

ISSUE 2 WINTER 2002

ADULT LEARNING AUSTRALIA



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▲ Behind the scenes at the Adult Learners' Week Shoot in Leongatha, Victoria.

Adult Learning Australia Inc. (ALA) is the peak body for organisations and individuals involved with adult learning in Australia. ALA informs and fosters networks of adult educators; advises and lobbies government; promotes policy development; represents Australia on international education bodies; coordinates Adult Learners Week; and more.

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ALA also publishes the *Australian Journal of Adult Learning*, in April, July and November. ALA members receive this publication as part of their membership. Non-members may subscribe for \$66 (in Australia) or \$70 (overseas). Single issues are \$20 plus postage.



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FROM THE GUEST EDITOR BARBARA PAMPHILON



Helping with the production of this edition of the ALA newsletter as guest editor has really brought home to me the diversity of adult learning across the country, and indeed, as John Cross' article illustrates, across the world. And as I interviewed our new Executive Director, Francesca Beddie, at the National Office, I was further reminded of the contexts and settings of our work.

I wonder what members from around the country think when they read those words "National Office". Before I moved to Canberra, I pictured national organisations located in modern office blocks close to Parliament House, side by side with government departments and other national bodies. The reality for ALA and many other peak organisations is far from this.

Just like much of the work of our ALA member organisations, the National Office is located in a community space that is part of a school and adjacent to a small neighbourhood shopping centre comprising a supermarket and a few specialist small businesses. Next door is a church and meeting hall and behind, the playing fields of the primary school. Due to suburban demographic changes, the wing of the school has been reallocated for community use,

an interesting indicator of the shifting community needs for learning space allocation.

When you walk into the community wing, the first tenant is a ballet school and, depending on the time of day, there will be excited children and music cascading from the rooms. At other times there will be working bees of women sewing in the costume room, sharing their creative skills and learnings.

Next you pass a community access program for people living with disability. Their activity room can be equally active as participants learn social skills and undertake specialised programs. At other times staff will be undertaking training or working with the volunteers that support their clients.

Finally at the end of the corridor is HERDSA, the office of the Higher Education Research and Development Society of Australasia, whose work supports educators in the tertiary sector across Australia and our region. Here the buzz is from computers, faxes, e-mails and the information technology of our world.

And ALA? – an open plan office shared by the admin staff, (Margaret Bates, Phil Robson and a new staff member, Jenny Jankowski), a second shared space for Learning Circles (Mary Hannan) and Adult Learners'

Week (John Cross) and yes, just as in many adult learning settings even our Executive Director shares her space – with the library.

For me, such a location for ALA is highly symbolic, placed as it is in the midst of a rich and diverse learning mini-community that engages children, parents, workers, volunteers, special interest groups and businesses. Of course, I wish that each staff member had their own office with space for quiet concentration, but on the other hand located as they are, they are immersed in the real world of learning, from the informal to formal. No ivory towers here. And the staff have asked me to pass on the invitation that if you are visiting Canberra, drop in and see them, phone 02 6251 7933.

And now, on to the contributions in this edition – look out for the information on our next National Conference to be held in Hobart in August – a great chance to meet a wide range of people who support learning across our country. You will also find a new section in our newsletter on 'Learning Communities' – we plan that this feature will be an ongoing highlight in our future editions. ■

Barbara Pamphilon

MARGO COULDREY

Margo Couldrey is the new Director of Client Relationships at the Australian National Training Authority. Her responsibilities include managing the relationship between ANTA and ALA. Margo has a degree in Social Work and worked in the areas of juvenile justice and cross cultural counselling before moving into administration of state and federal human rights and anti-discrimination law. Prior to joining ANTA in 1999, she was Deputy to the Commissioner at the Anti-Discrimination Commission Queensland where she managed the complaint handling and community relations teams and directed policy development and community relations programs across the Commission's four Queensland offices. Before this she occupied a number of positions at the Commonwealth Human Rights and Equal Opportunity Commission in Brisbane.

Conscientious readers of the ALA newsletter will notice the absence of a special page devoted to the website. Instead we list here some useful sites:

LEARNING AND TRAINING FOR WORK IN THE KNOWLEDGE SOCIETY

This International Labour Organisation (ILO) report examines recent legislation,

policies and practices that reflect the new approach to learning and training. It is intended as a source of ideas for countries and learning providers. The report includes a questionnaire which asks government and employers' and workers' organisations whether the International Labour Conference should adopt a new recommendation on human resources training and development. The report has been included in the agenda for the 91st Session of International Labour Conference in 2003.

<http://www.ilo.org/public/english/employment/skills/download/report4.pdf> ■

DATABASE ON ENGLISH LANGUAGE TEACHING FOR ADULTS (DELTA)

Produced at the National Centre for English Language Teaching and Research at Macquarie University, DELTA is a bibliographic database containing 4000 records, which covers the teaching and learning of English as a second language in Australasia. It also covers the related fields of literacy, applied linguistics and second language learning, teaching and testing. DELTA indexes and abstracts books and book chapters, journals and journal articles, electronic articles, websites, theses, book reviews, research reports, government reports, and multimedia.

<http://www.nceltr.mq.edu.au/resources/delta.htm> ■

LEARN INFORMATION LITERACY INITIATIVE (LILI)

Produced by the LEARN Network of South Australia TAFE Libraries, LILI aims to provide an online learning opportunity for TAFE students to gain useful skills in locating and using information. The site provides tutorials to assist students in their use of TAFE library catalogues, the internet and electronic databases. ■

<http://www.tafe.sa.edu.au/lili/>

A writing competition:

CITY OF GREATER DANDENONG NATIONAL WRITING AWARDS

The City of Greater Dandenong is now giving developing writers the chance to expand their literary experience and share in over \$7000 in prize money. The Awards are now open and calling for entries. This prestigious competition is in its 34th year and is one of Australia's top ten literary awards. The entry categories include:

Open Award: a national short story writing category with a \$3000 prize pool.

ESL Encouragement Award: a national short story writing competition for people in the process of developing their English skills.

Young Writers Award: specifically for under 18's.

For further details contact 03 9239 5141, email cultural.development@cgd.vic.gov.au or www.greaterdandenong.com ■

School of Arts

We have all heard of Mechanics' Institutes and Schools of Arts, but just how much do we really know about the broader Schools of Arts or Mechanics' Institutes movement in Australia and the wider world?

As part of the activities of Adult Learners' Week the Sydney Mechanics' School of Arts is hosting a national conference to be held 6-8 September [Friday – Sunday] this year, called *Schools of Arts and Mechanics' Institutes: From and for the Community*. This conference will provide an opportunity for all of us to learn more about the institute movement. Please plan to attend if you can. More details can be obtained from Ellen Elzey, SMSA, Level 3, 280 Pitt Street, Sydney 2000. But here are some basic facts about Schools of Arts in Australia for you to begin with.

DEFINITION AND NAMES

This basic information applies generally across the Australian states except for those special cases, like the Sydney Mechanics' School of Arts which has its own Act of Parliament. A school of arts or mechanics' institute is an association of people, usually represented legally by elected trustees. These trustees are responsible for holding a grant of land (usually received from the government) and for

maintaining a building (usually erected with the assistance of a government subsidy). Across Australia a particular institute might be known by any one of a number of names, including School of Arts, Mechanics' Institute, Miners' Institute, Athenaeum, Lyceum, Temperance Hall, Free Library, Memorial Hall, Public Hall, Soldiers' Hall, Railway Institute, Workingman's Institute or Literary Institute.

THE PURPOSE

However, the purposes for which these variously named institutes were formed are similar and expressed in something like the following terms: the mental and moral improvement and rational recreation of their members through the establishment of a library and reading room and by the provision of lectures, the formation of classes, the maintenance of recreational facilities and by any other means that may seem desirable to the Committee. (Adapted from the Rules and Regulations of the Lambton Mechanics' and Miners' Institute, 1902.)

THE FACILITIES

In order to fulfil these purposes, the school or institute erected a building that offered a range of facilities (including some or all of the following): reference library, lending library, reading room, museum,



School of Arts, Cronulla, c.1911

workshop/laboratory, lecture hall, meeting and classrooms, billiard hall, card room, smoking room, public hall/auditorium.

THE SUCCESS OF SCHOOLS AND INSTITUTES

Though originally a Scottish idea, the schools and institutes soon became very popular in Australia. By the late 19th century, almost every country town and city suburb seemed to have its own School or Institute. This situation continued into the first half of the 20th century. These schools and institutes provided the first and, in many cases, the only social, cultural, educational, and civic infrastructure in a "frontier" society. They were the forerunners of today's neighbourhood centres, adult education classes, technical colleges, public libraries, and recreational centres. And, of course, they provided wonderful examples of vernacular architecture. ■

ON A SUNNY AUTUMN DAY, WITH THE BALLET MUSIC FROM THE NEARBY CLASSES FLOATING IN THE BACKGROUND, AND IN THE MIDDLE OF HER BUSY FIRST WEEKS WITH ALA, FRANCESCA TOOK TIME TO SHARE SOME OF HER BACKGROUND WITH BARBARA PAMPHILON, ALA NATIONAL EXECUTIVE MEMBER.

Introducing Francesca Beddie



An interview with the new Executive Director of Adult Learning Australia.

BP: Tell us a little of the story that led you to this position.

FB: It started when I came back to Australia in 1995 after living overseas for quite a long time. I was in the diplomat corps. I served twice in Indonesia, the second time as a Cultural Attaché responsible for setting up the Australian Indonesia Institute office in Jakarta. From there I went to Moscow where I worked in the Embassy from 1989 to 1993 – those

were exciting times! After that I was Deputy Consul-General in Berlin.

I'd been away for seven years...and I came back to a rather different Australia from the one I left. In terms of education and valuing the learning process, I'm afraid Australia did not compare well.

BP: In what ways did you find Indonesia and Russia were more engaged?

In very different ways. Russia is one of the most literate countries in the world. Indonesia is still battling with the problem of illiteracy but not doing badly on that score. But in both places education has a very high value put on it.

In Indonesia education is seen as THE way to economic growth from a national as well as from a personal point of view. And resources are being put into women's education because it is recognised that by educating a woman you are likely to reach the whole family.

In Russia, a different sort of thing that struck me was the value placed on what we might call informal learning – there is still a voracious interest in the theatre, in classical music and in reading Russian literature. When I was there in the early

part of the '90s these were having to compete with a flood of second and third rate popular culture from the West. For a time everything from the West was best. But then a debate emerged about the importance of culture and the arts in the efforts to build a new Russia. Another aspect of the influx from the West was the 'How to Do It' book. These have had enormous sales because people feel they have to relearn everything if they are going to survive in the rather anarchic 'free market' of post-Soviet times.

BP: So once you were back in Australia, what direction did you take?

I was working in the Australian Agency for International Development, where I became very much involved in issues such as peacebuilding and banking for the poor. I realised that there was more I should be doing to develop my own knowledge. I got very close to doing an MBA, but I have to say I felt nauseous every time I thought of packing up and going and doing MBA...I realised that was not what I really wanted to do. Instead I took some time off to go and do a sort of informal apprenticeship with a boutique publisher. Then I decided to do the Masters I wanted to do. Which was to consolidate the research I had been doing in Russia into the story of the mansion which is now the Australian Embassy in Moscow.

When I left the public service, I had to adjust to not being from an organisation and, as far as a lot of people were concerned, losing my identity. That led me to become much more interested in professional organisations. I joined a couple and realised how valuable they can be. I was soon coopted to be the Canberra representative of the Australian Society of Authors, which I think does a very good job for its members.

In 2000, I was also appointed to the ABC's Advisory Council for a three-year term. I chaired a sub-committee on "civics education" which is not a great name for what we were trying to do. We were exploring how the ABC could encourage people to take an interest and learn more about the processes of government and democracy. The ABC has some good lifelong learning programs but you have to be an insomniac to catch them, as most are broadcast in the wee hours. We made some recommendations about how to introduce educational topics into prime time television, through documentaries or story lines in dramas and that sort of thing. It's something that remains on the Advisory Council's agenda.

So that cumulation of things sort of led me to here.

BP: Now that you are Executive Director...what sort of things do you think a good national body like ALA should be doing?

I think one of the challenges for this organisation is its very diverse membership, reflecting the wealth of adult learning. That's something I want to focus on, to get to know the membership and the type of membership and also to ensure that ALA serves its members in a constructive way. One way is clearly to agitate for greater recognition of the sector in government but also in the broader community. And I don't just mean greater recognition of the term 'lifelong learning' but also of its crucial importance in maintaining a healthy society. Here, I think we have to be rather hard headed – in this society value more often than not means dollars. At the moment the ACE sector is tremendously under-resourced. Very committed people are prepared to put in a lot of volunteer time and I think that is laudable, but it's partly a matter of

necessity because of the undervaluing of the sector so I'd like to address that issue.

Connected to this is offering professional development opportunities to members which to some degree happens now but I think it'd be good to focus more on how the ALA can improve its services.

BP: Are there any sort of passionate dreams that you might be trying to bring with you into ALA? areas that you love?

Well, I'm an historian. That's how I like to think of myself, despite my public policy background. I think history can be a wonderful tool for explaining the world. It can draw out stories which help readers better understand the social, cultural and political processes they are involved in. So I'm particularly interested in public history and in the current debate about the quality of television history and historical fiction. That is one of the things that I'd like to address in my present role – I'm not sure how yet, perhaps as a theme in Adult Learners Week or by building on all the work being done in museums and galleries and by family genealogists.

BP: Whenever people interview people there's often that conventional question 'what are your hobbies, what do you do in your leisure?' but instead of asking that question, I'd rather ask 'in the recent or current times in your life what are the things that are pushing your learning edges?'

Well. Leaving the public service and going into my own little business was a huge learning curve. I had to learn a lot about tax and GST and accounting. I had to become more self-sufficient in technology. Not as sufficient as I'd like – I remember during my first job a client rang to tell me, 'You've got a virus, get on to your IT boys,' and I suddenly realised, there are no IT boys, just me.

On a more personal note, I live with my partner, Peter, and his twin ten-year old girls and a six-year old boy. So there's the

whole question of parenting and how adults engage with their children's learning and how that is to be encouraged. That is an issue we must not overlook in lifelong learning. This starts with kids, and we need to make sure that even if sometimes the school experience is not ideal it doesn't mean that you abandon learning.

BP: If you had a magic wand what things would you hope to see ALA achieving in the next three years or so?

You asked me if I had a magic wand, but I don't and we're talking about this two weeks before a budget which is going to be pretty tough in terms of spending initiatives. So it may be that it'll have to be just with hard work that I see ALA funded in a more diversified way which ensures not only its continuing core operations but also its ability to be the nursery for innovate learning practices, and a centre for research into lifelong learning.

BP: So out in the states there might be innovative projects and as you said the nursery idea . . . all across the country we'd have pockets of different approaches.

Yes, ALA might act as a nursery for new approaches. Once these are established, for example, the learning circles methodology, with enough courses integrated into adult education courses and enough facilitators already trained for us to be confident that the learning circle movement could grow without ALA, then we'd shift our focus to a new area, online learning or something.

The other thing which I hope will be achievable with or without a magic wand is sharper Federal Government focus on lifelong learning. It needs to be embedded in education policy rather than being seen as just a small adjunct to adult education.

BP: Thanks Francesca – welcome to ALA. We are all looking forward to working with you to further develop ALA and I hope that this phase of your lifelong learning is a gentle learning curve rather than a roller-coaster ride. ■

Adult Learners' Week

behind the scenes

An important part of the preparation for Adult Learners' Week is the production of a range of promotional materials. In 2002, in addition to getting current learners to spread the word, the week will be reaching out to men over 45 to get them to recognise the learning that they've done, and to encourage them to continue learning.

Real learners are always used in ALW's posters and community service announcements. This year's rural/regional focus necessitated a location shoot with all of the logistical issues that that implies. ALA President Ned Dennis, who lives in Leongatha in South Gippsland, was able to source "talent": six mature men from different backgrounds with different learning stories, all within an hour's drive from town.

One of the joys of location shooting is that you're at the mercy of the elements. Luckily, clouds are very attractive (as long as they're not raining on you) and the Leongatha locations were first-rate, even if the weather was dreary. Jack, the first of our adult learners was very hospitable and his gently sloping land provided us good views. We decided on a basic angle, got Jack kitted up in an appropriate shirt, and set to work, angling reflectors to maximise the available light, positioning umbrellas to ward off the light rain, using filters to bring out sky details, shooting test Polaroids, and asking Jack to act naturally while at all times following our minutest



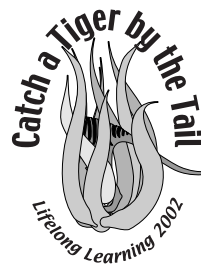
directions. And after the video was done, we did the whole thing again with the still camera.

And so it went. Five Gippsland locations, six learners, all of whom generously donated their time and some great stories. At the end of the two days, a sleepy crew returned to Canberra with an hour's video footage and ten rolls of film.

Back in the design studio, we pored over the photos, watched the footage, and started the post-production process: scanning the images, digitising the footage into our editing system, developing graphics, commissioning music, and writing compelling copy. Trying to condense someone's life into a poster, fifteen seconds' television, and five pithy phrases isn't easy.

Now we're all looking forward to the best part of the process – seeing the posters on walls and the CSA's on television. ■

*Michael Honey, Creative Director,
Adcorp Green.*



Catch a tiger by the tail...

ALA'S ANNUAL CONFERENCE, HOBART, 9-11 AUGUST 2002

The concept of lifelong learning remains an elusive one, though not, the organisers of this year's ALA conference hope, as elusive as the legendary Thylacine (Tasmanian Tiger), whose tail has become the logo for the Tasmanian conference. Instead, they aim to get participants thinking about how best to define and promote lifelong learning and to explore innovation in the field.

The organisers are now selecting those papers or workshop proposals which best fit into this theme of innovation, both in terms of subject matter and delivery mechanisms. The format of the conference is being planned to allow for as much interaction as possible, and will probably take the shape of several plenary sessions, with two sets of two to three hour long workshops where participants will be able to get their teeth into their chosen topics.

The main conference organiser, Jan Dunsby, has found an excellent venue at the Old Woolstore Apartment Hotel.

At the turn of the twentieth century this was indeed a wool storage and treatment facility, and while the smell of lanolin has gone, you can still get glimpses of the original building. Now, the hotel has beautifully fitted out rooms, with kitchenette, washing machines and even CD players. (Yes, bring your partners and even the kids.) There will be time to wander down to the harbour for an informal meal on the Friday evening and to the Salamanca markets on Saturday morning.

Jan has negotiated very favourable rates for conference attendees and is also organising what promises to be a memorable conference dinner on another of Hobart's pieces of history, the Cartela, a ferry built in 1918 and still plying its way around the bays of the Derwent River.

The Tasmanian branch has taken a deliberate step to keep registration fees at a minimum this year. We hope that this will encourage members to attend, particularly as the Ansett demise last September

precluded some people from attending the Jabiru conference at a very late stage.

Another initiative this year is a limited number of subsidised registrations. This will enable non-waged/low waged or volunteers who work or participate within lifelong learning institutions to be able to attend the conference. If you would like to submit an application for this registration, please contact Jan Dunsby, Conference Organiser at dpcc@southcom.com.au, including a referee who is an ALA member.

A summary of the findings of the conference will be produced, with the aim of providing ALA members and others with concrete ideas about how to further promote lifelong learning in Australia. Some papers will also be selected for publication in the Australian Journal of Adult Learning.

This promises to be a stimulating and enjoyable conference, so register now, either by using the form in this magazine or by visiting www.ala.asn.au. ■

Special Adult Learners' Week Workshop

ADDRESSING THE LEARNING NEEDS OF OLDER MEN THIS YEAR ADULT LEARNERS' WEEK

(2–8 SEPTEMBER) IS TURNING ITS ATTENTION TO MEN OVER 45 AS A KEY TARGET DEMOGRAPHIC.

Men aged 45 and above are generally facing a period of transition. Many face dramatic changes in the workforce including industry collapse, job redefinition, technological change, unexpected unemployment or forced early retirement. Others are having to face postponing retirement and to stay in work for much longer than they had planned. Still others have entered retirement and are finding it is difficult to adjust to a life without a 'role' or without social structures. Some find it hard to cope with the fact that their partners may still be working and excelling in their careers, while their own career trajectory has stopped.

While many men cope well with the challenges of transition, many do not. The rates of depression, loneliness, addiction and suicide among males are of great concern to us as a society.

Participation in some form of learning, either as a student or as a tutor, is an activity that can help ease people through life's challenges. Learning not only offers access to new skills, it offers the opportunities to set goals and establish social contact.

Studies in Australia and overseas, however, have shown that men over 45 are under-represented in many forms of learning, especially the Adult and Community Education sector. Studies have also shown that a significant number of men over 45 have a negative attitude (sometimes a very strong negative attitude) towards participation in learning.

Older men have long been considered a difficult audience, almost too difficult to even consider. Yet, if we are truly to embrace the rhetoric of 'lifelong learning for all', we must, as a learning community, begin to address the issues of older men in terms of their learning needs and preferences. For that reason the ALW national campaign will be sponsoring a special workshop at the Hobart conference.

AIMS OF WORKSHOP

To develop strategies that learning providers can adopt in order to better service the learning needs of older men.

Focus questions to be considered by participants

1. Why do many men over 45 express negative attitudes towards learning?
2. In what types of learning do

older men participate and what features attract older men to these forms of learning?

3. What are some successful adult learning programs for (older) men?
4. What makes successful programs work?
5. What advice can we give learning providers to help them attract more older men?

People interested in participating in the workshop will be asked to indicate their interest when they register. They will also be asked to do some preparation before the workshop, by reading the background material about older men's learning on the ALW website and to formulate some answers to the questions posed above; and by submitting examples of good practice in the provision of learning opportunities for men and/or ideas for programs that may have yet been presented.

Following the workshop, participants will be invited to contribute to the drafting of a 'best practice' guide for use by the learning community. An email forum will be set up to facilitate this. ■



ADULT LEARNING AUSTRALIA

NATIONAL CONFERENCE 2002 REGISTRATION FORM

PERSONAL DETAILS

Given name: Surname:

Preferred name for badge:

Organisation:

Address for correspondence:

Telephone: [] Fax: []

Email:

(for organisational registration, please provide a list of attending delegates)

Please note any special needs eg access, dietary etc

Amount paid: \$ (GST inclusive)

Enclosed by Cheque Postal order (Payable to Adult Learning Australia)
 Bankcard Mastercard Visa

Cardholder's name: Expiry date: /

Signature: Date:

Send completed registration form to:

Conference Registration

Adult Learning Australia

PO Box 308

JAMISON CENTRE ACT 2614

Phone: 02 6251 7933 Fax: 02 6251 7935 Email: m.bates@ala.asn.au

Cancellation/alteration policy:

All alterations or cancellations to your registration must be received in writing. Post to Conference Secretariat, Cancellation/Alteration to Registration, PO Box 308, Jamison, ACT 2614. A refund of registration fees, less an administration fee of \$75.00, will be made to any participant cancelling prior to 19 July 2002. There will be no refunds given after this date.

This document will be a Tax Invoice for GST when you make a payment

ADULT LEARNING AUSTRALIA

NATIONAL CONFERENCE 2002 REGISTRATION FORM

Please tick appropriate boxes, complete and return both pages to:
 Conference Registration, Adult Learning Australia,
 PO Box 308, Jamison Centre ACT 2614
 Or fax to +61 2 6251 7935

FULL CONFERENCE REGISTRATION: (Prices include GST for Australian registrations)

The full registration includes welcoming function of Thursday evening, all morning teas, lunches, and afternoon teas, dinner/cruise on Friday evening, satchel and conference program.

	Australian		International \$AU	
Individual registration:	Member	Non-member	Member	Non-member
(on or before 30 June)	<input type="checkbox"/> \$270.00	<input type="checkbox"/> \$350.00	<input type="checkbox"/> \$245.00	<input type="checkbox"/> \$318.00
(after 1 July)	<input type="checkbox"/> \$300.00	<input type="checkbox"/> \$380.00	<input type="checkbox"/> \$273.00	<input type="checkbox"/> \$345.00
Organisational registration:				
(on or before 30 June)	<input type="checkbox"/> \$750.00	<input type="checkbox"/> \$950.00	<input type="checkbox"/> \$682.00	<input type="checkbox"/> \$868.00
(after 1 July)	<input type="checkbox"/> \$840.00	<input type="checkbox"/> \$1100.00	<input type="checkbox"/> \$864.00	<input type="checkbox"/> \$1045.00

The organisational registration includes up to three (3) delegates from any one organisation and offers all of the benefits of individual registration but at a reduced cost.

DAY REGISTRATION

Friday or Saturday: includes morning tea, lunch, afternoon tea, satchel and conference program.
 Does NOT include evening functions

	Australian		International \$AU	
	Member	Non-member	Member	Non-member
Friday or Saturday	<input type="checkbox"/> \$100.00	<input type="checkbox"/> \$120.00	<input type="checkbox"/> \$91.00	<input type="checkbox"/> \$109.00
Sunday (half day)	<input type="checkbox"/> \$70.00	<input type="checkbox"/> \$90.00	<input type="checkbox"/> \$64.00	<input type="checkbox"/> \$82.00

PARTNER REGISTRATION

To assist delegates who may be bringing their partners to the Conference, we have a registration fee that covers attendance at the Thursday welcoming function and Friday evening dinner/cruise. \$70.00

Partner Name

SUBSIDISED REGISTRATION

The Tasmanian Branch Committee would like to offer a **limited** number of subsidised registrations at the Conference to assist non-salaried/low waged workers or volunteers in the field. Please contact the Conference Organiser (dpcc@southcom.com.au) and outline your Adult Learning involvement. Please provide the name of a referee who is a member of Adult Learning Australia.

Subsidy will consist of a reduced registration fee. \$140.00

Approval Number

SPECIAL ADULT LEARNERS' WEEK WORKSHOP: Meeting the learning needs of older men

I am interested in attending the Learning Needs of Older Men workshop.

(There is no need for advance notification of interest in other workshops)

ACCOMMODATION

I will be staying at

Paid accommodation

Private

AS THE FIRST IN OUR SERIES ON LEARNING COMMUNITIES, HERE IS AN EDITED VERSION OF A REPORT BY SHANTI WONG, PROJECT MANAGER FOR SMARTGEELONG – LEARNING CITY, WHO RECENTLY UNDERTOOK A STUDY TOUR TO SIX KEY LEARNING CITIES IN EUROPE (ROTTERDAM, GOTHENBURG, GLASGOW, BLACKBURN WITH DARWEN NORWICH AND GREAT YARMOUTH).

Learning Cities: A European Perspective

KEY CHARACTERISTICS OF LEARNING CITIES

In the Learning Cities visited, there seems to be a widespread acceptance and understanding of the concept of lifelong learning and its value to individuals, communities and countries.

While the appreciation of lifelong learning extends well beyond the core group of people involved in the instigation of the Learning Cities, there is also general agreement that most individuals in each city would not know or recognise it as a Learning City. This is of no particular concern, the aim of the Learning Cities being to ensure that, in time, everyone is an active learner.

Whether a Learning City is driven by local government or by adult and community education (ACE) providers did not seem to make a critical difference, although the ability of local government to access government funds is considerable. The critical factor for success is the breaking down of barriers to lasting partnerships.

The formal declaration of a city as a Learning City was not considered particularly important in the cities

visited. This is one instance where there is a difference in the development of Learning Cities by ACE organisations in Australia. Here, the declaration of a Learning City is a significant recognition by local government that it is a key partner.

There is a very strong emphasis on a local outlook and approach, which are considered critical in determining the appropriate learning needs of any given community. Some highly localised initiatives such as Family History and Local History programs have particular resonance with new participants in learning.

This local emphasis does, however, mean that the Learning City Network may not be as effective as it could be. There did not seem to be a great deal of awareness of what other cities are currently doing, even when these involved similar responses to government initiatives and research projects of relevance to other learning cities.

WHAT THE LEARNING CITIES ARE ACHIEVING

The Learning Cities are continually grappling with new challenges,

which they see as opportunities to develop new strategies. A common theme encountered in those cities visited was 'initiative overload' – a problem Australians would love to have! The sheer number of initiatives available is starting to have consequences. For example, some places reported a bottleneck of new participants in learning where further pathways into more mainstream programs could not cope with the number of applicants.

However, many projects also have a long term outlook and include capital funds to build facilities and provide infrastructure for ICT access. One strategy to cope with the 'overload' adopted by all of the cities is to act as a coordinating body for the initiatives underway in their communities, or to research the initiatives that are being undertaken and set up networks to ensure that there is no unnecessary duplication.

New areas of emphasis (in the UK especially) include alternative provision within the school system of vocational programs. Basic skills training for adults is also being reinstated as a priority after years of neglect but this has raised the issue of the lack of appropriately qualified and experienced teachers in this

field. Even in the Netherlands, which is widely regarded as having almost no level of illiteracy, a new campaign is about to be launched aimed at older Dutch speaking people who are hidden in the literacy statistics and have quite high levels of need in this area.

All the cities were conducting creative work with refugees and asylum seekers, another emerging target group. In the Netherlands and Sweden, asylum seekers were participating in learning programs on the grounds that if their applications were successful, they would be better placed to integrate into their new community and if they were returned home, they would also make improved contributions to their homelands. This is also a strategy for overcoming the despair and hostility that can develop in asylum.

Significant funds are available for the provision of ICT infrastructure. All of the cities had many computer and internet access facilities and some had large banks of laptops for mobile provision of learning programs. These facilities are largely available free of charge, and encourage casual access. They are not tied up with formal learning programs and they are strategically placed in communities and neighbourhoods to reach marginalised groups.

All of the ICT learning centres that have been set up in libraries and neighbourhoods are attracting large numbers of participants including migrants and young people. A complementary outcome has been the revitalisation of libraries as a result of the ICT provision and the re-engagement of people with books and other library facilities and events.

All of the Learning Cities are well linked with other community

building initiatives. Career and Guidance Centres are active and accessible and often work in partnership with Learning City projects. There is also an emerging link between Healthy Cities and Learning Cities in the UK and some research has been conducted on the improvement in community health that is observed when people become active learners.

THE INDICATORS OF SUCCESS

All the Learning Cities visited have demonstrated significant improvement in employment rates, school retention rates, participation in formal and informal education, employment status for learners, community health and housing, engagement of new target groups such as refugees and asylum seekers, reduced vandalism and the development of new industries.

Some of the Learning Cities acknowledged that there was a need for improved measures of performance in order to encourage more widespread awareness of the benefits of their approach. All are involved in ongoing evaluation of specific projects and in national evaluations conducted by organisations such as the National Institute for Adult and Continuing Education (NIACE) in the UK.

In Victoria, learning town projects have a particular focus on measuring their impact. That the impacts in the European cities have been positive may be because their programs are already in a mature phase, but also because of the widespread acceptance that participation in lifelong learning is valuable and productive.

All of the cities are operating within a national policy framework that supports and encourages lifelong learning and the value of initiatives that extend participation has already

been researched and confirmed in these national policies.

CONCLUSION

These six Learning Cities are thriving and have become important contributors to the regeneration of particularly disadvantaged communities. They are extraordinarily successful in attracting major funds for extensive projects. They are meeting and exceeding their performance requirements and are frequently used for piloting initiatives, including ones which take a high-risk approach, and for conducting research. There are still groups that are proving difficult to engage but they are not ignored. The concept of a Learning City is no longer fragile or vulnerable in each of the communities visited and they are displaying the characteristics of significant partnerships, widening participation and developing learning pathways that distinguish them from other cities. ■

For those wishing to get further information, here are some relevant website addresses:

Blackburn with Darwen
council.blackburnworld.com

Learning Through Football
www.rovers.co.uk/education

Gothenburg
www.goteborg.se

'Real', Glasgow
www.intoreal.com

Great Yarmouth
www.greatyarmouthlearningcommunity.co.uk

National Institute for Adult Continuing Education (NIACE)
www.niace.org.uk

Norwich
www.norwich.gov.uk

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News from Learning

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Norwich – the forum

www.theforumfolk.co.uk

Norwich – The Learning Shop

www.learningshop@norwichlearn.u-net.com

Learning City Network UK

www.LC-Network.com

Department for Education and Skills
– Lifelong Learning

www.lifelonglearning.dfes.gov.uk

Learning and Skills Council

www.lsc.gov.uk

Adult Learning Australia

www.ala.asn.au

Australian National Training
Authority

www.anta.gov.au

Adult, Community and Further
Education Board

www.acfe.vic.gov.au

SmartGeelong – The Learning City

www.geelonglearningcity.vic.edu.au

Victorian Learning Towns Network

www.mc2.vicnet.net.au

AUSTRALIAN LEARNING CITIES

Victorian Learning Towns Network

Contact: Shanti Wong

Ph: +61 03 5223 3614

E-mail: info@geelonglearningcity.vic.edu.au

Australian Learning Communities
Network

Contact: Jim Saleeba

Ph: +61 02 6055 9218

Email: jim_saleeba@cow.mav.asn.au

PORT MACQUARIE EMBRACES ADULT LEARNING CIRCLES!

The Port Macquarie College of Adult Education has introduced a learning circle program for older learners. Mary Hannan from ALA visited the PMCAE last year and introduced the College to the various learning circle programs. The College has been fortunate in having a very enthusiastic volunteer facilitator, Carol Surrey from Wauchope, who recognised the benefits of introducing Port Macquarie residents to the learning circle concept and was happy to work with the College to start a program. Material from the Learning & Living the Third Age learning circle program provided participants with good topics to get the program started.

Carol has reported that the whole concept of the learning circles has been a great success in Port Macquarie. In fact Carol states “it is something we badly need in Port Macquarie. I just wish I had more time and energy to establish more groups”.

There will be three groups running at the ACE Centre in second term and one of the existing participants will establish a group in her retirement village “Bellevue Gardens”.

Carol conducted an evaluation of the first term learning circle participants and some of the replies to the questions asked included:

Q – How has the discussion group helped me:

- ▶ by meeting like minded people.
- ▶ given me the opportunity to meet new people in Port Macquarie and to learn other people’s point of view and be able to look at some things from a different perspective.
- ▶ by providing a forum for discussion.
- ▶ gave information that I was unaware of as well as enlarging my group of interesting friends.
- ▶ it has brought me in touch with folk of similar interests and made me feel a part of the community which until I joined this group I felt very isolated alone but not lonely I add.
- ▶ I’ve been encouraged to exercise the grey cells.
- ▶ it gets me out of the house for other than shopping and walking...interacting with others.
- ▶ the material contained in our discussion guides is of great benefit...ideas coming from group discussion.
- ▶ encouraged me to take in and learn about topics I had previously not considered or thought seriously about.
- ▶ it has made us all think about ideas on subjects we might otherwise have just glossed over.
- ▶ it has reinforced a project that I began approximately three years ago.
- ▶ I have learnt to be a better listener. ■

Circles Australia

BODIES MATTER

Studies have shown that 70% or more of women who develop cervical cancer are either unscreened or under-screened. In order to reduce the incidence of, and death from, cervical cancer, it is important that these women be convinced of the importance of regular screening. For this reason, Learning Circles Australia and the NSW Cervical Screening Program have joined forces to promote the cervical screening message to older women in NSW.

As part of the New South Wales Cervical Screening Bodies Matter program, which brings people together to exchange information and share experiences of illness and medical treatment, they have developed a peer education kit on cervical screening and conducted a pilot in NSW.

The kit aims to:

- ▶ Help women appreciate the historical importance of medical testing and the importance of preventative health programs;
- ▶ Promote Pap testing for older women;
- ▶ Encourage well-informed discussion on the nature of cervical screening, healthy lifestyles and the impacts of inaction on women, their families and friends; and
- ▶ Create awareness of perceived barriers to taking control of personal health initiatives.

RESULTS OF THE PILOT

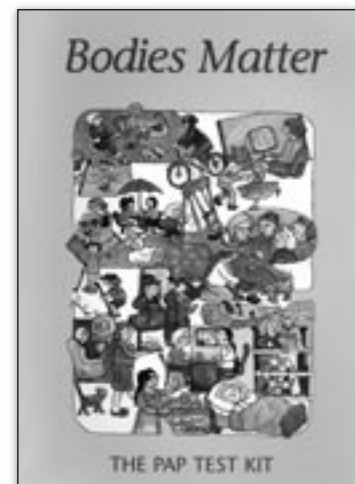
The Program's Cervical Screening Coordinators participated in a training workshop held by Learning

Circles Australia where they were introduced to the learning circle model and the role of a facilitator. These people then worked with the eighteen groups across NSW chosen to participate in the pilot of the learning circles kit.

The kits were divided into three discussion sessions, each of which took about an hour to complete. However the material was designed to allow groups to decide themselves whether they would work through the three sessions over a period of three weeks or as some groups opted to do, in one day. The material's flexibility catered for busy participants who could only devote a day to the discussion. Some of the groups invited experts to join their discussion but all the groups particularly enjoyed the experience of coming together to discuss an important health issue. Some groups indicated their willingness to continue to meet to discuss other learning circle material.

Over 200 women participated in the learning circle groups and 181 women completed evaluation questionnaires before and immediately after the learning circle sessions.

Participants' ratings of their knowledge of Pap testing changed significantly after the learning circle. The percentage of those rating their knowledge as very good and excellent increased by 17.4% and 13.0% respectively. The percentage of participants who were able to answer all the knowledge questions correctly increased by 41.6% once they had completed the learning circle and the proportion of women



who thought the Pap test was not effective dropped from 5.6% to 1.2%.

The use of a Learning Circle approach as a way of increasing participants' knowledge of Pap screening appears to have been successful and suggests that this model of adult learning could also be used in the dissemination of other health messages.

For more information about learning circles or to obtain The Bodies Matter Learning Circle kit please contact Mary Hannan, Project and Research Manager, Adult Learning Australia on 02-6251 9889 or e-mail info@circles.ala.asn.au. For information on Cervical Screening and Pap tests visit the Program's web site at <http://www.csp.nsw.gov.au>. Copies of the evaluation report may be obtained by contacting the NSW Cervical Screening Program on 131 556 (toll free). ■

*Dina Retter, Research Assistant
NSW Cervical Screening Program.*

OVER EASTER THIS YEAR JOHN CROSS, NATIONAL COORDINATOR OF ADULT LEARNERS' WEEK, REPRESENTED ADULT LEARNING AUSTRALIA AT A EUROPEAN COMMISSION-FUNDED WORKSHOP.

Securing the right to learning – Making it happen

Conducted under the auspices of the Socrates program, the European Union's community action program in the field of education, the purpose of the meeting was to develop a guide that will help learners' and learning providers make better use of adult learning festivals as advocacy tools.

The meeting also afforded opportunities to exchange information about Adult Learners' Week and lifelong learning in other countries. John Cross reflects upon the Budapest meeting.

At an International Council of Adult Education (ICAE) conference held in Jamaica in 2001 it was agreed that making the case for adult learners should be a top priority. As a result, it was decided to produce a guide to help non-professionals understand the techniques of effective advocacy.

The Budapest workshop drew together a small group of Adult Learners' Week coordinators and representatives of learning lobby groups from Europe, Latin America and Asia.

Two key challenges faced the Budapest workshop. The first was to define what was meant by 'advocacy'. The second was how to make a small guide both

comprehensive and universally relevant.

For some the word 'advocacy' conjured up images of lobbying politicians in order to obtain increased funding. For others it had a broader definition, meaning the process by which power is distributed more equally in relationships such as that between a learner and the learning provider. Rather than try and resolve the definitional issue, it was decided that the

The workshop uncovered widespread concern at the marginalisation of adult learning.

various meanings of 'advocacy' could be included in the guide as a way of stimulating debates about what advocacy means within the reader's specific cultural context and how best to pursue lobbying activities.

The issue of how the guide could be both specific and universal was overcome by an understanding that the book should be presented as a catalyst for ideas only. It would be the first publication in an advocacy project which would continue to expand and deepen.

While there are different approaches to 'advocacy' around the world, and the conception of learning festivals may also



John Cross takes time out for sight seeing in Budapest.

differ, the workshop uncovered widespread concern at the marginalisation of adult learning in terms of government spending and in terms community perceptions generally.

Despite the fact that the concept of 'learning for all' is enshrined as a right in article 26 of the Universal Declaration of Human Rights in 1948, in most places basic education continues – of necessity – to demand the most attention from governments, more often than not at the cost of other types of learning. When governments have increased their support for adult learning and to move beyond the provision of basic skills, their understanding of adult learning tends to be confined to tertiary education and training. Governments tend to concentrate on vocational education and training, with more informal learning – whose outcomes are not easily quantified – being seen as less worthy of funding.

This attitude was challenged recently in Britain. In answer to arguments that courses such as flower arranging did not

benefit the wider community and so were not deserving of government funding, the National Institute for Adult and Community Education (NIACE) found a merchant banker who had re-trained as a florist in flower arranging classes, then employed half the class. During Adult Learners' Week they gave high prominence to this story, thereby using Adult Learners' Week strategically as a vehicle for subtle and sophisticated advocacy for less formal types of lifelong learning.

England remains the frontrunner in the adult education sector. The Government has appointed Ministers responsible for lifelong learning, so that unlike elsewhere, where the issue remains one of getting the issue onto the education agenda, in England the debate focuses on a reasonable distribution of funds and priorities across the adult learning sector. This has allowed NIACE, the English equivalent of ALA, to work with government as a friendly advisor able when necessary to offer constructive criticism of policy, and to engage extensively in research into best practice.

The evolution of the European Union into a powerful confederation of states has allowed the adult learning community to form strong ties internally. Nevertheless I was struck in my discussions with European colleagues to see how much their cooperation centres around a north-south axis. Liberal minded folks from Northern Europe pepper their conversations with concern for the learning communities of the poorer Southern and Eastern European states. It became clear, however, that they have few avenues for exchange outside Europe, Especially lacking are links with our part

of the world, Asia and Latin America. The workshop was a small step towards establishing greater links between Europe and the learning communities of the Southern and Eastern hemispheres.

It was heartening to see, however, that in terms of promoting Adult Learners' Week as a community celebration, the small nation of Slovenia is showing the way. Slovenia has a population of around 2 million people and last year had 3,400 registered Adult Learners' Week events. (Last year, Australia had around 530 event entries on the official online calendar). Learning providers are keen to participate

In terms of promoting Adult Learners' Week... the small nation of Slovenia is showing the way.

in Adult Learners' Week with or without a government grant. Some present special activities; others simply badge what they ordinarily do as an 'Adult Learners' Week' activity. This is something I am attempting to encourage in Australia

Initially, Adult Learners' Week in Slovenia was a forum for formal learning. Now, there is a shift towards the Week profiling non-formal forms of adult learning. Slovenia is also taking on a leadership role among the other Balkan states to help them establish learning festivals.

My experience in Budapest of sitting down and talking informally with colleagues from different countries was a richly rewarding one. Not because I came across any profound ways of doing things but because it was an opportunity to share experiences and ideas for everyone's

mutual benefit, without regard for borders or hierarchies. This was truly an example of peer education and the experience was richly rewarding.

The process initiated at the Budapest workshop is continuing with participants drafting and redrafting the guide and consulting via email. As the guide takes shape, we are keen to include details of successful – and not so successful – advocacy strategies and activities. Stories about specific advocacy activities are welcome and can be emailed to j.cross@ala.asn.au. The first version of the advocacy guide will be published in Europe in September 2002, with a more comprehensive international version of the guide to be developed subsequently using this initial publication as a starting point. ■

AUSTRALIAN LEARNING CITIES CONFERENCE

A Lifetime of Discovery

This conference will be held at the Ballarat Lodge, Main Road, Ballarat, Victoria on 27-29 September 2002.

An interactive conference with panel presentations and workshops. An opportunity for existing learning communities and emerging learning communities to share experiences and initiatives.

For further details contact:

Rachel Fry on 03 5337 9035

Fax: 03 5332 8087

Email: learningcity.ballarat@brace.vic.edu.au

NEW SOUTH WALES

Following on from the very active involvement the Branch had in September 2001 with Adult Learners Week activities slowed somewhat.

However, in April Roger, Sue and Ron met with Sam Thomas to start planning for Adult Learners Week 2002.

Our preliminary planning will see the Branch and the Board taking responsibility for an activity in Penrith this year, most probably a lunch with an international guest speaker, for members at the Joan Sutherland Centre. This event will be similar in format to the one we hosted last year.

The theme for this year will focus on older men, which should link in very well with other NSW Branch activities.

We have also helped with the development of the ALA's Learning Circles initiative by working with the Parramatta City Council on a 'Safety in the Community' Learning Circle.

As the momentum of the year picks up the Branch can expect another busy but exciting year that hopefully will reach out to the broader communities the members serve. ■

Ron Anderson

SOUTH AUSTRALIA

The South Australian state executive has developed a strategic plan to identify its priority activities and themes for 2002.

Adult Learners Week is, of course, in that plan. We will also attend to

- ▶ the professional development of our rural members;
- ▶ engage with cultural inclusivity as a key theme threaded

- through all our activity;
- ▶ support our members' interest in the uniqueness of learning communities;
- ▶ and run a city based learning event later in the year.

We have organised for the new state labor Minister of Education to meet our members at an event on June 13th, during which the Workers Education Association of South Australia will be presented by the national executive with the award for Provider of the Year. ■

Ann Lawless

TASMANIA

On 19th April the branch was pleased to welcome National President, Ned Dennis, along with the new Executive Director, Francesca Beddie. The opportunity to exchange ideas and suggestions was well received and I am sure that both Ned and Francesca left the State looking forward to their return for the Conference in August.

The focus for the Tasmanian branch is obviously the National Conference, which is quickly coming up on us. We are looking forward to providing a program that will represent the diversity within the membership, as well as that touch of hospitality that only Tasmania can provide.

See the full article about the conference and register soon! ■

Jan Dunsby

WESTERN AUSTRALIA

POLITICAL CAMPAIGN

The Branch made a submission to the Review of the Training Sector in Western Australia, which related mainly to the WA Department of

Training and the TAFEs, although it also covered private and community providers. Our comments were mainly related to maintaining links with the community and the system wide issues which impact on the public training delivery structure and the allocation of public funds.

AGE & DISABILITY

The Branch has been involved in developments to make ACE more accessible to people with disabilities and has assisted with the development of funding guidelines that will result in a number of partnership initiatives to make this happen.

WA ACE CONFERENCE

We are still very busy contributing to the organisation of the first WA state ACE conference – "ACE's Place in the Community", which is planned for 14 and 15 June 2002.

An enthusiastic and hard working committee, consisting of representatives from the Western Australian Department of Training, Seniors Education, University Extension, the TAFE sector, Learning Centres and ALA are busy finalising the programme and the selection of workshop presentations. The next stage is the distribution of the Conference Brochure and then waiting for the registrations to roll in whilst finalising all the other arrangements.

The keynote addresses will be by Nick Francis (Brotherhood of St Lawrence) and Professor Phil Candy (DEST) and Annie MacBeth, a local futurist.

ADULT LEARNERS' WEEK

The Branch spent some time reviewing last year's in preparation for a planning meeting for ALW 2002. It is keen to see more of the continued emphasis on community

based awards and a broadening of the organisations that see themselves as providing learning opportunities and hopes to do this through a new set of local awards.

A well attended planning day has set ALW 2002 off to a flying start here in the West. The continued involvement of many of last year's players and the freshness of some new blood auger well for this year's events. Decisions have already been made about categories of awards, some media and marketing approaches and a big push for commercial sponsorship. The involvement of Bill Lucas (UK Campaign for Learning) who called into Perth on his way to the Eastern States was a major achievement for the Branch last year, and we will be canvassing for a visit from an International Speaker and lobbying the Minister for his active support.

LEARNING CIRCLES

After a break while the project was researched and re-scoped by the WA Department of Health, ALA(WA) has recommenced working with the Department to develop a Falls Prevention for Older Persons Learning Circle. It will be entitled "Stay on Your Feet WA Action Kit" and the writing of the modules is scheduled for completion by the end of June 2002.

JOONDALUP LEARNING CITY

Joondalup City, a large local government area, is in the very early stages of developing as a Learning City and the Branch is actively involved in helping to make this happen.

SENIORS EDUCATION

We continue our involvement with the Seniors Education Association, which has new chairperson, ex-Minister June van de Klashorst. We congratulate retiring chairperson,

Deborah Kirwan, on her Order of Australia Award for her contribution to community services.

WA WINNERS.

ALA WA was pleased to be able to acknowledge the work of several ACE Providers as winners of the ALA Program of the Year Award. This was a partnership at a local rural community level between the Learning Centre, the Shire (Local Govt) and the Telecentre, with support from Learning Centre Link in Perth and the WA Department of Training.

The program provided people with the skills and confidence to become involved in local community management committees and had additional spin-offs for the community. It also formed the basis of the recent publication, "A Guide to Partnerships", written by Learning Centre Link with funding from the WA Department of Training's ACE initiatives.

CONSULTING CITIZENS GUIDE

Members of the Branch have been involved in a project undertaken by the Citizenship and Civics Unit of the Department of Premier and Cabinet. We attended a workshop in November 2001 which was called "Searching our Futures: Consulting Citizens. A Forum on Best Practices in Consultation and Democracy." We also commented on the resource guide which was developed from the workshop. ■

Wendy Shearwood

ACT

This year is moving along quickly and the Branch has quite a list of innovative projects to achieve this year.

The Annual AGM was held at the end of February and bought

together quite a few new faces and subsequently, new people getting involved in Branch activities. The main focus this year for the branch will be around establishing the ACT as a "Learning Territory" and this will involve a range of activities including raising awareness of, and facilitation of Learning Circles. It will also involve working in partnership with many of our cultural and national landmarks, galleries, museums and places of learning.

We were delighted to have Francesca Beddie, the new Executive Director of ALA attend our last branch meeting and gain an insight into what will be happening in her local area.

There will be a lot of involvement with local government who has already shown interest in this concept for the territory. This political advocacy will continue to assist the knowledge of and participation in Adult Learning in the ACT.

The Branch will also endeavor to play a large role in Adult Learners Week this year and hope to bring together the Learning Territory launch during this time. If all goes to plan and timing allows it will be an exciting year indeed. ■

Julie Phillips

CALENDAR

14–15 June 2002

Making Connections

An adult and community education (ACE) conference for community educators, learners, providers and administrators. An exciting opportunity to expand networks and share experiences, skills and innovative ideas.

At UWA Extension, Clifton Street, Nedlands WA

Contact: Kaye Neilson
e aceconference@training.wa.gov.au
p 08 9235 6804

16–19 June 2002

2nd International Lifelong Learning Conference

Themed "Building learning communities through education", the conference will be held at Rydges Capricorn International Resort on the Capricorn Coast, Yeppoon, Queensland.

Contact: Conference Secretary
e lifelong-learning-conference@cqu.edu.au
p 07 4930 2198
f 07 4930 6436
<http://www.library.cqu.edu.au/conference>

17–18 June 2002

Sustainable Communities

ACTCOSS Biennial Conference. Sustaining the ACT community and community services sector. To be held at Pilgrim House Conference Centre, Canberra.

Contact Sam Engel
p 02 6248 7566 ext 230
e same@actcoss.org.au

26–28 June 2002

Treaty – Advancing Reconciliation

A National Conference on Racism, Land and Reconciliation in a global context.

Contact Conference Secretariat:
C/- Debretts Conference Management
p 08 9386 3282
f 08 9386 3292
e treaty@debretts.com.au
<http://www.treaty.murdoch.edu.au>

16–20 July 2002

The Learning Conference

The Ninth International Literacy and Education Research Network Conference on Learning.

To be held in Beijing, China, The Learning Conference takes as its overall theme 'New Learning' – the kinds of skills and knowledge, indeed the kinds of persons, required for the world of the near future. Critical issues include education for local and global cultural diversity, the impact of new technologies, changing forms of literacy, and the role of education in social and personal transformation. The conference will comprise everything from plenary presentations by world-renowned educators to informal 'conversation' sessions with the keynote speakers.

Contact: Kathryn Otte,
<http://www.LearningConference.com>

7–8 August 2002

National Link Conference

The peak body for Community and Neighbourhood Houses will meet in Hobart, Tasmania.

Contact Jan Dunsby
m 0419 328 469
f 03 6272 6489
e dpcc@southcom.com.au

9–11 August 2002

Catch a Tiger by the Tail

Adult Learning Australia's National Conference to be held in Hobart, Tasmania.

The aim of the conference is to get participants thinking about how best to define and promote lifelong learning and to explore innovation in the field.

Contact Jan Dunsby
m 0419 328 469
f 03 6272 6489
e dpcc@southcom.com.au

More information on
<http://www.ala.asn.au>

26 August 2002

The 6th Annual National Conference of the Monash University-ACER Centre for the Economics of Education and Training (CEET) is to be held on

Monday 26 August 2002 at Ascot House, Ascot Vale, Melbourne. For further information please refer to the website <http://www.education.monash.edu.au/centres.ceet>

Contact Amanda Crichton
p 03 9905 9157
f 03 9905 9184

2–8 September 2002

Adult Learners' Week

Adult Learners' Week is an Australian wide activity providing an opportunity to celebrate and promote all forms of adult learning (formal, informal, vocational and recreational).

Contact John Cross, National Coordinator
p 02 6251 9887
f 02 6251 7935
e info@adultlearnersweek.org

6–8 September 2002

Further Education Expo

Free seminars will be offered by exhibitors and cover topics such as online distance learning, choosing an MBA program, and financing your further/higher education.

Contact Denise Cooney
p 03 9813 8200
f 03 9813 8211
<http://www.exhibitionsplus.com.au>

25–27 September 2002

Tasmanian Association of Community Houses Annual Conference

Staff, committee and volunteers from community and neighbourhood houses will gather for a wonderful learning and networking opportunity.

Contact Glynis Flower
p 03 6244 1615

27–29 September 2002

Lifetime of Discovery: National Learning Cities Conference 2002

The 2002 Learning Cities Conference will be held in Ballarat, Victoria and hosted by Ballarat: A Learning City.

An interactive conference with panel presentations and workshops.

Contact Rachel Fry
p 03 5333 3700
f 03 5332 8087
e learningcity.ballarat@brace.vic.edu.au