

Quest

Issue 4 Autumn 2004



Adult Learning
Australia Inc.

Intergenerational Learning

*43rd Annual Conference
ACE Vet Pathways in WA*





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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Quest (formerly Adult Learning Australia) is the newsletter of ALA, published quarterly and distributed to members. Copies are held by libraries and educational institutions throughout Australia. Non-members may subscribe for \$64. Single issues are \$16 plus postage.

ISSN 1448-4390

Editor: Francesca Beddie
Editorial Coordinator: Margaret Bates
Artwork: Whizzbangart

Copy: Contributions of news, stories, reviews, pictures and so on are welcome. They will be received at any time but deadlines are the last Fridays of January, April, July and October.

Advertising: ALA accepts advertising from appropriate vendors in quarter-page, half-page and full-page formats, as well as inserts.
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ALA also publishes the Australian Journal of Adult Learning, in April, July and November. ALA members receive this publication, hard copy or electronic as part of their membership. Non-members may subscribe for \$70. Single issues are \$25 plus postage.



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

PP255003/06295

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Editorial

Welcome to the fourth edition of *Quest!* At the national office, we feel proud of the new-look magazine as it approaches its first year in existence. Many thanks to all who have contributed to getting *Quest* established, especially to Margaret Bates who coordinates its entire production. We hope you, Adult Learning Australia members and other readers, are enjoying the magazine and would love to hear your opinions. I encouraged you in an earlier edition to start writing letters to the editor. I reiterate that invitation.

Adult Learning Australia needs to know what you are thinking to help it cater properly to your needs and to make informed decisions about its lobbying and research priorities. Selecting the most important issues, crafting clear arguments to support our position and precise recommendations for action will be vital if we are to have an impact in the lead-up to a Federal election.

Happily, we are already well into the planning stages of Adult Learners' Week 2004. This year's theme will be intergenerational learning, which has already received some airplay in political circles with the new ALP leader, Mark Latham, championing the importance of family learning. We bring you an article about intergenerational learning designed to start you thinking about the topic.

Sharing views was a strong feature at last November's annual conference. Building 6 at the University of Technology Sydney hummed for three days with friendly, though sometimes quite heated, discussions about learning. For those of you not able to attend, we bring you a report on the atmospherics of the conference. Many of the conference papers are available on the website,

www.ala.asn.au, thanks to the efforts of Jacqui Levan who has been maintaining the website even after taking up a permanent position with the Australian Institute of Criminology. We wish her well.

One remarkable moment at the conference occurred during the presentation of the 2003 ALA award to Vi Jorgensen from Queensland. I had just explained to those gathered that the judges would have loved to give three awards but the funds did not stretch to that. Dr Nelson, the Minister for Education, Science and Training, responded in a surprising and very gratifying way. He announced that his Department would be delighted to assist Adult Learning Australia to expand the award. Thanks to this support, in 2004 there will be four categories in ALA's national award for an inspirational contribution to adult learning: individual, program, provider and Indigenous community. Further details will be announced in the winter edition of *Quest*.

The new Board of Adult Learning Australia will be meeting at about the time you receive this edition of *Quest*. They will be considering the association's strategic direction over the coming year. The priorities I will be putting before them include: encouraging greater action on, rather than rhetoric about, whole-of-government approaches to learning and community strengthening; pushing for greater flexibility in the use of training accounts for job seekers; the introduction of learning guidance to assist **all** Australians plan their learning pathways; and the fostering of the learning communities. Many of these topics are discussed in the following pages.

As most of you will already know, this will be my last editorial for the Adult Learning Australia magazine. I will be moving on in April, although I do hope to remain engaged with the issues we have been championing. They are too important to ignore, a fact I believe is dawning on policy makers all around Australia. Let me wish the association a vibrant future and express my thanks to all those who have offered advice and support during my stewardship of the association.

Francesca Beddie

ALA EXECUTIVE DIRECTOR

Skills for the Future

The Skills Inquiry in South Australia recommended that the government acknowledge the important role the community sector plays in developing workforce skills. It could do this by entering into a new partnership with community organisations through ACE, particularly to improve learning opportunities for adults who otherwise might not consider entering or re-entering the workforce as well as for those wanting to progress through it.

ACE is therefore assuming a higher profile in South Australia as a high-quality entry into education and training for disengaged learners. The government will be putting greater effort into developing more recognised pathways between ACE and the other sectors of the education and training system.

Strategies for implementing ACE policy will mesh with other government initiatives, including social inclusion and community capacity building, as well as with the government's wider education and training agenda.

For more information see

<http://www.lifelonglearning.sa.gov.au/>

South Australia Works

In December 2003 the Premier, Hon Mike Rann MP unveiled a comprehensive overhaul of South Australia's employment and skills formation programs. 'South Australia Works' is the banner under which a wide range of programs will be delivered to assist 6,000 people over the next year to gain skills that will assist them along pathways to further education, training and employment. There will be a strong regional focus developing over the next 18 months, and priority target groups for special initiatives. ACE Providers and Registered Training Organisations should watch for a range of Tenders and Grants that are being advertised this year under 'South Australia Works'. More information can be found at the website:

<http://www.saworks.sa.gov.au>

Credit Matrix takes Next Steps

Have you received a copy of *The Credit Matrix—Next Steps*? The paper, recently published by the Victorian Qualifications Authority (VQA) provides information on the work completed on the credit matrix to date and the steps for further development.

The credit matrix is a credit-based framework designed to apply across all the units available at the post-compulsory level, whether offered at school, Adult and Community Education centres, TAFEs or universities. It aims to facilitate

links between qualifications, across education sectors, thereby improving credit transfer and flexibility, helping students to pursue learning throughout their lives.

For more details on *The Credit Matrix—Next Steps* download a copy from the VQA website at, www.vqa.vic.gov.au or ring the VQA on 9637 2806 to request a copy.

Flexible Learning Advisory Group (FLAG) Update

Strategic planning for 2005 and beyond has been a clear focus for FLAG early in 2004. Feedback from the "Your Future, Your Choice: Flexible Learning Futures" will assist FLAG in its deliberations. The summary paper is available at <http://flexiblelearning.net.au/aboutus/futures.htm>. Over the next few months a draft strategic plan will be formulated and key stakeholders will be invited to provide input throughout the process.

FLAG will be identifying priorities for flexible learning that require collaboration at a national level. For example in 2004 issues such as professional development, leadership, development of elearning resources, electronic authentication, bandwidth and interoperability are all being addressed in the Australian Flexible Learning Framework. While funding for 2004 in LearnScope, Flexible Learning Leaders and New Practices is now closed there are many free resources to assist providers and teachers at <http://flexiblelearning.net.au>.

Rita Bennink

VICE-PRESIDENT ADULT LEARNING AUSTRALIA

ADULT COMMUNITY EDUCATION REPRESENTATIVE
FLEXIBLE LEARNING ADVISORY GROUP

2004 Australian Museum Eureka Prizes

The Eureka Prizes are Australia's premier science awards, rewarding outstanding Australian science and science communication and raising the profile of science in the community, they encompass a broad range of research, innovation, industry, engineering, education and other science-related activities.

Entries close Friday 14 May 2004. Candidates can either enter themselves or be nominated by others. Information and entry forms for all prizes are available from www.amonline.net.au/eureka. Winners will be announced at a gala award dinner in Sydney's famous Horden Pavilion on Tuesday 10 August 2004 to launch National Science Week.

For further information email eureka@austmus.gov.au

Beyond Equity? Indigenous People's Rights and The National Vet System

This paper suggests that there are many significant unanswered questions about the way current equity policies interact with Indigenous people's own development aspirations and their preferred modes of participation in the Australian economy. It argues that there is a need for a more focused and co-ordinated Indigenous-driven research agenda to help answer some of the policy questions this raises.

Boughton, Bob & Durnan, Deborah

http://www.ncver.edu.au/research/proj/nr2201/boughtn_durnan.pdf

Reframing the Future: Assessor Network Workshop

In September and November 2003, participants travelled up 500km to attend workshops on training and assessment held in Mt Isa, Townsville and Rockhampton in September and November 2003. The workshops aimed to form networks of RTO's to help them improve practices for students with a disability.

Facilitator and project coordinator, Lesley Wemyss, found that the 'refreshment function' at the end of each workshop was well supported in these 'dry' regional areas and further contributed to building long-term collaboration and networking.

Two workshops were held in each region. In between the workshops, participants trialled new knowledge in the workplace and communicated by email with the facilitator and each other. The facilitator also provided the members with access to up-to-date resources and information in order to stimulate thinking and activities.

By the end of the project, RTO's and assessors had a process by which they could confidently meet AQTF Standards 9.1, 9.2 and 9.3. They had also developed action plans to improve the quality and consistency of assessment for all their clients, especially those with a disability, and had workshoped methods to increase the attendance of people with a disability in their courses.

In each region participants established a network and voted on a network leader, setting a date for their first 2004 meeting, so that public, private and enterprise-based RTOs, assessors and disability experts could continue to exchange ideas and experience.

Lesley Wemyss

lesleywemyss@ozemail.com.au

Information about the Reframing the Future VET Staff Development 2004 program can be found at <http://reframingthefuture.net>

Guidelines and Application Forms can be downloaded from the website. Applications close on Friday 19 March. Information sessions are being held in each capital city, details can be found on http://reframingthefuture.net/publications/information_flyer2004.pdf

For more information contact Suzy McKenna, Senior Project Officer on 08 8207 9688 or suzy.mckenna@regency.tafe.sa.edu.au

DEST Consultations

The public consultations on the Government's discussion paper on adult learning, You Can Too, began in late February. A timetable of planned meetings has been issued and details of venue and time will be advised. See the DEST website www.dest.gov.au We will also endeavour to advise members in advance of the roadshow arriving in town.

SCHEDULE FOR CONSULTATION MEETINGS:

DATE	LOCATION
1 March	Dubbo NSW
2 March	Lightning Ridge NSW
3 March	Tamworth NSW
9 March	Albury/Wodonga NSW
10 March	Ballarat VIC
16 March	Hobart TAS
17 March	Burnie TAS
22 March*	Perth WA
23 March*	Kalgoorlie WA
24 March*	Albany WA
5 April*	Brisbane QLD
6 April*	Nambour QLD
19 April*	Pt Augusta SA
20 April*	Adelaide SA
27 April*	Darwin NT
28 April*	Kununurra WA
29 April*	Tennant Creek NT
30 April*	Alice Springs NT
3 May*	Campbelltown NSW
4 May*	Sydney NSW
5 May*	Lithgow NSW
17 May*	Cairns QLD
18 May*	Rockhampton QLD
19 May*	Charleville QLD
Late May 2004*	Canberra ACT

*Tentative dates only and subject to change.



Intergenerational Learning

Learning between Generations: The theme for Adult Learners' Week 2004

The word 'intergenerational' has taken on new meaning since the Treasurer, Mr Costello, brought down the Intergenerational Report in 2002. Too often it has become code for concern about explosive costs to the state of an ageing population. That narrow fiscal definition has done little to address the underlying cultural issues we face from powerful demographic and social changes.

Despite the push to keep Australians working longer, the cult of youth prevails. Wisdom and experience are undervalued (except in our Indigenous communities where learning from elders has been an intrinsic part of traditional culture); age discrimination is prevalent. Different family structures, a highly mobile population, a tendency towards single living mean that people do not interact across generations in the way they used to. That makes learning from the old or the young an unfamiliar concept. It is one we wish to revive during Adult Learners' Week 2004.

According to the Australian Bureau of Statistics (ABS), within 30 years the global older adult population (65+) will double. Transfer of their knowledge to a younger generation will be important for maintaining a cohesive workforce and for succession planning. Retraining older people in new technologies and approaches will become an important role for young people. Learning to learn from each other will be one of the skills we will all need as the twenty-first century progresses.

Learning between generations has much more to deliver than the bottom line.

It is also a means to address age discrimination and stereotyping, for the transfer of wisdom and the stimulation of a lifelong learning culture.

What does intergenerational learning look like?

Intergenerational learning takes place in the community in many ways. Adults of all ages may serve as literacy tutors, mentors, parent outreach workers, after-school volunteers. Many find themselves assisting in childcare and transferring skills in fishing, knitting, gardening and the rest.

Younger people can provide respite services to the frail elderly and their families, conduct oral history interviews with older members of their community, demonstrate the power of information technology and teach English to older immigrants and refugees. They also work side-by-side with both children and older adults in arts, environmental, and service projects.

Such activities do not need to take place in parallel. Many will encourage productive multi-directional exchanges of information, with those involved stepping out of traditional roles: the teacher becomes the student and vice versa. As relationships build, stereotypes break down. The youth with green hair and a nose stud seems less intimidating; the white haired lady on a walking stick appears much less feeble.

A great deal of intergenerational learning occurs without being labelled as such. Mentoring in the workplace and the community is a widespread practice; transfer of knowledge in the family usually takes place without even being recognised as a learning experience.

However, as we grow older—but not necessarily wiser—there is good reason to put the spotlight on what is already happening and to encourage more learning between generations. The Leader of the Opposition, Mark Latham, has recently done so by emphasising the importance of reading to children and raising the question of parenting education. To properly address problems of poor literacy rates, not just among children but also among Australian adults (twenty percent of whom are not functionally literate) we cannot ignore the urgent need to encourage everyone to keep on learning, for their own benefit, now and into old age, and for the next generations. Approaching this task together can be effective and fun.

It is that combination which we will strive to highlight during Adult Learners' Week (ALW) from 1–8 September 2004.

Family Literacy

Continuing the theme of literacy during the United Nations Literacy Decade, we will be encouraging discussion about family literacy. Research shows that insufficient adult literacy often becomes an obvious problem when children reach an age where adults can no longer assist with homework, or where the child's literacy skills start to overtake that of the parent. Greater support for adults who need help to continue reading to their children will be one element of our advocacy campaign during the week.

We will seek to engage those places in the community—zoos, museums, galleries and libraries—where families learn. And we'll be on the look out for surprising stories about intergenerational learning, like *the day my thirteen-year old taught me to ...*

Learn @ Work Day

Learn @ Work Day on 3 September will again be a feature of Adult Learners' Week. We will encourage our partners to showcase the intergenerational learning that takes place in their workplaces, from formal coaching to more casual exchanges of information between long-serving employees and new starters.

It's shaping up to be a great week. We hope you'll enjoy it and that we'll reach more people than ever in the national campaign.

Got an idea?

We have already put together some suggestions for activities people may like to consider staging for this year's Adult Learners' Week—visit www.adultlearnersweek.org. However, there is still plenty of time to incorporate your ideas. If you have a proposal for an Adult Learners' Week intergenerational learning activity, email us on info@adultlearnersweek.org.

**Francesca Beddie, Executive Director and
Jane Speechley, Communications Manager, ALA**

Links for more information

- Campaign For Learning (UK)
<http://www.campaign-for-learning.org.uk>
- Centre for Intergenerational Learning, Temple University (US)
<http://www.temple.edu/CIL/AboutMain.html>
- Literacy Department - Intergenerational Learning resources, Brown University (Canada)
http://www.brown.edu/Departments/Sweaver_Center/Literacy_Resources/intergen.html
- Office of Senior Victorians
Building Intergenerational Capacity: A National Study of Intergenerational Programmes.
<http://www.health.vic.gov.au/agedcare/publications/index.htm>
- Queensland Government
A framework for intergenerational planning
http://www.families.qld.gov.au/futuredirections/documents/acad_intergenerational_framework.pdf
- Families Australia
<http://www.familiesaustralia.org.au>
- The National Centre for Family Literacy (USA)
<http://www.familit.org>
- The Dusseldorp Skills Forum (DSF)
<http://www.dsf.org.au/>

Communities of Learning: Communities of Practice

ALA's 43rd Annual National Conference

Adult Learning Australia members welcomed keynote speakers to the 43rd annual conference at the University of Technology Sydney (UTS) in November 2003 with some robust debate about learning in the workplace, in the family and the community.

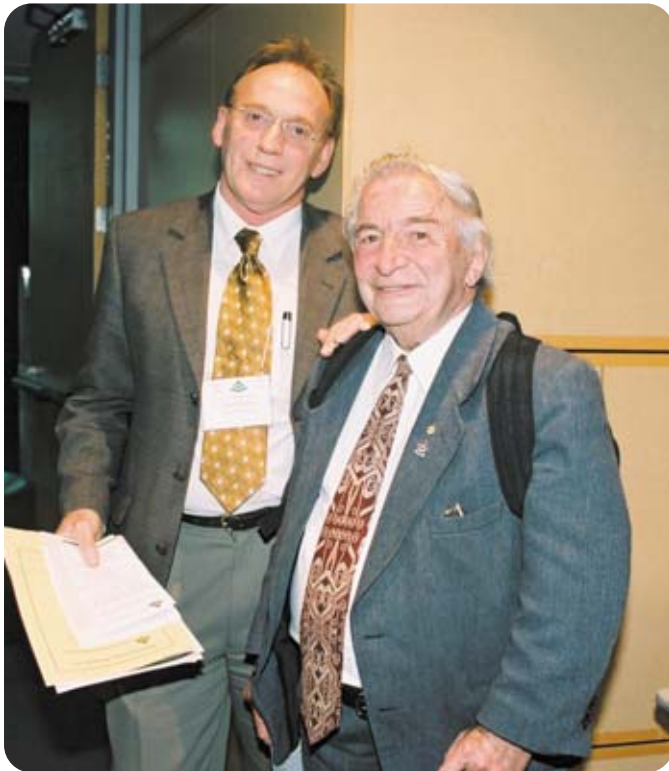
Following the opening and welcome address by conference chair Professor Mark Tennant, a solid crowd listened attentively to Julius Roe, President of the Australian Manufacturing Workers' Union and ANTA Board member, and Maria Tarrant, Director of Policy, the Business Council of Australia, as they spoke about the impact of casualisation on the workforce and the role of employers in fostering a learning culture in the workplace.

Elaine Henry, CEO of The Smith Family, spoke about the Smith Family's work in encouraging access to learning opportunities for disadvantaged families. (See www.ala.asn.au for details of her paper). Her talk prompted lively discussion around the meaning of family and the tendency to focus upon parents and young children at the exclusion of non-traditional family learning situations involving, for example, grandparents and siblings.

Brian Findsen, who is well known to many ALA members, shared his extensive knowledge of older adults and learning and got people thinking about how we should order life cycles. Brian's compatriot from the Land of the Long White Cloud, Dr Airini, gave a lively and informative talk on Pasifika education at the Auckland College of Education, against a colourful backdrop of floral leis and jandals (those are what we Aussies call thongs!). She described the success of her program in building the confidence of students with Pacific Islands heritage to tackle their educational goals.



A fabulous performance by the Doonooch Dancers commemorated the 20th anniversary of Aboriginal adult education at the University of Technology Sydney, also the venue for the conference.



ALA President, Garry Traynor congratulates Alan Duncan, who was awarded Life Membership of ALA

Workshops

The 2003 conference had three strands: Learning at Work, Learning in the Community, Learning in the Family. Indigenous Learning and the needs of older learners were cross-cutting themes. Presentation under these themes included a wide range of subjects, from youth in detention to probationary constables, Indigenous Australians to migrants, apprenticeships to the arts, and from depression to democracy. Papers were consolidated into a book of proceedings, a PDF of which is available on the website.

One of the more popular workshops was facilitated by outgoing ALA executive member Barbara Pamphilon. Barbara's workshop focused on the learning community that is developing through the recovery process in the Canberra suburb of Duffy, devastated by the bushfire disaster of January 2003. Participants were fascinated to relive the terror of that day and hear of Barbara's experiences as a resident of Duffy.

The learning associated with bushfires was also highlighted in one of the awards ceremonies held during the conference.

The Inaugural Peter Poulson Award

On Friday evening, at the annual general meeting (AGM) of the association, Garry Traynor presented the inaugural Peter Poulson Award for an outstanding partnership in adult learning. This award is named in honour of Peter Poulson, a highly respected adult educator and volunteer bushfire fighter, who was tragically killed in Wilberforce in September 2003.

This first award was presented jointly to the Australasian Fire Authorities Council and ABC Local Radio for their services in disseminating important information about firefighting during last year's bushfire season. Theirs was a valuable and timely contribution to increasing the public understanding about how to deal with both a potential and immediate threat of fire.

At the ceremony, Mr Tony Rasmussen (Manager Networked Local Radio for the ABC), spoke about how seriously the ABC took both its own firefighting training and the dissemination of accurate and timely information about bushfires. Mr Tony Howe, representing the Australasian Fire Authorities Council, was pleased to receive acknowledgement of the work fire authorities had been doing in the recent years to improve lines of communication between firefighters and the media, including the ABC.

The AGM also voted unanimously to grant life membership to two members, Brian Peace and Alan Duncan. Both have been great campaigners for community learning for over fifty years. Alan was featured in Looking Back section of the last edition of Quest and Brian in this one (see page 24–25)

ALA National Award for an Inspirational Contribution to Adult Learning

The Minister for Education, Science and Training, the Hon Dr Brendan Nelson MP, attended a reception at UTS on Friday evening to present the ALA National Award for an Inspirational Contribution to Adult Learning.

The recipient of the 2003 award was Vione Jorgensen from Ipswich in Queensland. After fifty years of teaching, Vi (as she is known to her friends) has devoted many

Communities of Learning: Communities of Practice

ALA's 43rd Annual National Conference (continued from previous page)

years to adult education, in particular to adult literacy, a vocation which has seen her work with prisoners, migrants, seniors and women returning to the workforce, often under circumstances which demanded great ingenuity.

For example, Vi found it difficult to motivate prisoners to take part in literacy programs. She therefore abandoned standard literacy texts and used magazines on subjects of interest to the prisoners, for example; boxing, tattoos, racing cars and the like. Vi uses similar techniques to engage groups of migrants from various countries.

She took lessons beyond the walls of the classroom into remote areas of southwest Queensland. There, if necessary, she even conducted literacy classes from the boot of her car!

The judges had a difficult time making their decisions from a very strong field, and with only one award. They did, however, decide to highly commend two other nominees: the Overseas Chinese Association in South Australia, for their three-part taxi training program which, developed in collaboration with local businesses, helps people find sustainable employment through English language tuition, driver training, on-the-job support and business advice; and the Northcliffe Family Centre in Western Australia for their Sharers and Carers program, which allows people willing to share their skills in an informal atmosphere to do

so, in return for free access to another course. Credits towards courses can also be earned by volunteering to work in the creche, which offers free child care to ensure parents are able to participate in the learning programs.

You Can Too

Dr Nelson also launched a consultation paper, entitled *Adult Learning in Australia: you can too*, at the conference. In his introduction to the document, Dr Nelson says Australians and their economy have adapted well to major changes over recent decades, however there are many areas that require further attention:

People in rural areas can have problems beyond those in the major centres. Many older people can feel anxious about returning to learning, particularly if this is in a classroom or with unfamiliar technology. Particular groups at any ages, including many Indigenous people, can have similar concerns.

These will be areas of particular focus during the consultations which began in late February and will continue until the end of April. But ALA members should not feel confined to commenting on the questions posed in the paper. This is a rare opportunity to stimulate discussion about all adult learning and to have some input into the policy development process.

International guests

Attendees at the conference hailed from all walks of life and from many corners of the globe, bringing a valuable international perspective to the proceedings.

Rouh-Jii (Tina) Wu, who had travelled from Taiwan where she is an Associate Professor at the National Kaosiung Institute of Marine Technology, commented, 'It's great to attend the 43rd ALA Conference, especially for the themes: Communities of Learning/Communities of Practice. Because I am specialised in socio-linguistics, I realise that learning should be situated in its social context...I was impressed that there are so many brilliant teachers and researchers who are interested in this subject and do their best in practicing their educational missions.'

President Garry Traynor was delighted to accept a gift from John Henschke, presented on behalf of the Commission of



Garry Traynor was presented with a section of cable from the St Louis Arch by John Henschke



Sam Thomas, who retired last year after a distinguished career in adult education, was guest speaker at the conference dinner

International Adult Education (CIAE) and the American Association for Adult and Continuing Education (AAACE). The gift is an actual section of cable from the St Louis Arch, mounted on a plaque. During his presentation speech, Mr Henschke explained the symbolism behind the gift: 'This arch ... is made of the cable that is used to take the cable cars to the top of the arch and return back to the ground in St Louis. The cable is replaced with new cable every year to keep that round trip journey in top condition. I know that we will want to continue this exchange between ALA and AAACE, to keep the journey of our cooperation in top condition.'

Thanks to the support of the Australian Indonesia Institute we were also able to welcome to the 2003 conference two adult educators from Indonesia, Ms. Dina Lumbantobing and Ms. Kodar Tri Wusananingsih. You'll find a report on their visit on pages 14–15.

The workshop held by our guests from Alaska was well attended. Melany Cueva, Regina Kuhnley and Linda Curda spoke about connecting widespread Alaskan communities through their experience of delivering a university course via telephone. Their talk also discussed strategies in teaching that promote culturally respectful communication and interaction.



Rita Bennink, ALA Vice-President; Barbara Pamphilon, outgoing executive member and Cath Dunn from the Department of Training in WA

Thank you!

The 2003 conference was a success thanks to the tireless efforts of NSW conference committee, who would also like to acknowledge the generosity of Karen Vaughan and her colleagues in Aboriginal Programs, Faculty of Education at UTS. Special thanks to the convenor, Roger Morris, who was so crucially involved in all aspects of the conference that he probably enjoyed it less than anyone else, and to Cynthia Grant, whose constant liaising with the caterers ensured a succession of great meals.

The last word on the conference goes to ALA's Innovative Projects manager, Mary Hannan, who, despite spending much of her time alongside Margaret Bates, Phil Robson and Jacqui Levan from the National Office peering over a mountain of blue conference bags from behind the registration desk, bade people farewell by saying cheerfully, 'Great to catch up with you all—see you in Adelaide for the 2004 ALA Conference!'

Jane Speechley

COMMUNICATIONS MANAGER

Communities of Learning: Communities of Practice

ALA's 43rd Annual National Conference (continued from previous page)

PHOTO: shane_rozario@yahoo.com.au



Garry Traynor, ALA President; Barbara Pamphilon, outgoing executive member and Dorothy Lucardie, member of the ALA Board.



Dr Nelson presenting Vione Jorgensen with her award

PHOTO: shane_rozario@yahoo.com.au

PHOTO: shane_rozario@yahoo.com.au



Georgiana Poulter, outgoing executive member; Jim Nicholls, newly-elected to the ALA Board and Mitra Ardron, from the ACE Training Network, Lismore NSW



Yvonne Smith, ACE Aotearoa, NZ; Brian Cobb, NSW member; and Jennifer Leahy, ACE Aotearoa, NZ at the AGM

PHOTO: shane_rozario@yahoo.com.au

PHOTO: shane_rozario@yahoo.com.au



Arthur Kapantzian, NSW member; Roger Morris, Conference Convenor; and John Henschke, AAACE (USA) catch up at the conference.



Jane Speechley; Mary Hannan; Roger Morris; John Cross; Phil Robson; Jacqui Levan; with Vaughan Croucher, ALA Board member

PHOTO: shane_rozario@yahoo.com.au

In Quest of Learning

Janina Gawler



Janina Gawler became chief executive officer of the Australian National Training Authority (ANTA) in July 2003.

She came to ANTA from international mining company Rio Tinto, where she was chief advisor, sustainable regional development for the Argyle diamond mine in the Kimberley region of Western Australia.

Ms Gawler began her career as a secondary school teacher in 1975, became a social science consultant with the Victorian Department of Education, managed the Aboriginal Education Programs in the Echuca region (1985–90), was a councillor and then Mayor of Echuca in northern Victoria (1987–91) and a change management and strategic management consultant (1990–95), before she accepted a position as an executive director of the then Department of Employment, Training and Youth Affairs in the 1990s.

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

My dad set a high level of achievement for me. He told me, “Do your best. You’ve got to do better than the men. You’ve got to do twice as well as a man to be recognised.”

2. What were your best and worst experiences from school? Were you a good student?—Why/why not?

I was a good student. My mother was a teacher and all I ever wanted to do was to follow her to school, which explains why I started going at 3. I loved my

first day of school because I got to play the triangle. My worst experience was battling through chemistry and physics. Once I heard about ‘moles’*, I realised that chemistry and physics really weren’t for me.

* The mole is the standard method in chemistry for communicating how much of a substance is present.

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

I’m still wondering about this. I have always wanted to achieve my best. I have partly done this. I set goals and achieve them while setting new ones in the process that are pushed out beyond the current ones.

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

My first paid job was in a butcher’s shop. I had to reconcile the cash every night. As I could not go home until the cash was reconciled, I learned to do so very quickly.

5. Complete this sentence: ‘The most valuable thing I’ve learned this year is...’

The most valuable thing I’ve learned this year is that high expectations achieve high results. So then my expectation is that excellence in educational achievement is possible for everyone.

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

Improve my juggling skills to achieve work/family balance.

7. What is one talent people might be surprised to know you have?

I am a very adventurous cook. I come from a family that really enjoys food, eating and entertaining.

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

Never give up! I think this is wisdom. Education opens up doors to enable you to achieve your dreams.

International

From Medan to Uluru

In November 2003, Adult Learning Australia hosted a visit to Australia from two members of the Pusat Pengembangan Sumberdaya Wanita (PPSW) or Centre for Women's Resources Development, an umbrella non-government organisation in Indonesia, working at the grassroots to empower women. This visit was intended to be the beginning of an exchange of adult educators between Australia and Indonesia. This first leg was funded with a grant from the Australia-Indonesia Institute. The return visit is dependent on an improvement in the security situation in Indonesia and a lifting of the Australian Government's advisory against non-essential travel to Indonesia.

The two Indonesian guests were:

Ms. Dina Lumbantobing, Director of Yayasan Sada Ahmo (YSA), Medan, North Sumatra. YSA works with indigenous people in North Sumatra. Dina also facilitates the development of women's NGOs and networks in Sumatra.

Ms Kodar Tri Wusananingsih Program Coordinator of The Center for Women's Resources Development (PPSW), working in particular in eastern Indonesia, with widows and single female headed families.

Yayasan Sada Ahmo (YSA)

YSA was founded in 1990 as a response to the condition of the Pakpak, the original ethnic minority in Dairi District, North Sumatra; who have been pushed aside by other



Kodar Tri Wusananingsih; Sue Stent, CARHDS Health Educator and Dina Lumbantobing visit Uluru

ethnic groups. YSA started a community development program for the Pakpak to enhance the position of women and children socially and economically. Special emphasis is placed on building self-confidence to help the women preserve their culture.

Visit to the Centre

In addition to attending ALA's annual conference, Dina and Kodar travelled to Alice Springs where they were hosted by one of ALA's organisational members, the Central Australia Remote Area Health Development Services (CARDHS).

For the Indonesians, Central Australia was an eye-opener. While its dry hot climate was familiar, as were the problems faced by Indigenous communities—poverty and the struggle for economic improvement, education and retention of culture—the condition of many of the Aboriginal communities they encountered was a shock.

Dina and Kodar had mixed responses to the ways in which the problems of Central Australian Aborigines are being addressed:

The 'field' is far away/remote. CARHDS manages by using 'hi tech & expensive' facilities (computers, land cruiser cars with telephone). The staff is equipped with the skills required (driving, ability to use and



Koda Tri Wusananingsih, Sue Stent and Dina Lumbanatobing in central Australia.

maintain the facilities, communication skills, empathy, stamina). On the other hand, sometimes these methods are too 'high tech' and do not take into account the ability of the field to manage and to practice them (not to mention maintain).

We were inspired a lot by all the kinds of arts and local language used in the training, publications, etc. For example, the publication of 'Minymaku Kutju Tjukurpa'/Women's Business Manual at the Health Center in the Ayers Rock area is a very good idea, because it is based upon the indigenous knowledge.

There are many approaches that do not fit with Indonesia, but some ideas on adult education in health and the management system could be further developed with colleagues from Australia when they visit Indonesia.

For those people in Central Australia who met Dina and Kodar, the connection was valuable and one they are keen to maintain. They were struck by the commonalities they established when discussing both the difficulties faced by indigenous peoples—for example housing, maintaining language, the effect of remoteness on access—and the role of NGOs—the difficulty of securing funding and women's roles in governance both in the field and within NGOs.

People also learned much about contemporary Indonesia, with some of the stereotypical ideas about women in Indonesian falling away:

I thought that it was a very valuable opportunity to share information about similar issues in health, as well as social & political circumstances with the two visitors. It indicated that we do not stand alone when trying to work towards a better way of life for all people...Traditionally, the mob I grew up with in Arnhem Land has a strong connection with Indonesia through trade, so I was able to relate quite well with the women which was great. There are a fair amount of cultural similarities which I was not aware of, such as the marriage system. Pity the visit was so short.

Indigenous Health Services Educator

The eight days we worked and had leisure time with Kodar and Dina was a very special and enjoyable time...I learned that even though the ethnic minorities in Sumatra have less access to economic resources than Australian Aborigines they are still able to move towards self determination through education. According to Dina and Kodar schooling and a broader social education is taken seriously by the people they work with...Meeting such independent, intelligent, witty and confident women challenged any lingering stereotypes I may have had that Indonesian women were passive and preferred to stay in the home. I also developed a greater understanding of moderate Islam—that it promotes a lot of the same social justice values we hold dear in Australia. That is not to say there were not any differences in cultural understanding. However any differences we did notice or talk about quite often led to much laughter.

CARDHS employee

The visit generated lots of ideas for future cooperation. Let's hope that it will be possible to put the return journey in place in order to reinforce the contacts made and encourage the implementation of new approaches to adult education in both communities.

Francesca Beddie
ALA EXECUTIVE DIRECTOR

International

Unity in diversity: Learning in Asia



Bijaya Pradhan – presenting poster from workplace, Didibahini Womens Centre

'A single stick breaks easily, but a bundle stands the strain', Chet reflected on an important motto from her organisation in Cambodia. Chet was one of 29 people brought together by the Asia Pacific Bureau of Adult Education (ASPBAE) to attend a leadership course hosted by the Dhaka Ahsania Mission in Bangladesh. Mary Jo Bellew represented Adult Learning Australia and reports here on the course.

It was with anticipation and excitement that I embarked on my very first visit to the Asia region. So many thoughts raced around in my mind: Would language be a barrier? Would I be able to relate to others' daily work experiences given the wide diversity of participants and cultural contexts?

The answers were, respectively, 'No' and 'Yes'. ASPBAE organised a superb course. It was designed to enhance our skills, knowledge and understanding of adult learning and

leadership through a process of sharing and reflection as well as by challenging our thinking and practice.

Our brilliant facilitators, Sandy Morrison and Jerald Joseph, created a warm, active, stimulating and fun atmosphere where we quickly got to know each other, even if it did involve transforming ourselves into clucking chickens and barking dogs for a while! Our beautiful, peaceful surroundings at the BRAC Training and Development Centre, forty kilometres from Dhaka in the rural region of Gazipur, enabled us to relax and settle in to a very busy and productive program. (Ed. BRAC is a Bangladeshi NGO, focusing on poverty alleviation and the empowerment of the poor.)

We spent some time expanding our knowledge of the economic, social, cultural and political issues of the Asian region and discussing how these impact on our work as adult educators. We peeled off layers of meanings and descriptions and decided on some common meanings to help us grapple with key questions about leadership, adult learning and advocacy. Is the nature of our work participatory learning, or emancipatory or transformative? Are we dealing with individuals only or is our work about facilitating change in society by promoting active learning to encourage the development of learning leaders? What is Popular Education and how is this different from other styles? If Popular Education is a way of restoring human dignity and challenging the conventional model of thinking,

we need to see ourselves as learners, to be open to critique and always reflect on our experiences and learning.

Our discussions on advocacy stimulated some new thinking about effective methods of lobbying and the need to be sensitive to cultural issues. For example in Thailand and many other Asian countries, it is not acceptable to demonstrate in public and to openly challenge authority.

During the week participants made short presentations about their work and it was great to hear about the many positive initiatives—including literacy programs especially for women, information and resource centres, Community Learning Centres, microfinance systems in local villages, election monitoring and education, health education, and information technology. We had lively debates on HIV-

AIDS, engendering peace and information technology and were all surprised that we had so much in common. We also had an amazing opportunity to visit a local rural village where we saw how various programs were operating and spoke with locals about the impact of the learning programs for their communities.

The course concluded with a spectacular cultural event involving lots of singing and dancing, including an Australian folk waltz which our Mongolian and Pakistani friends enjoyed immensely! What an outstanding and inspirational learning experience!

My sincere thanks to ALA and to ASPBAE.

Mary Jo Bellew

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ADULT LEARNING AUSTRALIA

Bridging Cultures

A date for your diary!

18–20 November 2004
ALA's 44th Annual Conference

Venue: Stamford Grand Hotel
Glenelg, Adelaide

This year's conference will examine how we can bridge cultural differences to build a more harmonious and productive world.

Themes will include:

- Indigenous learning
- cross-cultural communication
- different workplace cultures
- intergenerational learning.

Watch the website, www.ala.asn.au, for information about keynote speakers and about how to submit a proposal for a paper.

Guest Spot

ACE to VET Pathways

Morris Adler reminds us that the purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live.

Recognising the importance of Adler's words, the Western Australian Department of Training is sponsoring the *ACE to VET Pathways Project* to examine how adult and community education (ACE) students might gain formal recognition for the skills and knowledge they acquire through an ACE course, thus facilitating entry into VET studies.

The project was based on the acknowledgement that some people chose the user-friendly form of education offered by adult and community education providers because their experiences in formal education settings have not been happy memories. Yet, once they have returned to learning many discover they would like to progress into further training, while still feeling deterred by some of the features of accredited courses such as tests and homework and being unsure of their future learning pathways.

The objectives of the ACE to VET Pathways Project were to:

- examine how to formally recognise the skills and knowledge students may gain while participating in an ACE course
- identify and develop best practice models to help ACE students improve the options available to them following an ACE course; and
- provide them with increased confidence about their new skills and ability to continue in formal studies.

Three Western Australian TAFE Colleges (Challenger TAFE, West Coast College of TAFE and Swan TAFE) were involved in the pilot, which focused on identifying potential pathways to vocational training for ACE students enrolled in introductory computer courses.



The Heathcote Campus of Challenger TAFE, WA



The first two phases of the project have achieved the following:

- standardised course outlines for four introductory computing courses: *Introduction to Computing*, *Introduction to Excel*, *Introduction to Word* and *Introduction to Internet and Email*
- a user-friendly guide for students interested in continuing their studies. The guide shows how to develop a portfolio of evidence of computing proficiency based on work completed in an ACE course
- the identification of barriers ACE students could encounter when seeking entry to accredited computing courses. These include:
 - lack of knowledge/understanding/trust by VET lecturers of ACE course content/outcomes
 - the need for a change in perspective and attitude on the part of VET lecturers and administrators to enable ACE to play a wider role in the training process

- lack of understanding of training packages across both the ACE and VET sectors
- no visible connections between ACE and other further education provision
- costly skills recognition processes
- VET lecturers perceive that ACE lecturers lack industry experience
- a method of evaluating the project work undertaken by students in their ACE computing courses. Students were provided with pre and post course questionnaires. These informed the project team of:
 - the student's intentions at the start of the course and at its completion
 - whether the student used the portfolio of evidence tool during the course
 - the adequacy of the tool.

A trial of the guide for students to develop personal portfolios of their work in the ACE computing classes started in Term 3 of 2003. These portfolios provide the evidence of the skills and knowledge gained and can be used to seek enrolment at a suitable level in a VET course.

In October/November 2003 ACE lecturers involved in the project at Challenger TAFE were briefed significant VET policies and practices related to the Australian Quality Training Framework, training packages and skills assessment processes. This professional development program also provided a networking opportunity for ACE lecturers, who, owing to the nature of the casual lecturing they undertake, can be quite isolated from each other. It was also intended to improve VET lecturers' links with the ACE sector and to assist in addressing some of the barriers that ACE students can encounter in transferring to accredited training.

The *ACE to VET Pathways* Project has been well received by both lecturers and students. The portfolio has proved to be a useful tool to students not only for skills recognition but also for job applications and references. Analysis of the evaluation questionnaires will take place in 2004.

Christine Johnson,
PROGRAM MANAGER, COMMUNITY EDUCATION
CHALLENGER TAFE

Email christine.johnson@challengertafe.wa.edu.au



Learning Circles

Lone Parents Project—Mt Druitt, NSW

On 4 February 2004, the W.A.S.H House together with GROW Employment Council, Marise Payne Senator for NSW, Roger Price Federal Member for Chifley, and Allan Shearan the NSW Member for Londonderry, together with thirty invited guests launched the ‘Learning Circles for Lone Parents’ training manuals for facilitators and participants at Rooty Hill RSL.

The W.A.S.H House (Women’s Activities & Self Help House) is situated in Mt Druitt, a suburb of Western Sydney. About a third of parents in the Mt Druitt area are lone parents with most having more than three children. The learning circle project targeted lone parents who were no longer full-time carers and were looking to join the workforce. The aim of the pilot project was to provide participants with the skills they needed for the job market as well as putting them back in touch with the community. The project was funded by Blacktown City Council, NSW Premiers Department and the Federal Department of Transport and Regional Services (DoTARS)—a successful example of collaboration among all three tiers of government, as Senator Payne remarked when officially launching the learning circle training manual.

Thirty-two women participated in the 12 month pilot project with excellent results. Fourteen participants entered paid employment and another 14 are in training to equip them for workforce entry in their chosen fields. Some participants have engaged in voluntary work to enhance their skills and self-esteem and two women have started up their own business. The remaining women are currently seeking employment. The training manuals, developed during the project, will be a valuable resource for other agencies supporting women to return to the workforce and to actively participate in their community. This program has demonstrated its effectiveness in working with

disadvantaged and isolated families to achieve their goals and increase their economic and educational opportunities.

Sherrie Harris, a participant in the pilot project, told her story to the launch guests. Sherrie is a sole parent with four children.

I joined the Lone Parents program, firstly to find a full-time job and being new to Sydney I was wanting to find people I could socialise with as well and to learn self-respect. The ultimate goal was to become fully independent and off the pension.

The Lone Parents program taught me how to find employment and training opportunities...establishing friendships with people you saw once a week gave me a lot of support and respect for others and myself.

Doing this program enabled me to find full-time employment in May 2003 at Krispy Kreme in Penrith and I am still happily working there after eight months (and I will still be working there when I am old enough to have a walking cane). I am extending my skills and knowledge on a daily basis through completion of various training programs and have been heavily involved in training new employees at other stores. Last week I was promoted to the Marketing and Promotions department where I will be involved in various functions and events and I have been enrolled in TAFE to complete the Certificate IV Workplace Assessment and Training.

My involvement in the Lone Parents program has enabled me to provide my children with more opportunities and has certainly improved our quality of life.

Thank you to all who have helped in making my dreams come true.

Sherrie also read out the words from another project participant, Gemma Currey, a sole parent with two children who was not able to attend launch:

I joined the Learning Circles program to update my skills and to get the support I needed to boost my confidence to re-enter the workforce.

Through the program I could focus on my chosen career path (not just a job) and in July 2003



Paul Goodwin, Chief Executive Officer GROW; Therese O'Dwyer, Project Manager GROW; Jozefa Sobski, Board Member GROW Employment Council Sydney; Marise Payne, Senator for NSW Sydney; Sherrie Harris, project participant; Claire Hart, Project Leader WASH HOUSE and other invited guests celebrate the successful launch of the Learning Circles for Lone Parents

I successfully gained full-time employment at Blacktown Boys High School in the position of Science Assistant.

This opportunity has enabled me to attend various training courses and provided me with the skills and networks necessary to work in other departments within the education system.

The learning circle has provided me with strong friendships and a solid support base for the future...

In December 2003 the W.A.S.H House was awarded the 2003 Workforce Development Award from the GROW Sydney Area Consultative Committee for the success of the *Learning Circles for Lone Parents Project* and its 'welfare to work' outcomes. Jozefa Sobski, a board member of the GROW Employment Council Sydney, explained that the fundamental purpose of the Area Consultative Committees is to help generate employment in metropolitan, regional and remote Australia by encouraging local community action to boost business growth and create sustainable jobs. It provides seed funding for innovative, quality projects of value to the community.

The W.A.S.H House is now seeking funding to continue this project and provide more women from Mt Druitt and environs the opportunity to shift from welfare dependency to paid employment, build their self-esteem and improve their financial prospects. It would be a real loss to the women and families of Mt Druitt for the project to end due only to a lack of funding.

The training manual (includes a manual plus workbook package) is available in hardcopy (folder format) or as a CD-ROM. The cost of the hardcopy is \$80.00 and the cost for the CD-ROM is \$50.00. To order the manuals or to have further information about the Learning Circles for Lone Parents please contact Claire Clifford or Catherine White at the W.A.S.H House on 02 9677 1962 or speak to Mary Hannan on 02 6274 9508.

Mary Hannan

ALA INNOVATIVE PROJECTS MANAGER

Learning Communities

Crossroads: Careers Guidance in ACE for Victoria

If you are still at school you will more than likely get careers guidance to help you choose a pathway into further education and training. If you are studying in a formal tertiary institution, you also will have access to careers advice. So too if you are in a big corporation. But what if you are part of the ballooning force of casual and portfolio workers?

What if you are an older person seeking new directions but are not part of any institutional structures? As the OECD found in its 2002 Review of Career Guidance Policies in Australia (<http://www.oecd.org/dataoecd/17/47/1948341.pdf>) there is still a way to go before all Australians have adequate access to career and learning advice.

The report raised key policy questions: Is tapping and meeting the demand among adults of all ages for career and learning advice a public policy issue or should it be simply left to the market to resolve? Is there a public interest, as part of seeking a skilled and competitive workforce for a vibrant economy, in making this market work: in ensuring that all individuals are encouraged and supported in making proactive decisions about their learning and work? If there is, then a strategy is needed for career information and guidance not just in relation to initial transitions and 'forced' transitions—which is where guidance provision is largely concentrated at present—but on a lifelong basis.

In seeking answers to that question in Australia, the OECD came across the adult and community education (ACE) sector which, it noted, in policy terms, is a somewhat hidden sector despite being a key access point for the disengaged to return to learning. In particular, it was impressed by work being started in Victoria to set up careers libraries within ACE centres.

Through the Mt Evelyn Learning Town initiative a careers library has been set up in eight ACE providers with training organised for a member of staff from each provider. (The OECD report highlighted the need for proper training of those offering guidance.)

The sort of assistance these people will be able to offer includes:

- Decision-making skills
- Opportunity awareness (education, vocation and job seeking)
- Transition skills (coping with stress and change)
- Self-awareness (skills, interests and values).

The Victorian project is designed to develop a sustainable careers component in ACE provision that will enhance community learning and vocational pathways and will inform program planning in ACE. Its emphasis is on the development of a strong career and life planning ethos to support lifelong learning through ACE.

The project is travelling well and aims to achieve the following by June 2004:

- development of an ACE Careers Guidance website and links to other careers guidance assistance available
- development of a manual for ACE careers guidance for use by ACE organisations
- identification of options and pathway information for learners
- conduct of professional development workshops on careers guidance in ACE
- exploration of sustainable models to accommodate career guidance in an ACE setting.

This project is responding to the recommendation in the OECD report that Australia needs a proactive approach to helping all individuals manage the changes that will enable them to maximise their contribution to a dynamic economy. The next step will be to find ways for ACE across the country to become more able to assist people develop lifelong and lifewide learning strategies.

Francesca Beddie

ALA EXECUTIVE DIRECTOR

With material provided by Barb Lorey, the contact for the project: blorey@morrisonhouse.org

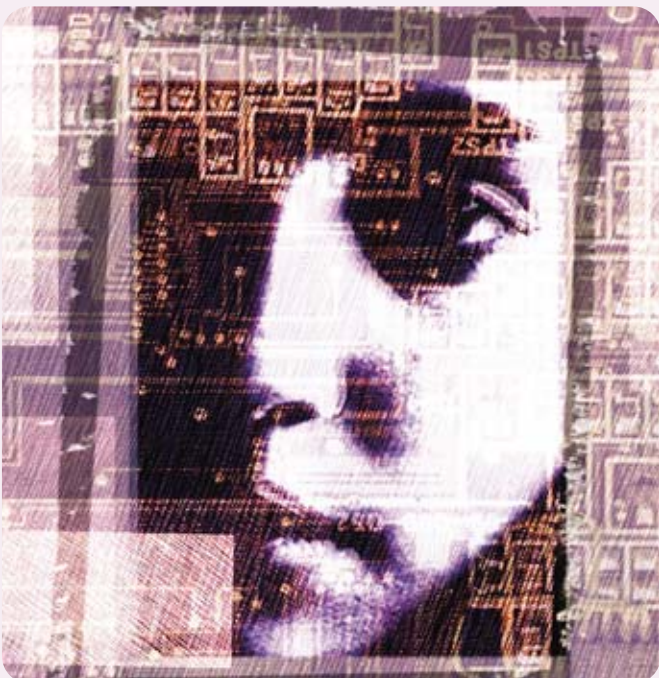
Poem

Adult Learning Australia's executive director, Francesca Beddie, was one of the judges for the 2003 Vocational Student of the Year won by Vanessa Wood from Melbourne.

Electrician and single mother Vanessa Wood, 24, is emerging as a role model for both males and females in the automotive industry. As one of only a handful of electrical apprentices appointed by the Holden Motor Company, Vanessa has impressed many with her extraordinary drive during her time at the company. Her qualifications include a Certificate II in Electrical (Electrician) trade, a Certificate IV in Electrical (Electronic Motor Control) post-trade, and a Diploma of Mechatronics. Next step is an Advanced Diploma of Engineering Technology (Mechatronics) through Victoria University's TAFE Division.

All the candidates gave outstanding interviews, bringing with them portfolios, videos and even shells from the beaches north of Broome.

The Queensland candidate, an irrepressible lifelong learner, Carol Thackray, who works in the extremely fraught area of child protection, wrote a poem.



What good is education?

*What good is education?
He said to me one day
All those hours spent on research
And the money you have to pay*

*You soaked up all your weekends
And many hours in the night
You missed the fun and relaxation
Instead you chose to write*

*What use is so much training
All the pleasure you had to miss
Seems a total waste of time
I answered him like this*

*Education has taken me
Where few will ever go
To a depth of understanding
That only some can know
I've worked with precious children
Whose lives were at an end
So humbled by their families
'Cos they saw me as a friend*

*Acknowledging my many skills
I was asked to join a team
Of like-minded people
To help them build a dream*

*We work with hurting children
Who seem damaged beyond repair
But they blossom like little rosebuds
From our skill and care*

*My training gave me confidence
To stand and advocate
In the court for vulnerable children
Making a difference to their fate*

*My work is well regarded
In our community
But without my education
I'd have no credibility*

*After answering his question
I saw an understanding on his face
That a valuable education
Makes this world a better place*

Looking Back

Introduction to Shakespeare

New Life Member of ALA Brian Peace reminisces about his experiences teaching a group of garage mechanics in Yorkshire in the late 1960s, and how he built a connection with this group of young tradesmen...

Brian Peace was fresh out of the Royal Air Force when he commenced his career as an adult educator in 1967. His first role was teaching a group of garage mechanics at the Harrogate College of Further Education in Yorkshire. In an early precursor to what we now call traineeships, young mechanics were released by the garage owner for one day a week to study at the local college. One of the subjects they undertook was 'Liberal Studies'—it included some mathematics but mostly general skills and discussion around politics, literature, letter writing etc.

Making his way across the courtyard to his first class, Brian was accompanied by the Head of the Department of Motor Engineering. Before entering the classroom, Brian's colleague paused to tell him that the reason the class needed a new trainer was because the students had clobbered the last one! This was not reassuring news for a teacher so new to the profession. However, encouraged by his experience in the services, Brian steeled himself and entered the room.



Brian Peace (back row) with his Royal Air Force squadron

Greeted by a sea of suspicious faces—complete with leather jackets, boots on desks and surly expressions—Brian took his place at the front of the room alongside his colleague, who proceeded to introduce him to the class, mentioning that Brian had just come from the RAF.

Straight away a voice rang out – this in itself was unusual for Brian, as in the services, you waited to be called on for a question! What had been his job in the air force, the student wanted to know.

Brian's answer was that he had been a navigator and yes, he did actually fly. Almost immediately came the next question: what sort of planes did he fly?

Brian ran off the names of a few of the models he had flown, before the conversation took a revealing turn. 'Exactly what types of engines were in these planes?', he was asked

While this question would have baffled many, luckily Brian had an interest in and some knowledge of this area and so was able to respond to the students' questions with a degree of authority. Along with murmurs of approval, the rising level of respect in the room was almost tangible, and the entire first lesson was spent in an animated discussion of the pros and cons of various types of aeroplane engine.

As his relationship with the students grew, and their reading experience widened, Brian decided to introduce them to Shakespeare. He managed to secure several copies of Macbeth and engaged the students in acting out parts of the play. It was a task they undertook with a great deal of enthusiasm, raising their voice to a feminine lilt when portraying Lady Macbeth, and deepening their tone when called for the male roles.

When a local amateur theatre company put on a performance of Macbeth, the students decided to go along as a group to watch—their interest largely encouraged by the revelation that a group of young female business studies students from the college would also be there. Amidst a sea of school uniforms and well-to-do's, they looked a motley bunch but they happily paired off with the female students and settled in to enjoy the performance—Brian himself keeping a respectful distance.

The play went off without a hitch until the final scenes, which featured a fencing dual between Macbeth and Macduff. Throughout the closing moments, a shadow over

ALA New Members

ALA New Members Individuals

Kenneth Batt NSW 1300
Ros Cameron QLD 4223
Vivienne Brookes NSW 2251
Robyn Jay NSW 2477
Geoffrey Lohmeyer NT 0850

Organisations

Challenger TAFE Community Education
APLECROSS WA 6153
Noosa Regional University of the Third Age
NOOSAVILLE QLD 4566
ESSET Australia
LAUNCESTON TAS 7250

PROFESSIONAL MEMBERSHIP OF ADULT LEARNING AUSTRALIA

In November 2003 the association introduced a new fee structure and also created new categories of membership. One of the new categories, the Member of Adult Learning Australia (MALA), caters to practitioners of adult education for whom professional recognition is important.

To be considered for this category of membership you must:

- 1 a) hold a recognised degree or equivalent qualification in the discipline of adult learning or a related field and
b) demonstrate at least two years of professional experience
or
- 2 demonstrate an outstanding record of practice in the field of adult learning.

You will also need to provide copies of educational qualifications, professional experience and two referees.

Your application will go to a small panel of academics chaired by Associate Professor Roger Morris, Faculty of Education, University of Technology, Sydney and Secretary of the ALA Board. All approved professional membership applications will then be submitted to the next meeting of the ALA Board for its endorsement.

Application forms can be found on the ALA website www.ala.asn.au

Members of ALA (MALA) will receive a certificate of membership, which they may display to indicate their professional standing for as long as they remain active in the field and financial members of the association.

Margaret Bates
MEMBERSHIP AND PUBLICATIONS OFFICER
02-6274 9500

PHOTO: shane_rozario@yahoo.com.au



Brian Peace being congratulated by Cynthia Grant on being awarded life membership of ALA for services to adult education.

the stage had been growing ever more visible, and Brian realised it was a large heavy shade suspended above the stage on wires. One of the wires has come loose and the shade was hanging precariously by the remaining threads.

Sure enough, the shade fell and in one sweeping move, struck a blow to the head of Macduff, knocking him to the ground. In a brave show of dedication to his craft, the actor staggered to his knees before taking a quick bow to the audience and continuing the swordfight as the script intended. As they say the show must go on!

To Brian's students, at their first ever production, this all seemed part of the grand act and they were suitably impressed. Leaving the theatre at evening's end, there was much chatter about this dramatic action sequence, and the skill of the actors in making it all look so real...

This display of simple joy and enthusiasm for learning has remained an inspiration for Brian in his lengthy career as an adult educator. The lessons learnt, about the importance of connecting with your students and engaging them in the learning experience, have served him well for many years since.

Brian Peace

On the ground

Information Technology in Port Pirie



The Port Pirie Community Internet & Technology Centre, located at 106 Florence Street, in the heart of Port Pirie CBD in country South Australia, opened its doors in June 2002 thanks to seed funding from Networking the Nation.

An initiative of the Port Pirie Regional Council, the centre's mission is to introduce local people to the benefits of information technology as well as catering for the needs of tourists and visitors.

This region has approximately 38% of households connected to the Internet. A large proportion of the population requires training in all facets of communication technology, and this is an important part of the Centre's activities. Courses offered vary from beginner courses such as basic computing; leisure courses such as digital photography or creating cards and banners; and professional development such as workplace communications. Participants appreciate the friendliness and the comfortable, non-threatening surroundings as well as the hands-on approach to training. They also enjoy learning subjects relevant to their everyday life.

One of the centre's achievements is to engage adults who previously were reluctant to participate in training, in life-long learning. Approximately 64% of participants are over 50 and 8% over 65 years of age, 13% are from non-English speaking backgrounds and 13% have a disability.

Muriel Scholz (Coordinator)

portpirieic@internode.on.net

The Life Long Learning Circle Project - enabling an adult learning environment for people with disabilities.



The Victorian Government's Community Services Minister, Sherryl Garbutt, recently announced that Scope (VIC)—Moonee Ponds was one of the 31 successful recipients of the \$600,000 grant scheme which encourages projects geared towards building communities and

neighbourhoods that are more accessible and relevant to people with a disability. Scope (Vic) will develop a learning circle project which will bring together key players in the Western Metropolitan Region in adult learning, disability, employment and education to form a learning circle. The Learning Circle will work to identify and address gaps,

issues and possibilities for adults with disabilities to access adult learning opportunities in their local community. ALA will work in partnership with Scope to establish understanding and skills in operating within a Learning Circle methodology.

For more information please contact Cindy Parisio on 03 8311 4041.

News from U3A Network-Victoria



Instead of the very successful 'Oz Proms' Concert held in 2003, during the Seniors Festival in March this year there will be three smaller regional concerts as another way of showcasing the considerable musical talents of our members.

25th March 2004 brings a writing workshop presented by Hazel Edwards. Later in the year we are planning a seminar on course co-ordination and one for those organising U3As in retirement villages.

We plan a National Conference for 2005. Much thought is already going into various events for next year to celebrate the 20th anniversary of U3As in Victoria.

Contact Judy Hall, Publicity & Promotions
U3A Network-Victoria Inc.
judyhall@iprimus.com.au

Carers Learning Circle in WA

Here in WA we are working on a new Learning Circle package for Carers. The work is being undertaken in partnership with Carers WA for the Disability Service Commission.



The pack will have 4 modules:

- . Self-Care
- . Dealing with Grief and Loss
- . Law and Advocacy
- . Benefits and Social Security

Hopefully by the time it goes to print we will have some more user friendly titles.

The modules are already in draft form and we are currently recruiting facilitators and groups to pilot the package. Anyone seeking further information can contact Neil Carver-Smith on stara@inet.net.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

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	2 February	23 February
Winter	3 May	24 May
Spring	2 August	23 August
Summer	1 November	22 November

- e info@ala.asn.au
- w http://www.ala.asn.au
- p +61 2 6274 9502
- f +61 2 6274 9513

Subscribe now!

All ALA members receive Quest and a monthly e-newsletter. They also have access to the Australian Journal of Adult Learning and a national network of adult educators.

Send your application to ALA, GPO Box 260, Canberra City, ACT, 2601.

MEMBERSHIP FEES

Organisation – all voting, newsletter, conference discount

Annual Income	ONE YEAR Fee	TWO YEARS Fee
Below \$50,000 – one vote, *journal discount	\$70.00	\$126.00
\$51,001–\$100,000 – two votes, one journal copy	\$150.00	\$270.00
More than \$100,000 – two votes, one journal copy	\$300.00	\$540.00

Individuals – all voting, newsletter, *journal discount, conference discount

Annual Income	ONE YEAR Fee	TWO YEARS Fee
Below \$25,000/students (max 3 years as student)	\$50.00	\$90.00
\$25,001–\$50,000	\$70.00	\$126.00
\$50,001–\$75,000	\$90.00	\$168.00
More than \$75,001	\$110.00	\$200.00
Life member	Nil	

* The Australian Journal of Adult Learning is available to all members online. If not provided in your membership category, hard copy is available at a discount if requested.

Professional member (MALA)# voting, newsletter, journal, conference discount

# Relevant qualification and/or two years experience in a relevant field necessary	ONE YEAR	TWO YEARS
	\$198.00	\$365.00

Subscribers – non voting

Honorary members	Nil	
On-line subscribers – no publications sent	\$30.00	\$54.00
Quest, four editions in hard copy (h-c) a year	\$64.00	\$110.00
Australian Journal of Adult Learning, three (h-c) editions a year	\$70.00	\$125.00

TOTAL enclosed: \$

Cheque (made out to ALA Inc) OR

Bankcard Mastercard Visa

Cardholder's name Expiry date/.....

Signature..... Today's Date

Tick to receive a receipt

Calendar

UN LITERACY DECADE 2003–2012

3–4 May 2004

Connecting Up: Using Information and Communications Technology to Build Australian Communities.

This conference, to be held at the Hyatt Regency in Adelaide, will inspire communities, projects and businesses in Australia to build bridges over the 'digital divide' together.

For further information contact Gary Beelitz on 08 8212 8555 or gb@cisa.asn.au

13–16 June 2004

3rd International Lifelong Learning Conference

The theme for the conference is "Lifelong Learning: Whose Responsibility and What is your Contribution?"

Keynote speakers will include Dr Mairin Kenny, Trinity College and the University of Dublin; Assoc Prof Christine Bruce, Queensland University of Technology; Ms Francesca Beddie; Dr Hunter Boylan, Appalachian State University, Boone NC; and Dr Ralph Catts, University of New England.

To be held at Rydges Capricorn Resort Yeppoon, Queensland. For more information visit www.library.cqu.edu.au/conference/2004 or email lifelong-learning-conference@cqu.edu.au

14–16 June 2004

Adult Education and Poverty Reduction: a Global Priority

The aim of this conference is to provide an international forum to discuss initiatives, program strategies, and research projects that will strengthen the role of adult education in poverty reduction worldwide. The conference will be held at the University of Botswana, Gaborone, Botswana. To access the conference website address, please go to <http://168.167.15.120/depts/faculties/events1.cfm?id=4> Then search for conferences in the search box showing 'all events'.

5–8 July 2004

Australian Computers in Education Conference

Research,..Reform,..Realise the Potential! This conference, to be held in Adelaide, will focus on: research about education and ITC use; the reforming process in education that result from ITC applications and access; and the opportunities that are provided by current and emerging technologies.

For further information contact office@cegsa.sa.edu.au

14–16 July 2004

Building Foundations 2004

The National Conference of Enabling Educators, to be held in the Newcastle City Hall, is hosted by the University of Newcastle through its English Language and Foundation

Studies Centre. The conference will explore the following themes: defining enabling education; methods of delivery; enabling students and staff; Indigenous programs and perspectives; international programs; equity and access; and curricula.

For further information contact Michelle Ross on 02 4984 2554 or email foundations04@pco.com.au

1–8 September 2004

Adult Learners' Week

Adult Learners' Week will be held this year from 1–8 September. Many of the exciting activities from previous years will be continuing, such as Learn @ Work Day (Friday 3 September) and the Great Literacy Debate. In addition, watch out for a whole range of new ideas to celebrate the theme of learning between generations.

For more information, visit www.adultlearnersweek.org

15–16 September 2004

Be Shaken—Learning for Change

The 3rd Australian Learning Communities Conference will be held at Noah's on the Beach in Newcastle, NSW. This exciting, challenging conference will focus on topics such as virtual learning communities, school, business and Indigenous learning communities and will include the strands: Learning Leaders; Learning Communities in Practice; Learning for Change.

For more information contact contact Brett Gleeson at b.gleeson@bigpond.com or Thesese Postma at tpostma@ncc.nsw.gov.au

8 November 2004

*NET*Working Online Conference*

This online conference will have a continued focus on professional development, with individual state and territory-based learning opportunities. It will incorporate the themes of inclusion and participation across the country, and highlight technological innovation in the vocational education and training sector. The conference will also celebrate the achievements of the Framework and communicate the ongoing direction of flexible training delivery in Australia.

For further information see www.flexiblelearning.net.au/nw2004/

18–20 November 2004

Bridging Cultures

The 2004 ALA National Conference, at the Stamford Grand Hotel in Adelaide, will include Indigenous and migrant issues, the nature of different working cultures and intergenerational learning.

Information will be posted on our website www.ala.asn.au as it becomes available.