

## Cooking up a food literacy course

**It's Thursday afternoon at the Cheltenham Community Centre and the place is abuzz. Women from a range of cultural backgrounds mill around then take their places in the kitchen. Today's teacher is Mary, an Indonesian woman who's been in Australia for six years. Normally shy, today Mary is taking charge, setting out her ingredients for her cooking demonstration.**

As Mary prepares and cooks her meal students ask questions, admire her handiwork or make suggestions on how to make the meal healthier or more nutritious by substituting butter for oil or swapping salt for spices.

Her pupils are women from Iran, Iraq, Afghanistan, Egypt and Morocco who've come together at the centre to learn about food shopping, cooking and healthy eating in Australia.

Also in the class are Lynn Field and Liz House, from Flinders University and Sophia Katari, Community Development Worker from the Muslim Women's



Liz House and Mary making chicken pandang curry

Association who between them cooked up this course on healthy eating and food literacy for CALD communities. The six fortnightly workshops, which ran at both Cheltenham and Kilburn Community Centres in South Australia in 2012, are part of a food literacy pilot project developed by Healthy Eating Local Policies and Programs (HELPP) at Flinders University.

Lynn says it was important to identify the needs of the women involved before planning the

classes. They ran focus groups with participants before the course began to find out what they wanted to know.

'There was a lot of confusion about label reading, for example. "What did all the numbers mean?" Food storage was an issue too. If you come from a country where you shop every day to one where you shop every week, learning how to keep food and stop it from spoiling is a new skill. Then there were health issues. Many had

### In this issue

Cooking up a food literacy course

Message from the CEO

Learning opportunities popping up all over

Adult learning journal advances debate

10 steps for pricing courses

Unearthing stories of the past

On the right path for adult learners' week

Joining forces ensures conference success

Bridges and barriers to adult education in the bush



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# Message from the CEO

One of the challenges of advocating for adult education is that adults are complicated; their behaviours are not always rational and they don't learn in a linear or predictable way. Advocacy is made more complex by the fact that most of the people you meet in government have had a very good and uncomplicated education themselves.

It can be hard for someone who has followed a linear education path marked by feelings of success and achievement to understand why others don't take advantage of the standardized, institutionally delivered options in front of them. And if they do understand this, the culture of risk aversion that permeates most policy environments makes it extraordinarily challenging for policy makers to support localized, non-formal and informal community based learning.



There is a quote that I really like from Sue Shore from a 2010 Paper to the AVETRA Conference that sums it up: "Literacy is socially situated, culturally constituted and actively mediated by the local everyday demands of work and life. Like it or not, uses of literacy and numeracy cannot be generalised across cultures, nor taught as isolated technical

skills (even though they can be taught as distinctive routines or procedures). Meanings depend upon the social context in which they are embedded."

The recent ACE Aotearoa / ALA Australasian conference was an energizing experience for me for a number of reasons, but most notably because we heard from three mature, thoughtful and pragmatic policy makers, from three different countries and all three returned similar messages about the need for learning that emanates from families and communities.

Dame Iritana Tawhiwhirangi, is a Maori leader and champion of Maori language education. Dr Michael Omolewa is a former Ambassador and Permanent Delegate of Nigeria to UNESCO. Tony Dreise is a Kamilaroi (\*Gum-ill-roy\*) man and PhD

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This project is supported by funding from the Australian Government under the Chronic Disease Prevention and Service Improvement Fund.

Scholar at the Australian National University's Centre for Aboriginal Economic Policy Research with extensive experience in education and indigenous policy. Despite the vastly different environments that these three presenters talked about, there were remarkable synergies between their messages and also, thankfully, with ALA's key policy platform.

I encourage you to read our Policy Platform entitled Australia Votes 2013 – ALA Policy Positions available here: <https://ala.asn.au/policy-representation/submissions/>

**Sally Thompson, CEO**



Sharing and enjoying one another's cooking

(continued from page 1)

deficiencies in vitamin D, calcium or iron that they wanted advice on supplementing.'

Using the women's questions as a blueprint and addressing the broader goals of the HELPP project, Lynn and Liz devised a six week program that covered topics including

preparing frozen and canned foods, safe handling and storage of food, teeth health for children and general principles of healthy eating based on the Australian Dietary Guidelines.

Each week after the meal was over, the class discussed ways of making healthier food

choices and alternative cooking techniques and Lynn offered nutrition education around a specific topic. Understanding the context in which the participants were learning was important, Lynn says.

'Some of the women had low English skills, others had low or no literacy in any language so we had to use teaching materials that were very pictorial. Our class was in the afternoon, and often the women had done a craft or an ESL class beforehand so we had to make our course engaging and active because the women had been there a few hours already. They had small children running round while we were working and we had to keep an eye on the clock because most of them had to leave in time to pick up older children from school. The course we designed had to be simple, easy to understand, engaging, fun - and not too long.'

Each session a different woman would plan, shop and cook for the entire group with a budget of \$30 to feed ten people. For some, shopping for food was a new experience as it had been a role delegated to their husbands. For others, handling money and keeping receipts was a challenge. But Sophia says, all of them managed.

Each woman's meal was a demonstration not just of her culture and tradition but a chance to demonstrate her expertise, something which would build confidence and self esteem.

Lynn is very pleased with the result. 'We really noticed changes week by week in the food they cooked and the ingredients they brought along. They started using less oil and salt in their cooking and

making healthier food. They asked lots of questions and got really involved in discussions. They really took it on board.'

Sophia knew the class would be a success. 'These women love to cook and show off their skills in the kitchen.' For Sophia, classes like these are steps on the path away from social isolation to increased involvement in the community. Women make new friendships, take part in more activities, and build both their language skills and sense of confidence. They also help women to reduce their own and families' risk of diabetes, which is more prevalent in some migrant and refugee groups than among the Australian born population. 'Many of the women bring their daughters to the classes and they are taking this knowledge home to their families.'

Lynn recently ran a workshop on food literacy for CALD workers that had a 'phenomenal response', booking out in just ten days and with a long waiting list.

She's developed teaching materials designed for people with no nutritional background to deliver and has developed a step-by-step guide for presenters, including session outlines, activity sheets, flipcharts and other course materials. The six modules are now available online at: [www.flinders.edu.au/medicine/sites/help/](http://www.flinders.edu.au/medicine/sites/help/)



Mary and Lynn Field assembling cold rolls.



# Learning opportunities popping up all over

If you keep your eyes open in the City of Knox in Melbourne's eastern suburbs, you're likely to come across an excited group of learners in the unlikelyst of places. Whether it's beekeeping in a disused shop or upcycling at the local transfer station, adult learning classes in Upper Ferntree Gully and surrounding areas are popping up all over.

They're free, open to all and tutors running the classes have no idea when they show up with their equipment exactly how many students are coming.

Pop up classes are the brainchild of Leanne Fitzgerald, Coonara Community House Manager who says the idea 'just popped into my head' after a planning session with colleagues.

'We were trying to think of ways to get businesses to notice us and challenge perceptions of adult learning.'

Given the success of pop up businesses – where businesses take advantage of empty buildings to open a short term pop up shop – the idea of offering classes along the same



Upcycling class at the Knox transfer station

lines seemed to make sense.

Leanne was right to trust her gut instinct. Since pop up classes began in January this year, they've already been 'a phenomenal success', gaining the attention of local councils, businesses, the media, and a diverse range of learners.

Leanne was confident the idea would hit a chord, but even she's been surprised by its success. 'We've had an absolutely brilliant response.'

Apart from upcycling and beekeeping, classes in first aid, car checks, and photography, digital literacy have also run in lunchrooms, mobile libraries, disused shops and caravan parks.

The aim was to challenge the idea that adult learning had to take place in particular venues, at a fixed time.

Leanne believes the secret to its success is that 'everyone wins'. 'For the real estate agencies helping us find empty spaces it's a marketing and promotion opportunity, for our centres it's reaching an often to hard-to-

reach demographic on their own turf. For the learners, it's a chance to gain new skills, meet new people and do something fun and engaging at a time and place that suits them.'

The spontaneity and surprise of finding classes being offered everywhere from the local tip to the local café has drawn new customers and clients who would not necessarily do a course at a neighbourhood

house Leanne says. People's preconceived ideas about adult education are challenged and barriers that might stop people taking part crumble.

'It excites people. It's not classroom learning and the way we're offering it forces people to rethink – "Hey, maybe I don't know all there is to know about Adult Learning".' As a bonus, she says, because the classes are often one off and no booking is required, 'there's no strings, they don't have to commit'.

Leanne's noticed the same re-evaluation happening in the local business community. 'We tapped into something that resonated with local businesses and they've looked at us again with fresh eyes.'

As a result, they've been approached by a number of local businesses who've said their staff want to participate. Classes in car safety checks, tackling bullying, and resuscitation techniques have popped up in carparks and staff canteens.

'Ninety nine per cent of blokes have never been to a neighbourhood house. But by



offering an automotive course where we teach simple car safety checks in a workplace carpark at lunchtimes we reach a whole new audience.'

The demand for different kinds of classes than those traditionally offered has meant Leanne has had to source new trainers. For example, no one on her current team could teach beekeeping or CPR so part of her role is to source people who can. Apart from the fact that trainers don't know how many people might show up to their class – 'it defeats the purpose to tell people they have to book' – Leanne says trainers 'really enjoy' the work.

The fact that the program is innovative and novel and that one of Leanne's volunteers has strong marketing and promotion skills has helped to get them noticed. The pop up classes

have been featured in the Age as well as on ABC Radio. Leanne says their centres pride themselves on their relationship with journalists and an active social media campaign.

Leanne says the pop up classes success is a result of a long tradition of teamwork that's been adopted from the very start by the five centres in her local government area (LGA).

'The secret has been working with other learning centres in the area, collaborating rather than competing to serve the whole LGA so that serving the whole community has benefited us all. Working together has strengthened our reputation and established our credibility with both local and state government.'

With such a strong partnership, Leanne said, the other



Beekeeper Kate Schenck holding frame used to collect honey

ingredients were resources and enthusiasm. 'All we needed to get started was a little bit of money and a model that excited people.'

[www.facebook.com/pages/Pop-Up-Learning-in-Knox/550565928307998?fref=ts](http://www.facebook.com/pages/Pop-Up-Learning-in-Knox/550565928307998?fref=ts)

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# Adult learning journal advances debate

**Dr Tony Brown, the new Editor of the *Australian Journal of Adult Learning* (AJAL) and Senior Lecturer in Adult and Organisational Learning at UTS finds being in a roomful of adult learners inspiring. 'It's very creative and exciting especially when you've got a room full of people who are firing on all cylinders. You can't teach without learning.'**

It's appropriate that someone so enthusiastic about adult learning is also editor of a leading journal in the field.

The *Australian Journal of Adult Learning* (AJAL) was founded in 1961 and has been published 3 times a year for the past 52 years.

What makes AJAL unique as an academic journal, Tony says, is that it has both a peer-reviewed and a non-refereed section, where ALA members can continue to express their opinions, share their experiences and have a voice.

Tony's experiences in adult learning have taught him the importance of this dialogue. After university and a brief stint as a clerk in the public service he began work as a researcher with a trade union at a time when the Australian awards system was being modernised and career progression became linked to workers learning new skills and gaining qualifications.

Tony subsequently joined the newly established NSW Board of Adult and Community Education and observed first hand the process in which community education was invited to be part of a more formal education system (VET).

'It was like two worlds,' Tony says. 'Community education at that time was entirely non accredited and non standardised and here it was being offered

entry into a new system, one which was the opposite, and one which offered entry with certain conditions and requirements attached.'

The community education sector was divided into those that felt the new system would corrupt the old, and those who saw it as an opportunity. It's these kinds of debates, Tony says, that contribute to the health of the field. And a journal like AJAL plays an important role in publishing articles that advance debates over theory, history and new practices in adult learning.

Ideally Tony would like AJAL to be the sort of journal that governments look to when they're developing policy. In the meantime, the journal's role is to advocate and educate.

'We need to talk about and celebrate the contribution learning makes in our lives and how it has great health, social and psychological benefits. It doesn't just take place in the education system but in community groups, in libraries, museums, workplaces, migrant centres and health services.'

He hopes during his stint as editor that the journal will look beyond national boundaries. 'Adult education and adult learning is an international field. Experiences in non formal settings are both similar and different across countries and I'd like to encourage conversations



Dr Tony Brown

and connections with people from our region, for example, people in Hong Kong, Korea and China writing for AJAL as well as people in Australia.'

True to his word, the first two issues Tony's edited so far include papers about or from New Zealand, Montenegro, Canada, Denmark, and Europe, in addition to Australia.

The next issues of *Australian Journal of Adult Learning* is due out in July.

Members of ALA can search and access individual AJAL articles at [www.ajal.net.au](http://www.ajal.net.au).

Non-members can purchase individual AJAL articles from this website.

# 10 steps for pricing courses

Providers of adult learning are under increasing pressure to operate as a commercial business. Tim Symons, Manager, Short Course Operations at Melbourne's Centre for Adult Education shares his top tips for pricing courses.

## 1. Get to know your customers

This can be easy or difficult depending on where your centre is located. Go deeper than demographic information such as gender and age to find out what your potential students are interested in. You can use surveys or focus groups to ask people why they might come to your centre and what their learning needs are. Courses that match these needs are more likely to be a success.

## 2. Swap class interest registers for class waiting lists

Instead of developing a list of course topics and then trying to find people interested in enrolling, reverse the process. Identify people's interests, then develop a course to suit. Ideally you want a class waiting list, which is a sure sign that the course you're offering has hit the mark.

## 3. Identify who's holding the purse strings

Knowing where the funds are coming from to pay for your proposed class is important. It could be an individual or the government paying the whole cost or a mixture of the two.

Each brings different expectations to bear on what you offer. Don't assume your potential students won't be interested in paying. Pricing courses too low can lead to the perception that they are lower quality.

## 4. Analyse the market

Identify who else is offering courses like the ones you have in mind. You can use the Internet to find answers to questions that help you determine the likely success of your course and pick up tips on how other providers have done it.

## 5. Understand your competitors

Identify whom else you will be competing with by offering this course and how much they are charging. Try to determine how similar or different their offering is to yours.

## 6. Set a price

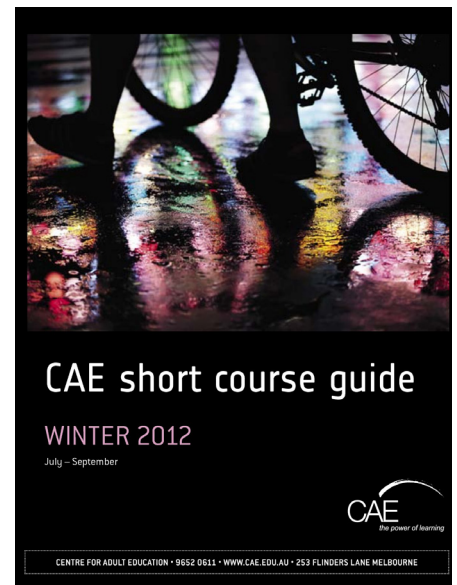
List the costs associated with running the class – staff, rent, advertising and promotion, products given to students, GST etc. Calculate how much you'd need to break even. If you want to make a profit on this class, set a target, then factor that into your calculations. Compare the price you've come up with against your competitors' costing.

## 7. Go to market

Use whatever tools you've got to reach your potential students. Use your usual methods of promotion – your organisation's website, social media, email lists, course guides and press releases. But also think creatively about how to reach your potential students in places where they gather.

## 8. Track progress

Check whether what you did worked and whether you achieved the goal you set yourself. If you didn't, investing time to work out why can be valuable for all staff involved.



## 9. Ask for feedback

By capturing client feedback – whether it's in class, through social media or by using incentives to encourage people to share their insights – you can gain valuable information that helps you make better plans and decisions next time round.

## 10. Be prepared to adapt

Organisations that thrive are those that adapt to change. It is possible to continue to provide social benefit to our communities while adopting a user pays system. It's a matter of balancing delivery of classes people want, with your organisation's goals of giving learners a voice and maintaining good quality programs.

These ten tips are based on a recent ALA webinar provided by Tim Symons, Manager, Short Course Operations, Centre for Adult Education, Melbourne.

A recording of this webinar is available to ALA members from the ALA website:

<https://ala.asn.au/professional-development/recorded-sessions/>

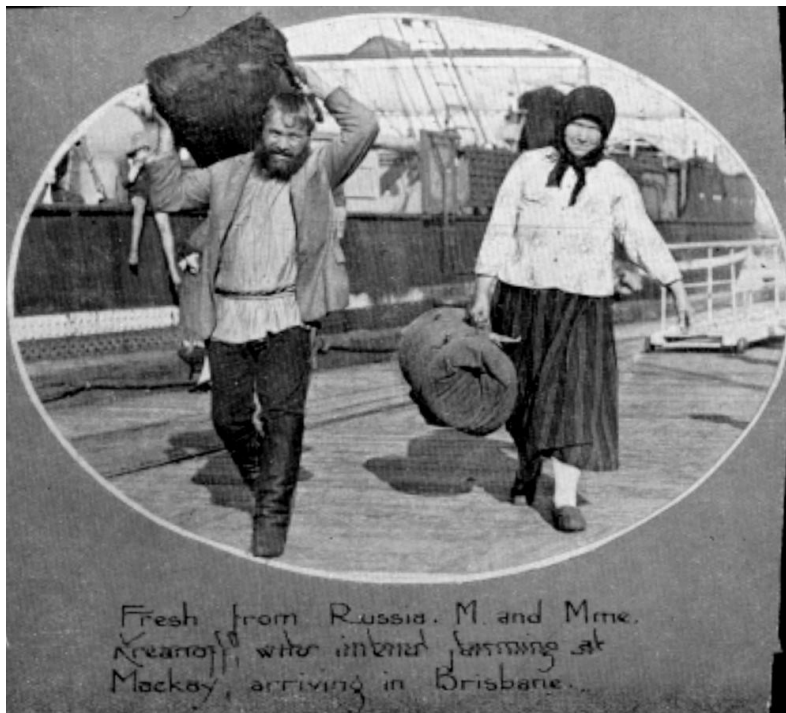
# Unearthing stories of the past

Just a few kilometres from Perth's CBD and a ferry ride away is the city of South Perth. Situated on a peninsula, South Perth is surrounded on each side by the Swan and Canning Rivers.

Around 46,000 people live in the city, which has pockets of both of high- priced housing along the waterfront as well as low-priced state housing. Curtin

University brings students and staff to the area and a large Aboriginal college, a growing multicultural population, and plenty of retirees, workers, young people and children make for a diverse community.

But a Family History Online class at the South Perth Learning Centre is drawing people from the other side of Perth as well as those from the local community.



centre and have run for around 20 years, developing technology offers new opportunities for people with an interest in local history and genealogy.

The centre has 1000 members, half of who are actively involved in the more than 70 courses run each term. Traditionally, most of the men and women attending

the centre are retired or work part time. But Lee-Ann's classes attract more than the time-rich retirees. Younger people, many of them working full time, are travelling to the centre from much further afield.

For Lee-Ann the deliberately small classes – six people maximum – include people who are technological beginners to the digitally savvy. A fascination with history can be a powerful motivator for people with low digital literacy, Lee-Ann says. And while others in the class might be confident with computers, they may be far less confident with the research skills required. But what they all have in common is a desire to unearth stories from the past.

While catering to people with such differing research experience and computer skills can be a challenge, Lee-Ann says, students are highly motivated and research can be a thrill.

The popularity of TV shows like *Who do you think you are?* that depicts historical research as sometimes exciting and always fascinating has fuelled interest in courses such as those offered at South Perth Learning Centre.

Tutor Lee-Ann Atkinson says the course attracts people who might be lapsed family historians who were previously unsuccessful at finding ancestors but have been given fresh hope by improved access to digitised records. Others are completely new to the process and are keen to learn how to track down the stories of their family, their home or a place.

South Perth Learning Centre which turned 26 this year, has a keen sense of its own history. The centre's logo is a picture of one the earliest buildings in South Perth, an 1835 mill built for grinding wheat and corn.

While family history courses have always been popular at the



Lee-Ann Atkinson, Family History Online



'We all have a story to tell and everyone's family history is interesting,' Lee-Ann says. 'And each story and each family, is different.' Tailoring the course to each person's interests is important. The first question Lee-Ann asks people is which geographical area, state or country they are interested in researching so she can tailor her teaching.

Another important aspect is helping people to be realistic and not to be discouraged. Lee-Ann says high profile shows like *Who do you think you are?* paint a romanticised picture of family research. 'These kinds of TV shows don't show you the behind-the-scenes work that goes into it, the non-stories that happened. And the research is handed to people by professional librarians.'

Advertising by commercial genealogy websites also downplays the often hard slog of finding information, Lee-Ann says. 'Tracing your family story involves more than just using the Internet. Only some records are available online and there are still so many historical records that are not digitised.'

Despite this, Lee-Ann feels conducting genealogical research has much to offer beyond the fascination and satisfaction of discovering stories of ancestors or places. Class members learn how to conduct research, use information technology, explore records and archives, assess the validity of their findings, and learn about social history and geography.

Teaching people the technological tricks involved is one part of the course, but developing patience and persistence is another. Historical research is a subject where many answers seem to lead to more questions, Lee-Ann says.

Not surprisingly, family history can re-ignite an interest in learning, especially for people who were disinterested or felt disconnected from the kind of history taught at school. Learning about the era in which family members lived and worked, discovering stories of migration and struggle can increase empathy and a sense of kinship.

Finding out the stories of family members and communities helps

people appreciate the events that have shaped their own history and surroundings.

'Finding out more about the past helps you to see the present differently,' Lee-Ann says.

This year National Family History week will run for the whole month of August [www.familyhistoryweek.org.au](http://www.familyhistoryweek.org.au).

Døde Mandfjøn.

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# ANTI-POVERTY WEEK

## 13-19 October 2013

Poverty and severe hardship affect more than a million Australians. Around the world more than a billion people are desperately poor.

The main aims of Anti-Poverty Week are to:

- **strengthen public understanding** of the causes and consequences of poverty and hardship around the world and within Australia;
- **encourage research, discussion and action** to address these problems, including action by individuals, communities, organisations and governments.

Last year, at least 600 organisations around Australia participated in more than 400 activities during the Week, with a total participation of more than 10,000 people.

- > **Why not organise a display, stall or award?**
- > **Maybe a workshop, lecture or forum?**
- > **How about a fundraiser, fact sheet or petition?**

For information and ideas, visit the website, or email [apw@antipovertyweek.org.au](mailto:apw@antipovertyweek.org.au) or call 1300 797 290

[www.antipovertyweek.org.au](http://www.antipovertyweek.org.au)

This is  
a week  
when we  
can all  
do something  
about  
poverty



# On the right path for **ADULT LEARNERS' WEEK**

Adult Learners' Week is a national celebration of the benefits of lifelong learning – in the home, at work and in the community – and a great opportunity to explore the many kinds of learning on offer to adults from all walks of life.

Every day across Australia groups, organisations, communities and individuals offer a range of adult learning opportunities including discussion groups, courses, classes, exhibitions, tours, training programs and tutoring to a diverse range of learners in all sorts of formal and informal settings.

Adult Learners' Week is a chance to promote, champion, inspire and educate others about the work you do.

This year Adult Learners' Week is from September 1–8 and the theme is 'Pathways: Learning takes you places'.

Perhaps your organisation has already started planning but if you are looking for ways to promote and celebrate adult learning and highlight its benefits then here are some ideas:

- Offer a special promotional activity such as an open day, or a display at work or in a community centre.
- Host a learning expo where

learners get a taste of what you offer.

- Hold a competition or award for an outstanding individual or program.
- Present a demonstration or performance of your learners' work.
- Label and promote existing learning activities as Adult Learners' Week events.
- Hold a competition or award a prize related to Adult Learners' Week.

Whatever your plans, make sure you register all your Adult Learners' Week events and activities on the Adult Learners' Week website's events calendar. If you 'Like' Adult Learners' Week on Facebook, you'll help to raise awareness of the benefits of adult learning while promoting your own organisation at the same time.

By organising and promoting Adult Learners' Week events and celebrations you help to:

- Recognise the achievements of outstanding individuals and innovative learning projects.

- Promote the positive benefits of learning as an adult for quality of life and health, family and friends, community and workplace.
- Inspire and encourage people to take up or extend their adult learning.
- Promote the work done in adult learning across Australia.
- Showcase the learning opportunities that adult learning organisations provide.
- Foster discussion and shape the debate about adult learning.

Adult Learners' Week is supported by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and is coordinated nationally by Adult Learning Australia.

Adult Learners' Week website and events calendar: <http://adultlearnersweek.org/>

Like Adult Learners' Week on Facebook: <https://www.facebook.com/pages/Adult-Learners-Week/121322604630835?fref=ts>





# Joining forces ensures conference success

The first combined Adult Learning Australia and Adult and Community Education (ACE) Aotearoa conference was held in Wellington New Zealand from June 18–20.

Over 150 delegates from across Australia and New Zealand gathered to explore the themes of 'Confident Communities' and the particular role adult education has in their growth and development.



Dame Iritana Tawhiwhirangi and Professor Michael Omolewa

and teaching and learning. Definitions of active citizenship were explored in a series of stimulating workshops. Different teaching and learning models with a host of different learners and communities offered a diverse picture of the state of adult education.

Conference Communications Manager Mary

Gavigan said the collaboration between the peak bodies in New Zealand and Australia had been a resounding success. She said there was a vibrancy about the conference that came from the sharing of ideas between adult educators in both countries.

All keynote presentations and conference papers will be available on the ACE Aotearoa website: [www.aceaotearoa.org.nz/](http://www.aceaotearoa.org.nz/)

argument for the empowerment of individuals, families and local communities.

Michael Omolewa, Professor of the History of Adult Education at the University of Ibadan, Nigeria presented a case study to demonstrate how community education can foster self reliance and assurance in village life.

In his keynote address, ALA Board member and Indigenous education and policy adviser Tony Dreise encouraged the audience to consider the role of lifelong and lifewide learning for Indigenous Australians.



The conference began with a pōwhiri or welcome ceremony after which Dame Iritana Tawhiwhirangi set the scene by describing her own experiences and made a compelling

The workshop program was organised around two themes – citizenship



Over 120 delegates from Australia and New Zealand

# Bridges and barriers in the bush

Adult Learning Australia and CQUniversity (CQU) recently partnered to conduct a one day forum 'Building Rural and Regional Communities through Adult Education'.

The forum was bookended by keynote addresses from Professor Barry Golding, ALA President and Professor Bronwyn Fredericks, Pro Vice Chancellor (Indigenous Engagement) and BMA Chair in Indigenous Engagement at CQU.

Barry outlined some illuminating facts about the adult education situation in rural and regional Australia including the following information:

- Most Australians live in capital cities or in the coastal southeast. There are few big non-capital cities and many small towns.
- QLD has many more people living in small towns and regional centres than other states.
- Queensland also has the most limited adult education system in Australia, and the least accessible TAFE and universities beyond the major cities.
- Transition of rural boys to tertiary study post-Year 12 is half that of rural girls. Transition of both genders is half as much as in capital cities.
- Regional university graduates tend to return to their region (as do most relocated city students).

Bronwyn outlined the particular

challenges facing Aboriginal and Torres Strait Islander adults in accessing education and the various initiatives being undertaken by CQU to assist with this engagement and transition in higher education. Some of the strategies included:

- Embedding Indigenous content to reflect an inclusive curriculum.
- Developing entry & assessment processes to help identify the 'best' pathway for Indigenous students to access CQU.
- Developing a Widening Participation Project for learners who are not yet ready for the Tertiary Preparation Program.
- Building better communication and alignment between the Indigenous Tertiary Preparation program and the mainstream Tertiary Preparation Program (known as STEPS).

The rest of the forum brought together people working in a diverse range of providers of community based informal and non-formal learning. We heard from presenters from the Queensland Men's Sheds Association, as well as a local shed, the Capricornia Community Literacy Program, the Sabaya Bellydancing group and the Rockhampton Community Garden. We also heard a range of snapshots of new research into adult education. The forum started a powerful conversation about adult education in Rockhampton. We hope to do the same in some other regional centres.



**Adult Learning Australia** INC

Lifelong and Lifewide Learning  
for All Australians

## About Quest

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