27,6
Saskatchewan	27,7	28,0
Alberta	35,8	31,1
British Columbia	30,5	31,9
Canada	28,9	27,7

Source: Statistics Canada (2001), *A Report on Adult Education and Training in Canada: Learning a Living*, Ottawa.

Factors in participation

Sex • The participation rate is quite similar for men (27 %) and women (29 %). Women receive less employer support than men, however, and consequently have to rely more on self-financing.

Age • The youngest age group, 17-24, demonstrates the greatest time investment in education with an average of 451 hours compared to 49 hours for those aged 55 to 64. The participation rate for the 55-64 age group decreases sharply, to 15 %.

Level of schooling • An adult with a university education is 7.5 times more likely to participate in education and training activities than one who has not completed high school.

Employment status and size of firm • People who have a job participate more (29 %) in education and training than those who are unemployed (20 %). Employees of mid-size and large firms are twice as likely to receive employer support as are those working for small businesses.

Type of employment • Workers in public services, public administration and finance are three to four times more likely to receive employer-supported education and training than are construction workers. Self-employed people participate less than those working for an employer. Among people in professional and management positions the odds of obtaining employer support are 2.6 times higher than they are for blue-collar workers.

Obstacles to participation

The factors for participation discussed above can also be regarded as obstacles to participation in adult education. For example, having little schooling or working in certain kinds of jobs reduces the likelihood of participation, as does older age or unemployment. There may be other barriers as well:

Attitude to education and training. More than 40 % of adults feel they have no need for further education and training. Of the 60 % who say they are interested, only half actually participate in education or training.

Lack of time. Nearly 60 % of those who would like to take a course are unable to fit it into their schedule.

Family obligations. This is more of an obstacle for women (26 %) than for men (15 %). The same is true for child care (17 % versus 4 %) as an impediment to education.

Education and training costs. About 40 % of adults who would like to take a course have not done so because of high costs and lack of financial resources.

Timing and location. 40 % of adults experience difficulties with the timing and place at which education is offered.

International comparisons

A number of comparative international surveys of adult learners have been conducted (Table 2). They show that Canadians stand at about the average among industrialized countries.

Table 2
Workers taking employment-related training (aged 25 to 54 years) 1994-1995

	Participation rate (%)	Mean hours per worker
Australia	44,6	61,3
Canada	37,7	41,1
Germany	20,0	40,5
New-Zeland	49,1	69,0
Sweden	55,5	ND
Switzerland	33,0	11,3
United Kingdom	58,0	52,1
United States	48,8	46,6
Unweighted mean*	37,1	41,5

Source: OECD (1999), Training of Adult Workers in OECD Countries: Measurement and Analysis, *Employment Outlook*, June (p.133-175), Paris.
* Includes data for Australia, Belgium (Flanders), Canada, Germany, Ireland, the Netherlands, New Zealand, Poland, Sweden, Switzerland, the United Kingdom and the United States.

Statistics on adult learning

The available statistics relate primarily to adults participating in structured education and training activities. There is little information on adults who learn by themselves, by observation, self-training, through volunteer activities, browsing on the Internet, with help from colleagues at work, etc. According to a 1998 survey by the Research Network on New Approaches to Lifelong Learning (NALL), adults spend several hours a week on unstructured learning activities. Moreover, it seems that adults who have done some learning by themselves encounter fewer obstacles when they come to register for structured education or training.

To find out more

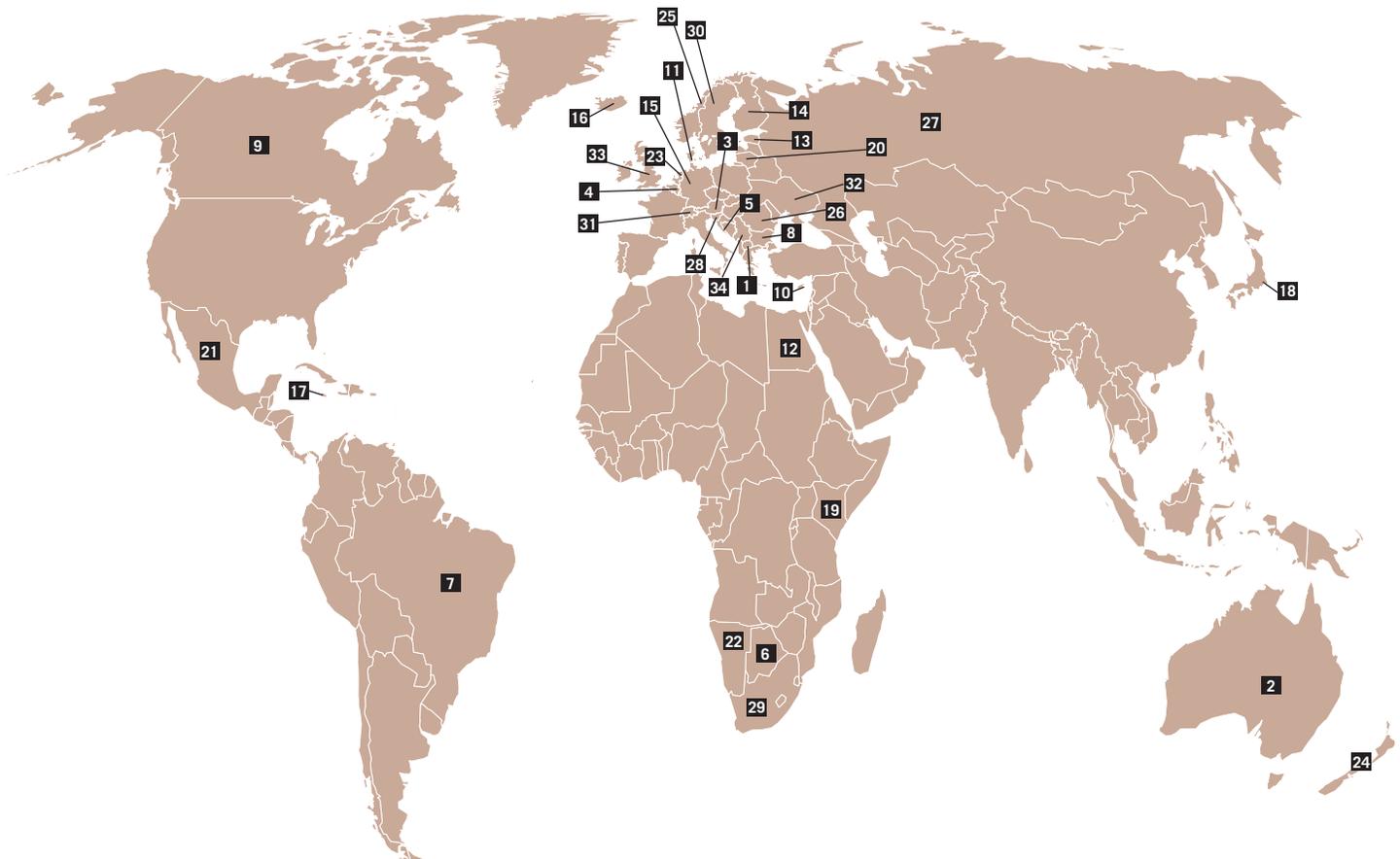
Consult the Web sites of Statistics Canada (www.statcan.ca/english/IPS) and Human Resources Development Canada (HRDC) (www.hrdc-drhc.gc.ca/sp-ps/arb-dgra), which include published studies on adult education and training.

#5 **LEARNING FROM EXPERIENCE IN OTHER COUNTRIES**



More than 30 countries on all continents are holding an Adult Learners' Week.

- | | | |
|------------------------------|---------------|-------------------------------|
| 1. Albania | 11. Denmark | 23. Netherlands, The |
| 2. Australia | 12. Egypt | 24. New Zealand |
| 3. Austria | 13. Estonia | 25. Norway |
| 4. Belgium
(Flanders) | 14. Finland | 26. Romania |
| 5. Bosnia and
Herzegovina | 15. Germany | 27. Russia
(Federation of) |
| 6. Botswana | 16. Iceland | 28. Slovenia |
| 7. Brazil | 17. Jamaica | 29. South Africa |
| 8. Bulgaria | 18. Japan | 30. Sweden |
| 9. Canada | 19. Kenya | 31. Switzerland |
| 10. Cyprus | 20. Lithuania | 32. Ukraine |
| | 21. Mexico | 33. United Kingdom |
| | 22. Namibia | 34. Yugoslavia |



South Africa

South Africa celebrated Adult Learners' Week for the first time in 1996, and was the pioneer among African countries in this respect. Its seven provinces organize their own activities, while exceptional achievements by adult learners are recognized at a national ceremony. In 2002, Adult Learners' Week will stress the idea of opening doors to learning, to encourage the personal and professional development of South Africans and to foster a culture of learning throughout life.

Australia

www.adultlearnersweek.org

Australia held its first Adult Learners' Week in 1995, to promote and encourage learning throughout life. The 2002 event is focused around two campaigns devoted to the importance of learning. The "internal" campaign is addressed at the "converted", encouraging them to share their experience with adults who are not yet involved in learning. The "outreach" campaign is targeted primarily at men over 45 years of age in rural areas and remote regions.

Russian Federation

www.adweek.cv.ua

The first Adult Learners' Week was organized in January 2000, in the form of a Mobile International Institute. Travelling on a special train across the country from West to East, Russian and European experts shared their experience with more than 100 organizations, education centres and specialized institutes in cities all along the route. In 2001, a Volga River cruise allowed Russian experts in adult education and those from other countries to discuss successes, problems and new approaches to education systems in different regions of the world. In 2002, Russia and Ukraine are coordinating their activities and the Week will conclude with an international meeting of education experts, devoted to quality of education and quality of life.

United Kingdom

www.niace.org.uk/alw/default.htm

As the birthplace of the international learning festivals movement and the first European country to celebrate Adult Learners' Week, the United Kingdom is marking its 10th anniversary of Adult Learners' Week in 2002. This anniversary is an important milestone for the National Institute of Adult Continuing Education (NIACE), which is organizing the event. A major part of the activities will be devoted to recognizing learners through awards to individuals, groups and families. NIACE has established partnerships with the private sector, political parties and the media. After ten years, these celebrations are bearing fruit, and the adult participation rate in education and training activities has risen by 5%. In 2002, Adult Learners' Week will focus on the themes of learning and citizenship, arts and culture, the environment and rural learning.

Switzerland

www.alice.ch

Since 1999, the Swiss Federation for Adult Learning has been sponsoring an education festival. In 2002, the festival is offering a trade show for adult and continuing education, designed to attract people of all generations and give them a chance to familiarize themselves with the world of continuing education. The festival emphasizes new technologies and raises important issues about unequal access to these technologies, the role of computers in teaching and learning, and both the potential and the limitations of the Internet for exchanging knowledge.

#6

JOIN THE MOVEMENT FOR ADULT LEARNING THROUGHOUT LIFE



International Adult Learners' Week is more than an event to celebrate. It is a movement for learning throughout life and it goes on all year. Join the movement launched by UNESCO and celebrate adult learning throughout life.

Post your activities on the calendar

A regularly updated calendar available on the Web site provides a place where you can post your activities relating to International Adult Learners' Week and the movement for adult learning throughout life. Every time you organize an activity, simply fill in the form on the Web site of the International Adult Learners' Week at: www.adultlearning.unesco.ca or send it to the Canadian Commission for UNESCO. Your activities will be posted on the calendar.

1. What is the title of the activity you are organizing to celebrate adult learning?
2. Where will the event take place?
3. Who are the target publics?
4. Beginning and closing dates of the activity.
5. Provide a brief description of the activity.
6. Provide a brief description of the expected results.
7. Give the name of your organization and identify a contact person, with coordinates.
8. Provide names of any partners associated with the event.

Learn about activities all over Canada

Follow our Web site all year-long for news on International Adult Learners' Week.

Publicizing results

When the activity is over and the evaluation has been done, we invite you to contact us again to tell us about the results. A special form is available on the Web site for transmitting these results.

Adopt a declaration in favour of adult learning throughout life

The Canadian Commission for UNESCO encourages governments and non-governmental bodies to associate themselves officially with International Adult Learners' Week and to join the movement for adult learning throughout life by adopting the declaration on the following page. This declaration is based on Articles 9, 26 and 27 of the Hamburg Declaration adopted by Member States, including Canada, at the 5th International Conference on Adult Education (Hamburg, 1997).

Once your organization has adopted this declaration, fill in the form on the Web site or send it to the Canadian Commission for UNESCO, which keeps a list of all organizations in Canada that have officially committed themselves to the movement for adult learning throughout life. The list is available on the Web site at: www.adultlearning.unesco.ca.

DECLARATION IN FAVOUR OF ADULT LEARNING THROUGHOUT LIFE

It is essential that the recognition of the right to education throughout life should be accompanied by measures to create the conditions required to exercise this right. The challenges of the 21st century cannot be met by governments, organizations or institutions alone; the energy, imagination and genius of people and their full, free and vigorous participation in every aspect of life are also needed. Youth and adult learning is one of the principal means of significantly increasing creativity and productivity, in the widest sense of those terms, and these in turn are indispensable for meeting the complex and interrelated problems of a world beset by accelerating change.

Convinced of the necessity of adult learning, we pledge to ensure that all men and women are given the opportunity to learn throughout their lives. To achieve this, we will forge extended alliances to mobilize and share resources in order to make adult learning a joy, a tool, a right and a shared responsibility.

We are determined to ensure that learning throughout life will become a reality among us. To that end, we commit ourselves to promoting adult learning throughout life by joining in the celebrations of International Adult Learners' Week.

Adopted at the meeting of the _____
(name of body adopting the declaration)

Of _____
(name of organization)

On _____ (date) _____ (place)

Certified by _____ (name) _____ (function)

Signature _____