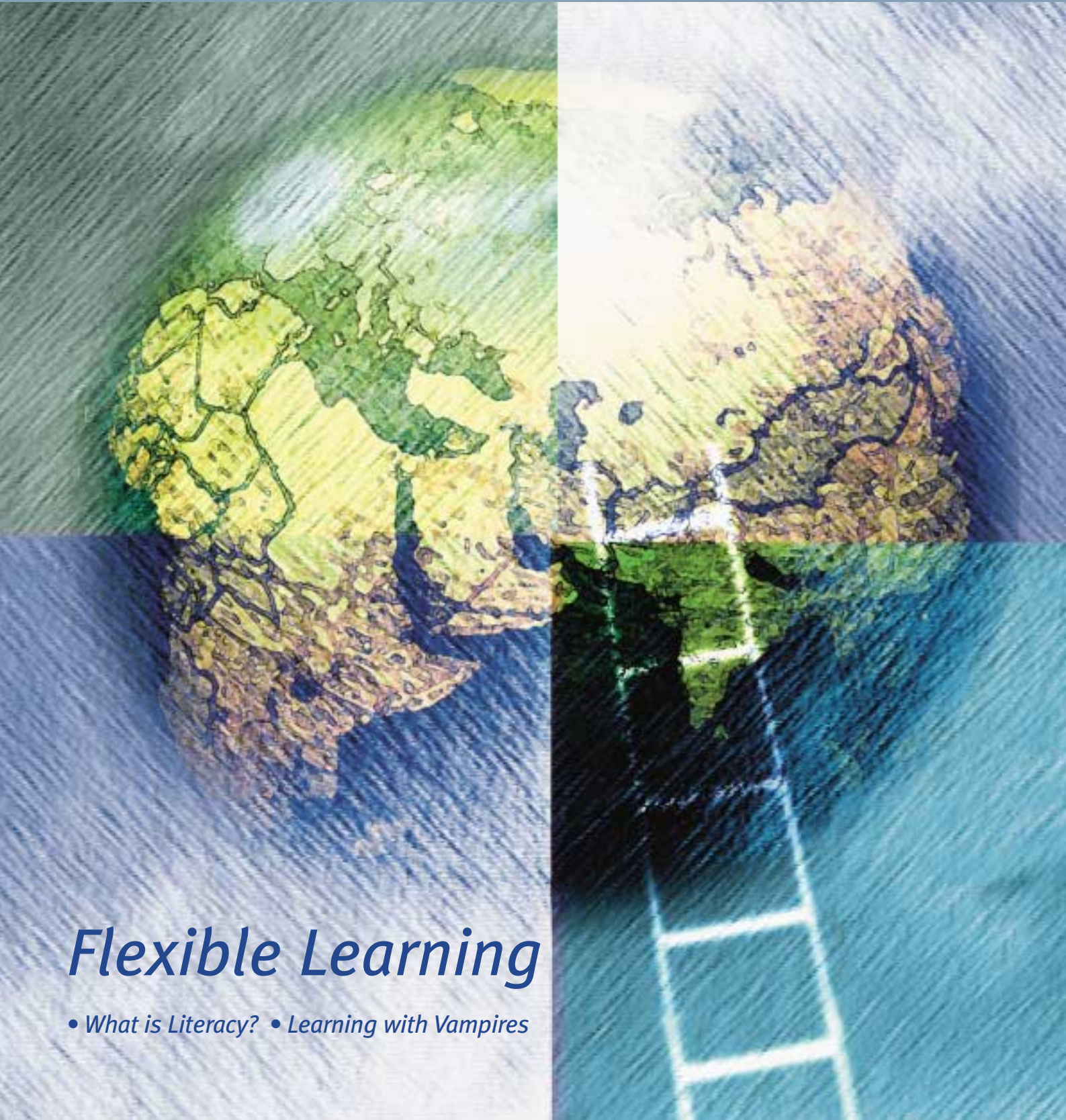


# Quest

*Issue 1 Winter 2003*



Adult Learning  
Australia Inc.



## *Flexible Learning*

• *What is Literacy?* • *Learning with Vampires*



# Contents

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.

ARBN 074 892 005 ABN 78 533 061 672

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- Rita Bennink: (SA)
- Vaughan Croucher: (ACT)
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For rates and dates contact Margaret Bates or download  
<http://www.ala.asn.au/pubs/advertising.pdf>

Views expressed in Quest are those of the authors and do not necessarily reflect the views of ALA. Written material from Quest may be reproduced, providing its source is acknowledged.

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 \$70. Single issues are \$24 plus postage.



ALA gratefully acknowledges the assistance of the Australian National Training Authority. In addition, we thank many volunteers who submit material to Quest.

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# Editorial

**We are several months into the Chinese Year of the Goat and the predictions of turbulent times have certainly come true. In a world of flux, the ability to cope with constant and rapid change is paramount. Never have the principles of lifelong and lifewide learning been more relevant and yet adult and community education still did not rate adequate attention in either the Federal or various State budgets.**

ALA's task is to keep emphasising to those who believe, as does the Commonwealth Minister for Education, Science and Training, Brendan Nelson, that 'education is the defence of the nation', it is not enough to educate young people. To forget the adults who have left institutional learning behind can result in dangerous levels of ignorance. For example, a poll taken earlier in this year in the United States, found a majority of respondents thought that Saddam Hussein and Osama bin Laden were one and the same person.

As preparations for Adult Learners' Week gain momentum, we will be drawing attention to the critical role of literacy in coming to grips with today's complexities. The Week will put the spotlight on the serious problem of Australia's poor adult literacy rating (46% of Australians do not have adequate literacy skills) as well as promoting debate about the definition of literacy in the 21st century. To find out more, read Jane Speechley's article in this edition of *Quest*.

There are lots of ways for you to get involved in this year's ALW—through the Great Literacy Debate, Learn @ Work day, or the State and National Awards. Visit [www.adultlearnersweek.org](http://www.adultlearnersweek.org)

The ALA national office is testing out the mantra about learning as a means to cope with change. We have just moved to premises in the city, which will lift our profile and make more accessible our valuable collection of resources on adult learning. Our new contact details are printed on the inside cover of the magazine.

You, too, are being asked to consider changes—changes designed to ensure best practice in the Association's management. You have recently received the draft of a new constitution and other papers. If you have not already done so, I urge you to cast your vote and send it back in the pre-paid envelope to the National Office. To be counted your postal vote must arrive no later than 16 July. The Special General Meeting will be held in Brisbane on Friday 25 July 2003.

We are also bringing you a new-look magazine, which has finally been given a name, *Quest*. We hope you like it. Our aim is to keep members informed about current trends in adult learning. We also want to give you an opportunity to tell others about what you are doing. We have been delighted by the growing number of contributions to "On the Ground," even though that makes our job of choosing which ones to run more difficult. To maximise your chances of publication, ensure that your items are short (circa 150 words) and focus on particular activities or innovative learning methodologies.

In addition, we hope the new format will increase the circulation of the magazine beyond the membership to others interested in education but less focussed than we'd like them to be on adult and community education.

Please tell us what you think of *Quest*—write a letter to the editor and help establish a new section in the magazine!—and be assured that the editorial team will take your comments on board to enhance the magazine's effectiveness in spreading the word about the importance of adult learning.

**Francesca Beddie**  
ALA Executive Director

## Community Education Market Place in WA

On Sunday 31 August 2003 the adult and community education (ACE) sector will have the opportunity to promote the services, courses and activities it provides to the general public, in a special event being coordinated to launch Adult Learners' Week 2003. The Perth Cultural Centre will come alive with interactive activities, demonstrations, displays and performances by providers of adult community education and community groups.

Limited grants of up to \$300 (+ GST) will be available to support participation in this event. Funds can be used to pay performers; produce materials to distribute on the day; cover transport and display costs; and to provide materials for interactive activities.

The aim of the afternoon is to give the public a 'taste' of what ACE activities are available. Register your interest and you will be contacted regarding your participation and possible funding.

For further information contact Julie Coleman (Department of Education and Training) on 08 9264 4876 or email [julie.coleman@training.wa.gov](mailto:julie.coleman@training.wa.gov)

## Centenary Medals

Sally Brennan and June Hazzlewood were recipients of Centenary Medals. Congratulations to Sally, the CEO of the Upper Yarra Community House, for her outstanding contribution to education and to the community; and to June for her services to Launceston.

## Tasmanian News

Tasmania is in the midst of a major policy development exercise, called the Post Compulsory Education and Training Strategy Project. An issues paper on adult and community education has already been issued and one on adult literacy issues will be put out for consultation later in the year. For more information go to <http://education.tas.gov.au/stateoflearning>. The adult and community education paper can be found at <http://www.education.tas.gov.au/stateoflearning/issuespapers/default.htm>

In conjunction with the launch for the ALW 2003 Learning Awards at Parliament House in Hobart on 1 May 003, the Minister for Education, Paula Wriedt MHA also introduced the upgraded **Adult Learning Tasmania** website (<http://www.education.tas.gov.au/equitystandards/alt>). The website hosts a directory of adult learning providers, with new features that make it easier for providers to enter their information. For more information contact Maggie Aird, Manager, VET Equity Standards Branch 03 6233 7133

## Lifelong Learning Discourses in Europe

Carolyn Medel-Añonuevo (ed) ISBN 92-820-1130-5  
Price: US\$9,50

This book contains a selection of papers presented during the Regional Conference on Lifelong Learning in Europe: Moving towards EFA Goals and CONFINTEA V Agenda held in Sofia, Bulgaria in November 2002. This was the first such meeting to cover the three areas of Lifelong Learning, Education for All and Adult Education and to bring together participants from government, non-government organizations, research institutes and academe.

## Adult education in selected countries in the Asian region

A Reference for Policies, Programmes and Delivery Modes  
Ed.: Madhu Singh ISBN 92-820-1127-5 Price: US\$11,00

This is a reference book which provides a starting point for discussions on best practice and future directions for adult learning in the Asian context. The initial focus in Asia was on basic literacy skills. While these programs met with some initial success, they lacked sustainability, and relapse into illiteracy posed a significant problem. It has been recognised that adult basic education is more than literacy. It also includes the competencies, knowledge and expertise needed to improve living and working conditions and meeting the collective needs of the local community. In the first year of the International Decade of Literacy this is a timely publication.

### Orders for either publication can be placed with:

UNESCO Institute for Education, Publications Dept.,  
Feldbrunnenstr. 58, 20148 Hamburg, Germany,  
Tel.: (+40-40) 44 80 41-23, Fax: (+49-40) 410 77 23,  
[uie-pub@unesco.org](mailto:uie-pub@unesco.org)

# Obituary

Brian Milligan



**Brian Milligan, Principal of Hornsby Ku-ring-gai Community College, passed away suddenly at his home in Wahroonga on Saturday 29 March 2003.**

Brian spent his whole working life dedicated to the educational cause, commencing in 1961 as a teacher of Industrial Arts at Vaucluse High School. In 1982 he joined the Adult and Community Sector as Principal of the Hornsby Ku-ring-gai Community College and saw through the great changes and growth in the NSW Adult Education sector of the 80's and 90's.

He was an advocate and became President of the Evening and Community Colleges Principals' Association in the mid 1980's. He was also very active at the Evening and Community Colleges Association lending a voice of reason and balance during a period of great challenge and change.

Brian was a regular at many of the ALA conferences and was quick to offer his experience and expertise to those he met. He worked quietly in his college, getting on with the job and achieving many great things for the community. He earned respect from amongst his peers and from those in Government, both Local and State.

The Community Colleges sector of NSW has many talented people and some real characters in it. Brian fitted into both categories. Those who knew him well recognised a sharp wit and mind, a learned and cultured man who was young at heart; a man of great humanity, patience and tolerance; a man who was warm and charming and able to relate to people of all ages.

Brian had more than his fair share of health challenges over the years but he was never one to complain and he became an inspiration to others who also had to face health challenges.

The Hornsby Ku-ring-gai College Council and staff will continue the good work and ensure that Brian's memory lives on in a vital Community College which will be his lasting memorial.

**Peter Howick**

President

Hornsby Ku-ring-gai Community College Council





# *Flexible Learning and e-learning*

The Australian Flexible Learning Framework is a national initiative to accelerate the take up of flexible learning. Each year it receives up to \$20 million from ANTA to fund the development of flexible learning resources; provide professional development; and support research.

In 2003 ALA became involved in the Framework: Rita Bennink, our Vice President was appointed as the ACE representative on the Flexible Learning Advisory Group (FLAG) and subsequently won a place on the prestigious Flexible Learning Leaders program. Rita is researching the practicalities for industry organisation who want to adopt e-learning to meet their staff development needs.

Three representatives from the ACE sector were also successful in getting into the Leaders program. They are Michael Chalk from Preston Reservoir Adult Community Education in Victoria; Robin Jay of Gecko Education Services, NSW; and Sandra Gray from Central West Community College in NSW. Michael is investigating online communication; Robyn is looking into innovative uses of technology in adult literacy programs; and Sandra is seeking to better understand how e-business and e-learning can provide flexible solutions for the adult education providers and the community.

The Framework sees flexible learning as a way to expand people's choices about what, when, where and how they learn. This broad definition challenges us to think about ways in which we can improve learning opportunities for our clients by focusing on their needs and not our own.

Certainly, greater access to new technologies has increased the ability to create flexible learning environments. However, many are put off by the perception that 'e-learning' equates to learning totally online and in isolation. Let's dispel that myth.

## What is e-learning?

E-learning is any method of learning that uses electronic media for example, the Internet; intranets; satellite broadcast; audio/video tape; interactive TV; CD ROM to enhance the learning process.

E-learning can occur in conjunction with other methods of learning including face-to-face workshops. In fact research has shown that these 'blended' uses of e-learning are usually the most effective. For some people, however, accessing totally online delivery is the only way that their learning needs can be met.

To find out more about blended Learning, take a look at a recent report on the findings of an ANTA-funded research project into using a combined online and face-to-face learning approach in VET and ACE in NSW. (See <http://www.det.nsw.edu.au/blended>)

Here's one example:

### Genealogy

"I have combined online with face-to-face in a number of ways. At the moment, I'm running a course about genealogy that is, for people who want to find out about their ancestry. People come into the course with some family information and an interest in finding out more, and I take it from there.

When learners start the course, they get a CD with basic software like Acrobat Reader and WinZip, a list of census data available on the internet, and a free program developed by the Mormons that was designed to support searching for family information and recording that information. The CD will allow them to load the software onto their home computers. Once it is installed, learners can work away at home, then bring the results back to class and do some more work there."

**Jan Hatton**

**For more information about the Framework and its resources and to interact with other practitioners visit**  
<http://learnscope.flexiblelearning.net.au/LearnScope/home.asp>

**Rita Bennink**

Vice President, ALA  
[ritabenn@tafe.sa.edu.au](mailto:ritabenn@tafe.sa.edu.au)



**Below:** (Left to Right) Robyn Jay, Gecko Education Services, NSW; Sandra Gray, Central West Community College, NSW and Michael Chalk, Preston Reservoir Adult Community Education. VIC. Photo by Jayothi Jayaram, Flexible Learning Leader Project Team.







# *Whakamana te Tuapapa o Tangata Motuhake*

## *Rebuilding Foundations and Participation*

Rebuilding adult and community education (ACE) was the theme of the ACE Aotearoa National Conference held in Otautahi/Christchurch, in May 2003 with conference participants being asked to use Lego to express their vision for New Zealand ACE as well as to consider how to implement a new national policy on ACE.

New Zealand's ACE community is moving closer to the spotlight after several years spent in darkness. Recently New Zealand government initiatives have been announced which have been developed specifically to overcome the many problems that were effectively destroying the ACE community in New Zealand. The problems included insufficient recognition of ACE, a lack of effective networks and a lack of a co-ordinated strategy.

Recent government initiatives have now placed ACE within the portfolio of the Tertiary Education Commission (TEC), a government agency whose role is to support and develop all forms of post-compulsory education. Within the TEC, ACE is being spoken about as an integral part of tertiary education, especially in respect to getting disengaged individuals and groups back into lifelong learning.

NZ\$2.8 million is being made available over the next two financial years for the establishment of geographically defined ACE networks. These networks sound similar in form to the learning communities coalitions that many Australian towns and regions have already established. At present there are already 13 regional ACE networks. Over the next two years this will grow to 37 regional networks nationally, with the potential for additional networks formed around issues of common interest.

As the networks are to be a formal part of the TEC working structure, membership of the ACE regional networks will offer learning providers a direct line to government. Membership of a network will also be a prerequisite for accessing ACE funding. Targeting currently excluded



demographics and raising foundation skills will also be conditions for ACE provider funding, as will the identification of local community needs and gaps, and the development of individual ACE provider charters and profiles.

Concurrent with the recent government recognition of ACE, ACE Aotearoa, the peak body for ACE providers in New Zealand and, in many ways a sister organisation to ALA, is going through a period of re-birth. A few years ago the organisation had all but disintegrated. Now it is an energised, enthusiastic organisation with a membership of over 200 and climbing.

A core aspect of the new ACE Aotearoa is its very real commitment to bi-culturalism. In its constitution, ACE Aotearoa calls for an executive of eight, from which four places are reserved for Maoris. If these places aren't filled, then the Maori executive member's votes are weighted so that they carry as much weight as the four non-Maori executive members. For example, if there are only two Maori Executive members, their two votes count as four votes.

ACE is being viewed by many in New Zealand as an important key player in the delivery of Treaty education and for delivering on the spirit of the Treaty through providing access to fundamental skills' education in culturally appropriate ways.

The centrality of Maori culture was an impressive and memorable feature of the ACE conference. The conference was opened and concluded with a Karakia, a Maori blessing, and Maori and Polynesian languages were very much in evidence throughout the conference.

Several of the workshop sessions at the conference provided an opportunity to learn about both Maori and Pasifika culture and also the learning styles of those groups, which are predominantly informal and undertaken in inter-generational family and community settings.

It is hoped that the new Government funding initiatives and their associated accountability processes do not create unnecessary barriers to the further implementation of programs that use Maori and Pasifika learning methodologies in their delivery.

### **John Cross**

ALA Research Manager

### **Weblinks**

- Tertiary Education Commission: <http://www.tec.govt.nz>
- National Resource Centre for Adult Education and Community Learning: <http://www.nrc.org.nz>
- Literacy Aotearoa: <http://www.literacy.org.nz>



*ALA Treasurer, Jan Dunsby, chats with members of New Zealand's ACE community.  
Photo by John Cross, ALA*



*The old university buildings in the heart of Christchurch now house a vibrant arts' centre that offers community arts and crafts education programs.  
Photo by John Cross, ALA*



*ACE Aotearoa National Conference delegates experience a Tongan learning environment during a workshop on the Whanau Family Literacy program.  
Photo by John Cross, ALA*



Understand your world.



*Adult Learners' Week*  
September 1–7 2003

# *What is Literacy?*

Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and culture. Literacy – the use of written communication – finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded who can best appreciate the notion of 'literacy as freedom'.

UNESCO 2003. United Nations Literacy Decade home page at [www.unesco.org/education/litdecade/](http://www.unesco.org/education/litdecade/)

To commemorate the beginning of the International Decade of Literacy, ALA has chosen literacy as the theme for Adult Learners' Week 2003.

Basic education, a key component of which is functional literacy, was recognised as a human right in the Universal Declaration of Human Rights over 50 years ago. Yet approximately 860 million adults worldwide remain illiterate, prompting the United Nations General Assembly to proclaim the years 2003-2012 to be the International Literacy Decade.

Without forgetting the critical role of basic or functional literacy, ALW 2003 will also draw attention to the many other types of literacy that allow us to function in the modern world.

For example:

- in this time of global unrest, we might consider the applications of media and cultural literacy;
- financial literacy enables us to be a better informed consumer and make sound finance and investment decisions;

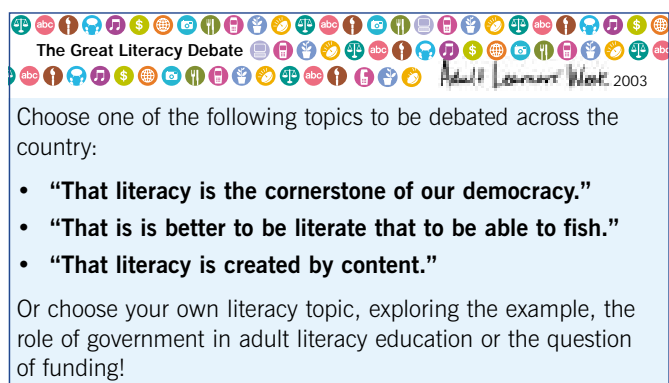


- likewise, the rapid speed of advancing technology and the breadth of its application increases the need for a substantial level of IT literacy;
- adequate information literacy means we have the tools to make educated choices, for example, in health care, housing and employment; and
- visual literacy allows us to interpret and understand the many visual components that form our surroundings and how these contribute to our unique culture and environment.

## Adult Learners' Week 2003

With the support of ALA's members and partners, including the Australian Library and Information Association (ALIA), the Australian Council for Adult Literacy (ACAL) and the Reading Writing Hotline, Adult Learners' Week 2003 will include fascinating talks from international guests, state and national awards, competitions and, we hope, much discussion about the fact that 46 percent of Australians do not have adequate literacy and numeracy skills to cope in this sophisticated technological society.

To gain national attention to the adult literacy issues, we are encouraging a chain of debates on various aspects of literacy during ALW. If you think you'd like to stage a debate visit the website, [www.adultlearnersweek.org](http://www.adultlearnersweek.org) for some ideas about how this can be done.



The Great Literacy Debate

Choose one of the following topics to be debated across the country:

- **"That literacy is the cornerstone of our democracy."**
- **"That is is better to be literate that to be able to fish."**
- **"That literacy is created by content."**

Or choose your own literacy topic, exploring the example, the role of government in adult literacy education or the question of funding!

ALA is also seeking stories of how learning and literacy – or illiteracy – has impacted on the lives of Australians. If you or someone you know has a story, we're interested in hearing it!

We are also keen to hear from tutors their views on which literacies will become more important and on innovative ways to support the development of these vital literacies. Please contact Jane Speechley at [j.speechley@ala.asn.au](mailto:j.speechley@ala.asn.au) or phone (02) 6274 9506.

There will also be an ALA national award this year for an outstanding contribution to literacy in Australia. Details of the award will be announced in the coming months, so be prepared!

A new element in 2003 will be Learn @ Work Day on Friday 5 September. On Learn @ Work Day, we're encouraging employers and employees all over Australia to recognise and appreciate the many types of learning that take place in their environment every day.

To underline the diversity of workplace learning, all sorts of activities will be promoted, including job swaps; bite-size learning sessions; open days; and more. Alternatively, people might choose to spend time working with a volunteer organisation, using skills acquired at work to help the community. We hope Learn @ Work Day will also establish links between ACE providers and local businesses, in the first instance perhaps through demonstrations of what the providers can offer-such as a dance class, craft workshop or a graphic design course.

No matter how you choose to celebrate Learn @ Work Day, it's a chance to learn something new, share your knowledge with others and strengthen your ties with business and the community. It might even change your life! For advice and information on how to participate, call Jane Speechley on (02) 6274 9506 or visit the website, where on-line resource kits; details of competitions; and much more are available.

The States and Territories are also planning lots of activities for the Week and are now announcing their grants programs. You'll find links to all the relevant sites on the website: [www.adultlearnersweek.org](http://www.adultlearnersweek.org)

### Jane Speechley

ALA Communications Manager

# Adult Learning Australia 43rd Annual National Conference

University of Technology, Sydney–27th to 30th November 2003



Adult Learning  
Australia Inc.

## COMMUNITIES OF LEARNING: COMMUNITIES OF PRACTICE

Strands of the conference include: Learning at Work: Learning in Communities: Learning in the Family

The cross-cutting issues at the conference will include: Indigenous learning plus the needs of the older learner

## Guests and keynote speakers include

- Dr Brendan Nelson – Commonwealth Minister for Education, Science and Training
- Professor Mark Tennant – University of Technology, Sydney and Conference Chair
- Ms Sharan Burrow – President of the Australian Council of Trade Unions
- Ms Elaine Henry – Chief Executive Officer of The Smith Family
- Mr Jack Beetson – leading Indigenous adult educator and Executive Director of Tranby Aboriginal College
- Dr Airini – expert on Pasifika issues from the Auckland College of Education
- Dr Brian Findsen – renowned scholar on older learners from the Auckland University of Technology
- Ms Maria Tarrant – Director Policy, Business Council of Australia

Full Conference Registration: (All prices include GST) The full registration includes all morning teas, lunches, afternoon teas, satchel and conference program, welcoming function, Friday evening reception and conference dinner. The organisational registration includes up to three (3) delegates from any one organisation and offers all of the benefits of individual registration.

	Member	Non-Member
Individual Registration:	\$330.00	\$440.00
Organisational Registration:	\$825.00	\$1045.00
Presenter Registration:	\$275.00	\$330.00
Concession/Students		\$220.00

*Day Registration Friday OR Saturday: includes morning tea, lunch, afternoon tea, satchel and conference program. Does NOT include evening functions*

	Member	Non-Member
Friday	\$120.00	\$160.00
Saturday	\$120.00	\$160.00
Sunday (half day)	\$60.00	\$80.00

*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, the Friday evening reception and the conference dinner Saturday evening. \$90.00*

*To register visit [www.ala.asn.au/conf](http://www.ala.asn.au/conf) or call Margaret Bates on 02-6274 9502.*

### Cancellation Policy

A refund of registration fees, less an administration fee of \$80.00, will be made to any participant cancelling prior to 1 November 2003.

There will be no refunds given after this date. To register visit [www.ala.asn.au/conf](http://www.ala.asn.au/conf) or call Margaret Bates on 02-6274 9502.



# In Quest of Learning

Dr Jeff Harmer



Dr Jeff Harmer

Welcome to *In Quest of Learning*, a new feature we are launching with the first edition of Quest. In each issue, we will profile a well-know person to find out a bit more about their experiences in education and learning.

For this inaugural profile, we are delighted to introduce Dr Jeff Harmer. Dr Harmer is the recently appointed Secretary of the Department of Education, Science and Training. His early schooling was in Gundagai. He went on to the University of NSW where he graduated with a BA (Hons) in Economics/Urban Geography and a Diploma in Education. After spending five years as a doctoral scholar and tutor at UNSW, during which time he was awarded a PhD in Economic/Urban Geography, Dr Harmer began his Federal public service career in 1978. Since then he has worked in the Departments of Housing, Social Security, Finance and Health. Before moving to DEST, Dr Harmer was the Managing Director of the Health Insurance Commission.

## 1. What is the single most important lesson your parents ever taught you?

Honesty is the best policy.

## 2. Your best and worst experiences from school? Were you a good student? – why/why not?

Best: Winning a colouring competition on my very first day in kindergarten.

Worst: Getting the cane (the only time it happened).

Yes, I was a good student – why, because I was always very positive about learning, goal focussed and competitive.

## 3. What did you always want to be? – did you achieve this? Why/why not?

I always wanted to be an architect. No, I didn't achieve this – well not in the building and construction sense. However, I have in a way worked as an architect in terms of Commonwealth Government responsibilities for housing, health and income support policy advice. The reason I didn't pursue Architecture I think was that other opportunities were more attractive as I pursued my career.

## 4. What was your first job and what did you learn from it?

My first paid job was fencing with my dad on a farm in South West NSW. I learned that hard work brings good rewards. I also learnt that it is much better to do the job right the first time than to have to re do it.

## 5. Complete this sentence:

The most valuable thing I've learned this year is a leader can have a very deep and lasting impact on an organisation if they focus on the people and the things that are important to them.

## 6. What new skills do you hope to acquire and how? What unfulfilled ambition have you yet to conquer?

I want to become a more effective user of the internet and online communication. My unfulfilled ambition is to get my golf handicap down below 20.

## 7. One talent people might be surprised to know you have?

I have a green thumb. I like gardening and have great success with the survival of both indoor and outdoor plants.

## 8. What piece of information would you most like to pass on to the next generation?

That creating a positive and supporting environment is the key to motivating people to achieve.

# ALW Short story competition

The Adult Learners' Week 2003 Short Story Competition is seeking short pieces of writing that convey what it is like to be insufficiently literate. Full details and entry forms are available at [www.adultlearnersweek.org](http://www.adultlearnersweek.org).

The works may be humorous or serious, fictional or biographical. They may focus on depicting the experience of living without 'basic' literacy skills or on the experience of not having a specific literacy required in a particular situation.

First prize will be a significant cash prize. Winners will be contacted directly and will be announced at [www.adultlearnersweek.org](http://www.adultlearnersweek.org) during Adult Learners' Week (1-7 September 2003).

Entries should be no longer than 1,500 words. The competition closes 4 August 2003 and all entries must be accompanied by a completed official entry form available from [www.adultlearnersweek.org](http://www.adultlearnersweek.org) or by phoning 02 6274 9506

## Adult Learners' Week 2003 Short story Competition: Terms and Conditions

1. Entries must be typed and submitted via email or in a hardy-copy format with the story on an accompanying floppy disk. Entries will not be returned.
2. Entrants may enter as many times as they wish, but will only be eligible to win one book voucher.
3. Entries must be submitted to the address below with a post-mark or time mark no later than midnight (AEST) 4 August 2003.
4. Selection of the winning entry by the panel of judges will take into account a) that the story clearly depicts a situation in which an aspect of adult literacy is highlighted and b) and that the story is interesting and accomplished.
5. By submitting an entry into the competition, entrants agree to Adult Learning Australia publishing any entry online and/or in print for the purposes of promoting adult learning and/or highlighting the experience of adult learning. Adult Learning Australia will not claim copyright, however, and will not seek to prevent authors publishing their entries elsewhere after 8 September 2003. Adult Learning Australia will credit the author whenever their story is reproduced by Adult Learning Australia.
6. Paid staff and official office bearers of Adult Learning Australia, the Australian Society of Authors, and ANTA are ineligible to enter, however, members of Adult Learning Australia and the Australian Society of Authors are welcome to enter.
7. The judges' decision will be final and no correspondence will be entered into.





# Guest Spot

Learning from Vampires

Who attends adult education programs? Pragmatic individuals with a mind to enhancing their career prospects with some solid vocational training? Those who want to improve their creative writing/dancing/cooking/painting skills? Yes to all of the above – and of course more. Adult learning centres supply a need within the community for discussion groups, lectures and workshops dealing with a huge range of creative pursuits.

The students who attended the course I recently conducted at Sydney's WEA came from a range of backgrounds and included a screenwriter, a transport worker, an academic, a barrister, a lawyer and a secretary. What did all of these people have in common? An interest in vampires.

The course, *From Narcissus to Nosferatu*, was a series of discussions in art history/philosophy, which took vampire mythology as its starting point. Using examples from art and literature, we discussed the dramatic affect that the concept of the 'other' has had upon writers, artists and thinkers and thus, Western culture.

Preparing such a course for people whose backgrounds you cannot know until the first night is quite an intimidating prospect. What to include and exclude? How to pitch it? I didn't know – this was my 'pilot vampire course' based on research I'd been doing for a work of fiction. But as it happened, these curious-minded, imaginative people solved those problems for me: they asked a lot of questions – which were often answered by other members of the group – and they offered their own ideas. For example, one participant knew a great deal about vampire myths, particularly those based on the one of the earliest outsiders or 'others' in mythology, the

enigmatic First Lady of Judeo-Christian culture, Lilith. Another was familiar with the works of contemporary philosophers who have considered the problem of 'otherness'. The breadth and variety of knowledge of this diverse group was the fuel for a great deal of lively discussion.

During my earlier experience in adult learning I worked as a life-drawing teacher. Again, the variety of students was surprising – from people who had next to no experience in any form of art practice, to those with a great deal – architects and designers. When asked why they had come, many of the latter group – who spent a large part of their working life on computers or drawing boards - answered, 'to loosen up'. In a sense, I think this reasoning is not so different from that of the participants in *From Narcissus to Nosferatu*. Some came simply because the subject material, though unfamiliar, seemed intriguing. Others, because they had become accustomed to directing their concentration in very specific ways and – like the disciplined designers/charcoal-wielding life-drawers – wanted the opportunity to 'loosen up'.

For me, the most enjoyable aspect of conducting courses in adult learning is the conversation. That is, the opportunity to interact with people with such diverse experience, knowledge and motivations. That is, I suppose, the point of non-vocational adult education: to generate ideas that stimulate the imagination of all those in the course, including the presenter. From the point of view of a fledgling tutor in vampire-lore, it was a huge learning curve.

## **Louise Katz.**

Louise has had a background in the visual arts and is now a writer of fiction for adults and young people. Her most recent novel, *The Other Face of Janus*, won the 2001 Aurealis Award for Young Adult Fiction 2001.

# Learning Circles

*A continuation Australian success*

An evaluation of Australian learning circle programs has concluded that learning circles contribute to strengthening Australia's "social fabric" by:

- creating and reinforcing valuable community capacity
- stimulating peer learning
- prompting social action and behavioural change.

For participants, involvement in a learning circle can produce the following types of outcomes:

- an increased appetite for learning
- greater knowledge about health
- greater citizen participation
- action on reconciliation
- community environmental action
- increased literacy among youth at risk
- happier, healthier older Australians
- re-engagement of men in learning

Adult Learning Australia commissioned Dr Virginia Kaufman Hall to conduct the evaluation as part of ALA's research program supported by Australian National Training Authority (ANTA) funds. A further financial contribution was made by the NSW branch of ALA.

Dr Kaufman Hall based her findings on a desk top review of learning circle material identified by ALA (including available evaluation reports from past and existing learning circle programs) and interviews with twelve people selected for their knowledge and experience of a range of learning circles.

The report found that the three major strengths of learning circles are:

- their flexibility, in terms of venue, time, pace and learning approach;
- their capacity to prompt behavioural change and action as a result of the new knowledge and understanding gained in the learning process;
- cost-effectiveness.

## Letting people know about Learning Circles

Interviewees agreed that the most effective publicity is word-of-mouth within existing community networks. While some projects use fliers and articles in the local media, it is personal contact that sells the experience as well as the product. Partnerships are critical for tapping into existing community networks locally.

## Facilitation

To have a dynamic learning circle program, you not only need large numbers of learning circles, you need large numbers of well run learning circles! That means having a strong capacity for recruiting and training facilitators, evaluating them, and supporting them on an ongoing basis.

Most learning circle facilitators are volunteers – people who have basic skills and a real desire to make a contribution to their community. A good facilitator makes it easier for group members to set objectives, to share their ideas and learn from one another.

## Evaluation of Learning Circle Projects

Evaluation of an informal learning circle sets some challenges. Many of the thousands of learning circles run around Australia over the last decade were deliberately not evaluated in order to avoid the risk of alienating participants, who may be allergic to formal tests, and thereby defeating the very purpose of the learning circle to rekindle a love of learning.

Nevertheless, the learning circle process is based upon an action learning framework. In practice, this means that groups continually evaluate on-the-run when they think about where they are and where they want to go. A skilled facilitator is continuously evaluating progress and adapting the pace and material to suit. Capturing this awareness in written form is not always necessary or appropriate. However, it is possible to develop questionnaires for facilitators or for learning circles coordinators which will assist in gathering material and measuring the outcomes of learning circles. Dr Kaufman Hall's report has pointed to the need for further work in this area.

The report's overall conclusion is that the learning circles ALA has promoted over the last decade have delivered impressive results both to learners and funding agencies. The flexibility and cost effectiveness of the learning circle make it an essential tool in ALA's mission to advance a learning society.

The full report *Evaluating Learning Circles – the impact of Adult Learning Australia's Learning Circles past and future* is available on the ALA website. A summary of the findings can be sent free to interested members. Please call Mary Hannan 02 6274 9508.

**Mary Hannan**  
ALA Projects Manager

# Learning Communities

Lithgow

Nestled in the western foothills of New South Wales Blue Mountains, Lithgow is a town with around 15,000 residents. Situated in close proximity to once rich coal-fields, hosting the power station that served New South Wales western district, and being the site for a range of industries including a small armaments factory, Lithgow was, for much of the twentieth century, a large and thriving community.



Watsford Oval, a sporting field in the centre of Lithgow.  
Photo by Ally Cluff, Lithgow Technology Centre

Times have changed, industries have closed down and people have moved away. Others have moved to the town from Sydney to take advantage of cheaper accommodation costs but there are few jobs for them. Lithgow has a considerable number of older unemployed, people who, at the age of 45 and above, have to face the job seeking process, including the prospect of retraining, for the first time in many decades.

As a way of meeting up to these challenges, Lithgow was the first town in NSW to set itself up as a learning community, a strategy which links up all the town's learning and service providers to create a coalition that works collaboratively to meet the learning needs of the community.

Lithgow is entering a new stage of its development as a learning community. Soon the library is to move into a new building in the main street. This venue will be much more than a traditional library. It will house Lithgow's learning shopfront, a computer lab and public meeting spaces.

The fact that Lithgow has a designated learning community management committee is paying dividends too. For example, the Smith Family has met with the committee to explore the possibility of setting up their 'Learn for Life' program in Lithgow. That will be an easier endeavour, given

the work the Lithgow community has already achieved in fostering and supporting networks which will be able to link into Learn for Life. The Smith Family visit also helped lay the ground work for the Lithgow VIEW club to become linked with the learning community initiative.

Adult Learning Australia too has used Lithgow, and the networks it has forged, as a site for a field work project exploring the feasibility of a Learning Audit Tool. In May, Barrie Brennan, Honorary Fellow University of New England, and John Cross, visited Lithgow to conduct a series of focus groups with staff from Centrelink, learning providers, the learning community management committee and some of Lithgow's mature jobseekers. From the focus groups came a wealth of insights that will inform any future development of a Learning Audit Tool. This will be a structured conversation designed to assist employment agencies and their clients, to identify the most appropriate paths back to learning and retraining. By helping employment agents develop a more sophisticated understanding of learning activity, it is hoped that jobseekers will be able to get more out of their re-training experiences."



Mort Street, the main thoroughfare through the centre of Lithgow showing (from the right of the picture) the Business Enterprise Centre, the Centrelink office and Lithgow City Council Chambers.

Photo by Ally Cluff, Lithgow Technology Centre.

The Lithgow learning community is continuing to explore innovative ways of increasing the prominence of learning in the town and forging better links between the organisations within the community. Who knows, one day soon, Lithgow may have computer classes in the workmen's club and a number of university outreach programs being taught at the Learning Centre. The future is looking brighter for Lithgow.

**John Cross**  
ALA Research Manager



# Short Story

## Quince Jelly



“It’s jelly, not jam. Jam’s common”, was the first lesson my mother-in-law impressed upon me, as we stood together at the kitchen bench, half a dozen quinces before us. It was cold in the kitchen and her breath made steam clouds as she spoke. I stared impartially at the yellow, gnarled looking things and picked absentmindedly at the brown furry bits clinging to the skin. Bits came off on my hands and stuck there, jumping from one hand to the next as I tried to brush it off. I couldn’t help thinking that they were actually quite ugly, and that they were not deserved of the honour the ‘fruit of love’. Quangers. We were making quanger jelly.

I held the hard, frigid fruit, and handed them one by one to Yvonne as she meticulously scrubbed, picked and dug out impurities, beautifying them, rendering them flawless. Her passion was tangible as she worked quickly, moving confidently about the kitchen. I looked on in awe and somewhat bewilderment as she lay the quinces out on the bench and began cutting, quartering and coring, with the precision and speed of a professional. A very old cookbook lay open on the bench in front of us and a simple drawing depicted a woman of the day, aproned, hair swept up, her hands clasped together at her chest and a regal smile upon her face. She was obviously very pleased with the array of jars in front of her, filled with any number of wonderful creations. The page curled at the top right hand corner and the edges had yellowed a great deal since 1949.

Still wrapped in their skin, the quinces were plunged into cold water in the biggest pot I owned, and I stood back to wait for what could be up to two hours, for the hard, almost odourless bobbing bits to become edible. While we waited I heard all about pectin, pectin tests, cloudy jelly, foggy jelly, jelly with bubbles, straining, rapid boiling and sugar quantities. It seemed a lot of information, and not once had I seen Yvonne consult the ancient cookbook that waited on the sidelines. She told me it was about watching, smelling, tasting, getting the feel for it, and once I had it, I would know.

And then it happened. Like blood in bath water, the first tinge of colour seeped from the fruit, and stained the liquid the palest of pink. Slowly, very slowly, the intensity of pink grew and I became mesmerised at how this cold, dormant fruit became alive. It pricked my every sense, awakened me, and beckoned me closer. I stared, and stirred, stared and stirred, and became intoxicated as the most alluring smell wafted from the pot, enveloping me in a cocoon of heady pleasure. I breathed deeply, inhaling the fragrant steam and watched as the quinces, the beautiful quinces, transformed from nothing, into soft, spongy, sensual petals of dissolving fruit. Draining and discarding the quinces, we then carefully and precisely measured the sugar, cup for cup, into the pot and the water became the most amazing shade of ruby red.

***The tangy aroma had overwhelmed everything and the room was no longer cold.***

Our heads now bent together over the pot, we watched as the liquid boiled rapidly and grew a white froth that threatened to spew over the edge. No stirring was allowed now and I fidgeted with my hands, fighting the impulse to touch. Any minute now the watery liquid would evolve into a luscious, sweet syrup, that I imagined could be drunk as nectar. My senses were on full alert and I thought I would surely die if I could not taste this precious, sanguineous stuff soon. Timing was critical and our eyes dared not leave the pot. Eventually, Yvonne delved the wooden spoon into the liquid, and let beads of red drop to the saucer below. It ran across the cold plate as if trying to escape our reach. Not ready yet, but not

long. As the thin fluid pooled on the plate, I could not bare to let it go to waste, and with Yvonne's permission I scraped the few drops up with my finger and got my first and unforgettable taste of quince jelly. I now knew why I lived. It all came together then, everything made sense.

Finally the texture was right, staying put on the saucer, it's edges crinkling and folding in upon itself as Yvonne prodded it gently. We worked quickly, pouring the thickened syrup into the glass jars we had prepared. Before us stood six gorgeous jars of clear, crimson jelly.

I stood back, clasping my hands in front of my chest, and I beamed at what I had helped create, wise now to the picture in the cookbook. We turned to each other and hugged to success. And in that hug I received a gift, knowledge that had been imparted to me, that perhaps one day when I became a mother-in-law, I too would share with the next generation of food lovers, the art of making something from nothing that quince jelly making was.

**Christina Wilson**

Quince Jelly was a winner in the Collin's Booksellers Adult Learners' Week 2002 Writing competition.



# On the ground



## Community Grant

Narre Community Learning Centre Inc. was delighted to hear from the Commonwealth Department of Health and Ageing that they were to receive a Positive Ageing Community Sponsorship Grant. The grant will be used to promote healthy ageing in the community, improve attitudes for the aged, support special needs groups, and provide skills, knowledge and lifelong learning for older people. Numerous activities are planned in the five cluster houses in the electorate of Casey, where activities will include walking groups, gentle exercise programs and computers for beginners.

Kaye Vrieze  
Executive Officer, Narre Community Learning Centre  
kvrieze@narreclc.net.au



## ALA goes Dancing!

ALA (WA) is working alongside the Australian Dance Board and The Meeting Place Neighbourhood House in a 10 hour event to close the 2003 Adult Learners' Week events here in the west. DanceFever will offer people the opportunity to learn six different dance styles in a single day. So if you are a secret salsa swinger, a wobbly waltzer or a b grade belly dancer and want to join us please contact Neil Carver-Smith on 08 9227 5441 or stara@iinet.net.au



## Tiffany Lampshades, Whip Cracking, Owner Builder Tours and Bibb Track Tasters

What do these have in common? You may well ask! They are just four of the 74 community courses offered since the idea of Sharers and Carers was born in Northcliffe, WA, in early 2000. The courses enable learning through informal sharing of skills, ideas and life experiences in a supportive atmosphere. It works like this: you offer to share your skills and in return attend another course free of charge or you can use your experience in caring for children by volunteering for our crèche and getting a corresponding amount of time in a course free.

The range and variety of the courses to date is really quite phenomenal – from fruit tree pruning to Friday escapes; men are from Mars/women are from Venus to writing from the heart; Lebanese cooking to mosaics; song writing to bush mechanics and many others.

For further information contact Maja Plante on 08 9776 7221 or northcliffefamily@wn.com.au



## ALW in Kyabram

Kyabram Community & Learning Centre will be running a full week of free "taster" classes during Adult Learners' Week. Classes will be offered in health, recreation, art, craft, first aid and computers. There will also be a free community lunch held during the week. People interested in attending can contact the centre to have a program mailed directly to them when it is released. We look forward to seeing new faces as well as regulars during this special week.

Margaret Heier (Training Manager)  
Ph: 03 5852 0000 Email margh@kyabram.net.au



## The Use of Power Point with Adult Literacy

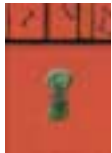
The Adult Literacy students of Pooraka and the Paddocks Neighbourhood Houses in Adelaide have broadened their learning mediums.

Computers have been used for several years in our classes with CDROMs, Internet, Emailing and a Bulletin Board. Recently two Easy Reading and Discussion Books using Power Point were created. The slides or pages can be read and turned at the student's pace and the discussion and vocabulary generated by the clip art or photos is excellent. It is a straightforward program to use. To reinforce subject matter there is a follow up with work sheets, word searches and crosswords. The ACE Educators share these Easy Reading Books on their Website. Have a go Educators, start creating!

Hazel Price  
Educator at the Paddocks and Pooraka Farm  
Neighbourhood Houses, SA  
Email: hazbri@senet.com.au



# ALA New Members



## Celebrating International Women's Day

Although originally a political event celebrating women getting the vote, International Women's Day celebrations are now regarded as an opportunity for networking, sharing, recognising past achievements and focusing on issues of concern to women. Many Community Neighbourhood and Learning Centres organise very unique events for this celebration. Here is just one of them.

Peace cranes of every colour, floating candles, olive branches and reams of calico set the scene for this year's theme of peace, where approximately 50 women were celebrating International Women's Day at the Northcliffe Family Centre, WA. Although the theme of peace was a rather sobering one, the evening was still an opportunity for some great belly laughs as well as poignancy.

A theme of geographical peace enticed the audience into seeing their beautiful, peaceful environment as an opportunity 'ripe for development'. Brochures offering a 'piece of peace', 'a slice of heaven', 'a helping of harmony' were distributed to potential 'developers'. All tongue-in-cheek in the mould of Bob Jelly and Sea Change, people came up with all sorts of ideas about how to develop their local area, Northcliffe in WA. These included the erection of a Giant Marron with revolving claws to building an escalator up Mt Chudalup so that no real effort was needed to achieve that experience of PEACE you get at the summit.

From this hilarious introduction to a completely different vision of peace we were brought back to today's global situation by a speech from Kiraz Janicke, a young woman from Northcliffe who has gone on to become the spokesperson for University of Western Australia's Peace Movement.

The night rolled on with locals showcasing talents of song, poetry and words, divulging their age by sharing stories of participating in past peace rallies and sharing highly humorous images of the 60's and 70's eras. We then looked at 'inner peace' and 'the other side of peace', with the evening concluding with a modern fairytale encapsulating the power of warm and friendly feelings in creating peace.

Maja Plante, Northcliffe Family Centre, WA  
Email: northcliffefamily@wn.com.au

## ALA New Members

### Individual

Peter Adamis VIC 3087  
Max Barry NSW 2640  
Gayle Benson NSW 2228  
Steve Bray NSW 2122  
Alan Brown VIC 3690  
Rachael Evans NSW 2750  
Dianne Ingham SA 5081  
Mary Johnsson NSW 2260  
Christine Karlson NSW 2630  
Margaret Moon NSW 2250  
Erica Rosat VIC 3552  
Margaret Somerville NSW 2351  
Omonitan Tayo Nigeria

## Organisations

Child Care Trainers Australia  
BALLINA NSW 2478

Hagley Learning Centre  
CHRISTCHURCH NZ

Library (Serials)  
University of SA 5032

St Vincent de Paul Society  
SURRY HILLS NSW 2010

# Looking Back

*Ninety Years of WEA Education in Australia 1913–2003*

This year the WEA in Britain marks its centenary with a rich program of events, publications and celebrations in every WEA District throughout the UK.

Coincidentally, the WEA in Australia will be marking its own 90th anniversary. In NSW the WEA will be celebrating the anniversary in November. While the WEAs in both countries have evolved differently, they share similar educational philosophies and democratic ideals. They also share the same founding father in Albert Mansbridge (1876–1952).

Albert Mansbridge won a scholarship to Battersea Grammar School in London but was forced to leave school at 14 and work as an office boy. He tried, but failed to win a Co-operative scholarship to Oxford. In 1903 Mansbridge who, through his interest in the co-operative movement and workers education, founded the Workers' Educational Association or WEA with a view to forming an alliance with the extra-mural arm of the universities and thereby providing higher education for working men and women.

In Australia the real driving force behind the founding of the WEA was David Stewart (1883-1954), a Scots carpenter who had emigrated to New South Wales in 1911. David's brother, Alex, had attended a summer school in Oxford where he had met Mansbridge. Alex suggested to Mansbridge that David would be a useful ally in spreading the idea of workers' education to Australia. Mansbridge wrote asking David Stewart to establish a branch of WEA in New South Wales.

David Stewart duly persuaded the Labour Council of NSW to appoint an education committee with himself as convenor, to consider a scheme for Workers' Education. Its report advocated a joint WEA/University tutorial class system. In November 1913, at a meeting of the NSW

Labour Council presided over by Albert Mansbridge, the first WEA branch in Australia was launched. David Stewart OBE proved to be a faithful disciple of Mansbridge and remained General Secretary of WEA NSW for the next 41 years. When Mansbridge died in 1952 David Stewart wrote, 'Education to him was a means of stimulating and feeding the desire to know and understand something of the wonders of the universe and something of the complexity of human relations.'

There are now four vibrant WEAs in Australia - in Sydney, Newcastle, Wollongong and Adelaide, and together they account for some 75,000 adult and community education enrolments per year. Like the WEA in Britain, WEAs in Australia remain voluntary, independent not-for-profit adult education organisations with democratic management structures, although naturally each has evolved to meet different educational and cultural needs. The WEAs in Australia are proud indeed to be celebrating their 90th anniversary and offer hearty congratulations to the WEA in Britain for a century of dedicated commitment to lifelong learning.

The following websites are of interest:

- [www.wea.org.uk](http://www.wea.org.uk)
- [www.weasydney.nsw.edu.au](http://www.weasydney.nsw.edu.au)
- [www.weahunter.com.au](http://www.weahunter.com.au)
- [www.weaillawarra.com.au](http://www.weaillawarra.com.au)
- [www.wea-sa.com.au](http://www.wea-sa.com.au)

## **Richard Pinder**

Executive Officer

WEA Sydney

[richard.pinder@weasydney.nsw.edu.au](mailto:richard.pinder@weasydney.nsw.edu.au)

# Advertising rates for Quest and the Australian Journal of Adult Learning

All adverts are full colour. All artwork must be supplied on disk as either a TIF-300dpi at actual size, EPS-CMYK vector at actual size with all text either as outlines or with all fonts supplied, as a PDF-distilled for 'Press' with ALL fonts embedded (please call Whizzbang Art on 02 6124 5470 for more information), or as a QuarkXPress file with ALL fonts AND attached graphics.

## Printed Advertisements – Australian Journal of Adult Learning

The journal is an A5 book issued three times per year. Internal pages are printed in black only.

\$250	1/2 page
\$412	full page

## Printed Advertisements - Quest

The newsletter is a quarterly A4 publication printed in colour.

\$160	1/8 page
\$345	1/4 page
\$500	1/2 page
\$745	3/4 page
\$990	full page

Inserts up to 8 grams	\$185
8 to 20 grams	\$247
More than 20 grams	\$305

Rates for regular advertisers can be negotiated.

## Deadlines for 2003

The Australian Journal of Adult Learning is published in April, July and November. Please contact the office for advertising deadlines.

## Deadlines for inclusion in Quest

	Printed ads	Inserts
Autumn	1 February	22 February
Winter	3 May	24 May
Spring	2 August	23 August
Summer	1 November	22 November

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- **p** +61 2 6274 9502
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All ALA members receive the quarterly newsletter, the Australian Journal of Adult Learning, e-services; access to a national network of adult educators; and representation by their peak body.

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# Calendar

International Decade of Literacy 2003–2012.

## 3–5 July 2003

**The Second International Inside Out Conference on Higher Education and Community Engagement Charting Engagement: Capital, Community and Citizenship Conference at the University of Queensland, Ipswich Campus.**

For more information see  
<http://www.apo.org.au/webboard/items/00179.shtml>

## 9–11 July 2003

### Social Inclusion Conference

Australian Social Policy Conference hosted by the Social Policy Reform Research Centre.

For further information see  
<http://www.apo.org.au/webboard/items/00207.shtml>

## 15 July 2003

### The Learning Conference

To be held at the Institute of Education, University of London.

The Learning Conference will address a range of critically important themes relating to education today. Main speakers will include some of the world's leading thinkers in the field of education, as well as numerous paper and workshop presentations by researchers and practitioners.

For further information including conference themes, program, speakers, venue and registration, visit the conference's website:  
<http://learningconference.com>

## 10–11 & 21–23 July 2003

### Sharing the Road

**A Conference for Disability Support Workers. Relationships: Redefining Boundaries?**

To be held at James Cook University (10–11 July) and Nathan Campus, Griffith University, Brisbane (21–23 July)

For further information contact Chris Montgomery (07) 3404 3086 or  
[e cmontgomery@disability.qld.gov.au](mailto:cmontgomery@disability.qld.gov.au)

## 17–18 July 2003

### 'Skilled for Life' Community Services & Health Industry Conference.

The aim is to engage keynote speakers and run workshops that will showcase the best Skilled for Life training practices and tools being used by industry leaders in many different fields. The deadline for abstracts is 10 April. The conference will be held at the Convention Centre at the Victoria University of Technology, Sunshine Campus. For further information [www.intraining.org.au](http://www.intraining.org.au)

## 1–7 September 2003

### Adult Learners' Week

Adult Learners' Week is a national celebration and promotion of all forms of adult learning. It is a great opportunity to find out about the types of learning that are right for you (formal, informal, vocational and recreational).

For information see [www.adultlearnersweek.org](http://www.adultlearnersweek.org) or call 1300 303 212

## 6–11 September 2003

### CONFINTEA Mid Term Review Conference

The aim of the CONFINTEA Mid Term Review Conference, to be held in Bangkok, Thailand, is to follow up the recommendations made at the Fifth international Conference on Adult Education (CONFINTEA V).

For further information see  
[www.unesco.org/education/uie/activities/CONFVReviewindex.shtml](http://www.unesco.org/education/uie/activities/CONFVReviewindex.shtml)

## 17–20 September 2003

### European Festival of the Learning City and Region

To be held in Edinburgh, this Festival brings together decision makers and professionals from Learning Cities world-wide to debate, inform, to exchange ideas, expertise and knowledge on the nature and practice of the learning city and region.

## 19–20 September 2003

### Literacy in Multiple Environments

The Australian Council for Adult Literacy is to be held at the Metropolis in Desert Sands Convention Centre, Alice Springs. Further information will be available at a later date. See [www.acal.edu.au](http://www.acal.edu.au)

## 20–23 November 2003

### Learning AND the World We Want

Intersecting Conversations of Education, Culture and Community. For all concerned with the role of learning in calling forth and creating a sustainable global community and a peaceful world.

For further information see [www.WorldWeWant.ca](http://www.WorldWeWant.ca)

## 27–30 November 2003

### Communities of Learning: Communities of Practice

Lifelong Learning—From the Learning Organisation to Learning Communities towards a Learning Society. The 43rd Annual National Conference of Adult Learning Australia will be held at the Broadway Campus, University of Technology, Sydney (UTS).

For further information see <http://www.ala.asn.au>

## 30 November–3 December 2003

### Family & Community Strengths. Building a Truly Civil Society.

This conference is to be held at the University of Newcastle, NSW. The main themes are: Promoting strengths-based leadership/management; Linking schools, family and community; Working from a strengths perspective in a problem-focused environment; Exploring resilience; and Practical applications (mobilising people and community resources).

For further information email [familystrengths@pco.com.au](mailto:familystrengths@pco.com.au) or see  
<http://www.pco.com.au/familystrengths/>