

Quest

→ Balancing life, work and wellbeing

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Adult Learning
Australia Inc.

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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 education, advises and lobbies government; promotes policy development; represents Australia on international education bodies, co-ordinates Adult Learners' Week; and more.

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ALA also publishes the Australian Journal of Adult Learning, in April, July and November. ALA members receive this publication, hard copy or electronic as part of their membership. Non-members may subscribe for \$70. Single issues are \$25 plus postage.

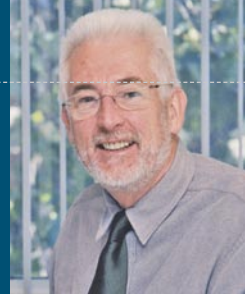


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Editorial



Welcome to the Spring Edition of Quest.

Spring is a much welcomed season here in Canberra, still with frosty mornings, but relatively warm days and new blossoms appearing on the trees. Floriade is also well underway and brings new colour and a sense of excitement to the national capital.

The team at the national office has put together another interesting range of stories for this edition.

As all of you would know, we have another successful Adult Learners' Week, (ALW) behind us now, but the planning goes on for 2007. Due to time and publishing deadlines only brief reference is made in this edition to some of the key events for this year where we saw over 900 events celebrated around the country.

Minister Gary Hardgrave officially launched ALW 2006 at Griffith University in Brisbane from the EcoCentre set in bushland within the Griffith Campus. Guests were also welcomed by the Vice Chancellor Professor Ian O'Connor.

ALA's President Garry Traynor thanked the Minister and the Vice Chancellor on behalf of ALA.

The launch was also attended by a wide range of local and interstate guests, representing different levels of engagement with this event.

Financial literacy is once again featured in Quest. This time, an interview comes from the CEO of Money 101 - Money for Life, Catherine Birchall. The article will be of interest to many as Catherine provides practical suggestions about managing money and the importance of financial literacy.

This edition also features brief articles about ALW, in particular the launch of Learn @ Work Today with Marrickville Council and a visit by a Korean delegation at the Macquarie Community College in Sydney. The visit was an opportunity for the delegation to find out more about lifelong learning in Australia, community capacity building and the role of ALW in this process. It was a successful visit for all.

A highlight of ALW in Tasmania was the visit to Hobart by Federal Sex Discrimination Commissioner Pru Goward which is also included in this edition.

Macquarie Community College has also recently been awarded the winners of a Small Business Award which is also featured in this edition along with two stories from the E-learning Creative Communities Partnerships Project.

Tony Ryan from PBA FM, community radio as always has prepared some interesting interviews on the subject of adult learning. His program, *Take Time* features a number of interviews and his article in this edition contains more detail. Tony will also be a regular contributor to Quest keeping readers updated about his interviews.

Once again we are previewing Mike Newman's book, *Teaching Defiance*, this time in a book review. For those of you who don't know, Mike has a long connection with adult learning and two of his books have won the Cyril O Houle Award for Outstanding Literature in Adult Education. Mike will also be one of our Keynote Speakers at the ALA conference and we are looking forward to his session.

Many of you would know Roger Harris. He is currently Professor of Adult and Vocational Education, and Director of CREW (Centre for Research in Education, Equity and Work) within the Hawke Research Institute at the University of South Australia. Roger is also the Editor of the Australian Journal of Adult Learning. Roger has had a long association with adult learning and ALA in particular. ALA is delighted to feature Roger as our guest in this edition's *In Quest of Learning* segment.

Tasmanian Communities Online Manager, Andy Norris is also featured in this edition. Andy recently won a *Learning Together Award for Educational Excellence*, from the Tasmanian Government's Department of Education.

The awards recognise and celebrate outstanding programs, projects and initiatives, as well as groups and individuals, who have demonstrated educational excellence. Well done Andy.

Community capacity building is alive and well in South Australia as Tony Ryan features an audio project produced by the Eastwood Community Centre in Adelaide. The audio is a guide for people wishing to find out more about the history of the local area. Read more in this edition about the launch of a Learning Journeys CD to mark the beginning of ALW in South Australia. The CD was launched by Senator Ursula Stephens, Senator for NSW, Shadow Parliamentary Secretary for Science and Water. Read also about Tony Ryan's recent interview with Pru Goward entitled *In Conversation with Pru Goward*.

Finally, Peter Kearns ALA Visiting Research Fellow looks at the value of a phases of life approach to supporting learning throughout the lifespan of people. Included in this edition is a summary of his report entitled, *Overview Report on Melbourne Three Councils Learning Project to Explore A Phase of Life Approach*.

Until next time, read learn and enjoy what your organisation is achieving through your ongoing membership and support.

Ron Anderson

Chief Executive Officer

Briefs



Repeating school has no benefit: study

Making a student repeat a level at school has no benefit and in fact may do more harm, Australian research shows.

The study, by Deakin University's Dr Helen McGrath, also found students who repeated a year were 20 to 50 per cent more likely to drop out, compared to similar students who progressed.

Dr McGrath reviewed dozens of studies by academics in Australia and the United States over the past 75 years comparing the outcomes for students with specific needs who were either held back or allowed to progress.

She said those studies failed to support the popular assumption among teachers and parents that repeating a year helped a student's academic performance.

Dr McGrath said simply promoting the struggling student to the next year level was not the answer either.

She said schools needed to consider more effective alternatives to support students who experienced social, behavioural or academic difficulties.

These included identifying problems at pre-school level and developing programs to address them, creating individual education plans, providing specialist support and adapting the curriculum to the needs of the student.

"Multi-age classrooms and peer tutoring also provide ways of supporting students who may be struggling," she said.

The study, *To Repeat or Not to Repeat?*, was published in the July edition of WORDS: Journal of the Association of Western Australian Primary Principals. *The Age*, 30 August 2006.

Degrees pass the \$200,000 mark

Five degrees cost more than \$200,000 and 96 degrees cost more than \$100,000 for full-fee paying students, according to the *Good Universities Guide 2007*.

Last year 60 courses cost more than \$100,000. Nearly half the courses costing over \$100,000 were offered by NSW universities and more than a quarter were at the University of NSW. The University of Sydney and the University of Technology, Sydney each had seven.

Most were combined degrees in medicine, engineering, science and law, but among the high-priced courses were a combined bachelor of music and law degree at the University of Melbourne for \$119,000, a bachelor of dentistry at Sydney University for \$113,472 and a bachelor of industrial design/ bachelor of arts (international studies) at UTS for \$107,640. *Sydney Morning Herald 16 August 2006*.

Use of Information Technology on Farms, Australia, 2004-05

During 2004-05 an estimated 53% (69,362) of farms in Australia used the Internet as part of their business operations, an increase of 6 percentage points from 2003-04. The number of Australian farms which identified they used broadband to connect to the Internet for business operations, was 12,287. This compared to 43,020 of Australian farms that identified they used dial-up. Satellite accounted for the highest level of broadband connection (5,694 farms), followed by DSL connection (4,381 farms).



There was a strong relationship between farm size, as measured by the estimated value of agricultural operations (EVAO), and the use of a computer and the Internet in 2004-05. The proportion of larger farms using a computer and the Internet for business purposes was higher than for smaller farms. *Australian Bureau of Statistics - Use of Information Technology on Farms, Australia, 2004-05.*

Teacher literacy falls with salaries

EVIDENCE that the academic standards of new teachers are significantly lower than a generation ago will underscore a Howard Government push for the introduction of merit pay.

The Education Minister, Julie Bishop, seized on research recently released that showed the average teacher trainee in 1983 was more literate and numerate than 74 per cent of age peers. By 2003, that advantage was down to 61 per cent - and the decline was similar for new teachers.

Low salaries for teachers were the main culprit, the researchers from the Australian National University concluded. But they said merit pay for good teachers would be more cost-effective in tackling the problem than across-the-board pay rises.

The president of the NSW Teachers Federation, Maree O'Halloran, said the quick tapering off of salaries - which started relatively high at \$50,000 - turned away potential top teachers.

"The other thing is the conditions under which people work; the levels of classroom disruption and behaviour can be much more wearing than people realise."

Duncan McInnes, the executive officer of the NSW Parents Council, said parents looked "more at the qualities and the attributes of the teacher, the enthusiasm". But he said the pay and competition from other industries made it hard to recruit teachers. *Sydney Morning Herald*, 28 August 2006.

Tackling literacy in remote Aboriginal communities

Literacy levels among children and adults in remote communities are seriously low. Addressing these low literacy levels can improve parents' self-reliance, children's education and health. The good news is that community and private sectors are already involved in literacy in remote Aboriginal communities.

This is according to Kirsten Storry, policy analyst with the Indigenous Affairs Research Programme of the Centre for Independent Studies, in a paper examining literacy levels and education programs in remote Aboriginal communities. Ms Storry says addressing community literacy is an important first step to tackling the educational achievement gap in remote Aboriginal communities.

The policy analyst also reports it is time to trial innovative solutions to cater for the learning needs of children and adult learners. To read more visit http://www.apo.org.au/linkboard/results.shtml?filename_num=100078.

Catherine Birchall

Money 101



Financial literacy is being strongly promoted by the Department of The Treasury through the Literacy Foundation. Adult Learning Australia (ALA) believes financial literacy is an important element in the range of literacy competencies required today by all Australians to make more informed decisions.

ALA announced in the Winter edition of *Quest* that we would be launching a financial literacy program for use by adult learning providers.

This article features an interview with the developer of Money 101 – Money for Life, Catherine Birchall, who talks about some of the issues around financial literacy.

Money 101 - Money for Life* is a new Financial Literacy program that is an independent, education program, designed to help working people and their families take control of their finances and plan for a secure future.

CEO, Catherine Birchall answered some key questions for Adult Learning Australia on money, financial literacy and E-learning.

All Australians need to better manage their money. What is the role of community educators and why should all responsible employers provide money management education for their staff?

The Federal Government 2006 financial literacy campaign *Understanding Money* has commenced and it is time to think about the role of ACE providers and how should they provide financial literacy education to staff and clients?

A couple of reasons include: **Money is one of the most important subjects of your entire life. Whether you experience great peace of mind or constant anxiety will depend on getting your finances under control.**

Robert G Allen

Any informed borrower is simply less vulnerable to fraud and abuse. Alan Greenspan

Retirement will happen even though most of us deny it. We often have our head in the sand because there is so much scary information out there about retirement income and superannuation. In reality if you think too long and hard about being inadequately funded in your retirement then you know you should and can do something about it – but it is uncomfortable space for many of us.

We will be in retirement often longer than we are in the workforce which is pretty scary.

We also have information filtering through and now know that this generation of baby boomers have a life expectancy of 20 or 30 years in retirement.

In reality if you are thinking about opting out of the workforce then stop and have a think about it. Work can keep you financially secure, provide a superior lifestyle and help you stay connected as well as helping you to stay physically and mentally active. And this is where the ACE sector can work with clients and staff to make a real difference.

Unexpected change in employment and one's health can dramatically change the world we live in but some planning and overcoming issues like how much money one needs to retire needs some attention and sooner rather than later. Money 101



“Money is one of the most important subjects of your entire life”.

Money for Life is an online financial literacy resource that enables people to calculate how much is needed for retirement and what strategies may accelerate super savings in a tax-effective way.

People are very nervous about seeking financial advice. There have been many years of irrecoverable bad media about financial service provision - some would suggest at times with good reason. However we need to leave the industry up to the regulators. The adult and community sector need to put this education on the radar. This will ensure people are informed consumers. It will also help them to take control and plan a safe and secure retirement.

What is the role of Money 101?

An electronic program that has been developed with no linkages to banks, financial planners, insurance agents or superannuation funds.

This program has been written in such a way that it develops a broader level of thinking. It is as much about growing the individuals' awareness about taking responsibility for their financial future as it is about supplying them with assistance to develop their practical skills and knowledge.

Money 101 modules helps working people and their families to learn about financial services but first we need to reinforce exactly what they do know and what they don't know.

Why is financial literacy so important for the ACE sector?

People have so many different challenges that face them and staff that work in the community sector need positive empowerment about finance issues because it is very reflective working with people every day that have problems with their financial situations. If they are empowered and knowledgeable about money management it assists them and their clients.

Is this program also for staff?

Like my HR colleagues I am a firm believer that professional development is vital for staff and managers must quickly recognise that people don't park their problems outside in the morning when they get to work. We know that a happy and motivated worker is more focused and employer sponsored programs that assist the individual can make the difference between a good day and a bad day. At least someone cares.

Money 101 training enables the employer to provide a true value add for their staff in a method that is non confrontational and beneficial in the long and short term. This training is part of an all round emotional intelligence skill bank and there is evidence that appropriate budgeting skills are beneficial in the workplace and in the home.

Life has so many twists and turns and although money doesn't make you happy the lack of it can certainly make you very unhappy and somewhat uncomfortable.



Is this training more important now than it was years ago?

With labour market shortages likely in the next five years, retention of older workers is essential and so if we don't look after our own staff we will have some real issues.

An ageing workforce will demand flexible work options. And, with few trained replacements available the reality is that we will need to keep them happy or they will walk out the door with their corporate memory and then we will all know the challenge of survival.

It is a bit sinister but the reality is that many employees may not be able to afford to retire early, and it is best for everyone that they strategically plan a retirement and if they need to work longer, or work part-time it is best to work this out before leaving full-time work.

What difference can a more knowledgeable workforce make to an organisation's bottom line and to the Australian economy in general?

We need to start with the basics and build up our knowledge about superannuation, income streams, investments and recognise that it is not that hard. We just need to make a start. The Government has a campaign called *Understanding Money* and that campaign is working to alert people to make more informed financial decisions.

Improved financial literacy will also enable a company to take a self-service approach to the delivery of an employee benefit program. The employee's understanding of the value of financial benefits provided by the employer, such as superannuation, or pre-tax deductions, is enhanced.

Work-Life balance is about creating supportive, healthy workplaces for employees so they can better integrate their work and personal responsibilities.

Other benefits include:

- Recruitment and retention of staff by becoming an employer of choice and implementing programs that benefit the individual. Young graduates also look at company offerings today and if financial literacy is on the shopping list then they may choose one employer over another.
- The retirement intentions of staff have become a major issue in the workforce planning strategy of many organisations. You cannot go up to John Smith and say, "Hey John, thinking about retiring? When do you think you will retire?"
- With labour market shortages likely in the next five years, retention of older workers is essential. Skilled workers are hard to find and often just as hard to keep, and employers will need to maintain employer of choice status to attract and to keep skilled employees.
- Inappropriate loss of skilled staff to early retirement could also be reduced by increasing the financial competence of individuals. Many of those individuals doing the training will realise perhaps they do not have the funds to retire and they may consider transitional retirement.

Organisations that have workers free from anxiety can start to work on higher order behaviour. If someone is crippled by financial worries and the implications that are forthcoming from this then how can they concentrate on doing a good job? I ask questions before people start my training and more than 85% state they worry about their finances on a daily basis.

I am not an economist however the Commonwealth Bank in its study on financial literacy stated, "Increasing the level of financial literacy by a modest amount amongst the 10% of Australians that are least financially literate over 10 years would for the Australian economy contribute \$6 billion per year to GDP and create over 16,000 new jobs"

Work–Life balance is about creating supportive, healthy workplaces for employees...

Do you believe sound financial knowledge can reduce a staff member's stress levels?

The reality is that the increasingly complex financial decisions and products, and the increased responsibility upon individuals to take responsibility for funding their own retirement, leads to the inevitable fact that financial literacy skills are essential life skills for all consumers.

Stress in the workplace often originates from individual concerns relating to finances, grief, workplace stress, gambling, workload issues, self-image, outplacement etc. If these worries and distractions are addressed, employees are likely to better focus on the job, with a resultant positive impact on individual and organisational performance.

How much do Australian employees know about finance?

Very little I am sad to say. Our questionnaire survey reveal that at least 20% of employees spend up to two hours per day thinking about their financial situation. This means that an employer of 500 people could be losing up to 1000 working hours per week – the equivalent of 25 workers.

Other questions show that the skill base is relatively low and this is backed up by the recent Newspoll survey conducted by the Investments and Financial Services Association which stated that only 53% of respondents knew how much their employer legally had to contribute to the superannuation savings.

In reference to people's savings compared to debt, 37% had more debt than savings, and a similar survey commissioned by the Commonwealth Bank (also with Newspoll) stated almost half (46%) of pre-retirees do not know how much money they would need to retire on to achieve an annual income of \$30,000 for the next 25 years.

Eighty percent feel they know little or nothing about the investments in their superannuation, with just 20% claiming to know a lot about the types and styles of investments they own. Only 41% have made financial plans or have seen a financial planner about planning for their retirement.

What do you think are the main topics that should be covered by such financial training?

This is general but employees must be encouraged to take steps to identify lifestyle objectives in both a financial and behavioural sense. There is then the step that they need to uncover shortcomings to achieving lifestyle objectives. The next step is to have enough knowledge to be able to make informed financial decisions and to be confident to take action.

Firstly we need to establish principles of budgeting including consumer behaviour and then broadly educate people about the role of credit and savings in establishing personal wealth and security.

The average person needs to understand what is the role of financial services providers, what are the products and then what is included in a plan. Our online modules have a glossary of terms which is helpful when dealing with income streams.

What are the most effective training methods?

It is vital that any financial literacy training does not become a ponderous exposition of financial terms and lists of financial organisations and their products.

The goal in developing financial literacy education is to expose the learners to clear and simple concepts and relate to normal life and work situations.

A simple rule that is sometimes used is to allow \$110,000 of savings for each \$8,000 of retirement income. So for \$25,000 income, you'd need about \$343,000. Remember, these figures are in today's dollars (end 2005), so allow for inflation and other variations.

We start with establishing goals and work backwards.

Talking about aspects of managing money in broad economic terms will not allow many individuals to make the connection between the relevant knowledge and their personal development. The training and instructional design must not be the traditional fact after fact.

Electronic modules are the most cost effective method of delivering customised material to a large audience.

In training, self discovery has to be the best method don't you think?

We start with an employee questionnaire or consumer skills checklist to identify the current state of people's financial skills and knowledge. It's a bit like a skills audit but it's also an awareness-raising exercise. We are working with values, norms and comfort zones and that is tricky for any educator.

We need to engage the trainee, get them to change behaviour, increase participation and encourage further learning about financial services to get results. A shopping game gets them to think about how much they are spending on a day-to-day basis.

What is the financial education campaign trying to achieve?

The Consumer and Financial Literacy Foundation Chaired by Paul Clitheroe is a very exciting initiative and you will have seen the advertisements Understanding Money. For further information visit www.understandingmoney.gov.au.

Paul is dedicated to helping all Australians understand money and he is truly an expert in more ways than one. I also have enormous respect for Paul Clitheroe who is down to earth and has been a long term financial educator.

I love his sayings: "The amount of money you have has got nothing to do with what you earn... people earning a million dollars a year can have no money and... People earning \$35,000 a year can be quite well off. It's not what you earn, it's what you spend." Paul Clitheroe

An educated community is recognised to have social and economic benefits so with affluenza and luxury fever at an all time high, most Australians are in denial about consumerism. Those championing a sensible spending regime are trying to change the perceptions of a population that agrees that you can relieve psychological distress with some good old retail therapy.

The financial literacy campaigners have some heavy-duty competitors out there. Sexy marketing and advertising campaigns reassure the consumer that it's okay to spend. The easy credit, wear it out, and buy buy buy messages are all around us.



What is the biggest financial mistake most people make?

Credit card over use and debt.

The second biggest mistake is not taking an interest in something that is so important – let's face it, it is not that complicated you just need to be disciplined. Our survey shows that most people take a holiday and pay it off when they return and if the truth be known they spend more time planning their holidays than they do their long term financial security.

How does one work out how much they'll need when they retire?

We start with establishing goals and work backwards.

What lump sum is needed?

So, what does this mean in terms of the amount of money you will need to save to fully or partially fund your retirement?

This depends on a number of things, including:

- when you want to retire – the earlier you retire the higher this figure will be
- how much you have in superannuation compared with other investments (super attracts a lower rate of tax)
- inflation between now and when you retire
- investment returns which also vary over the years – the difference in getting 7.5% for your investments compared with 5% will make a real difference to your income.

A simple rule that is sometimes used is to allow \$110,000 of savings for each \$8,000 of retirement income. So for \$25,000 income, you'd need about \$343,000. Remember, these figures are in today's dollars (end 2005), so allow for inflation and other variations.

However our training has calculators. If you don't want to get the calculator out, you can put in various amounts to see a range of options.

For further information visit www.moneyforlife.net.au.

For a *Take Time* radio interview with Catherine Birchall, broadcast on 14 August 2006, visit www.taketimeradio.com/contents.htm.

The Australian Government, through the Financial Literacy Foundation (Department of The Treasury) has launched its website *Understanding Money* with the aim of fostering better understanding for financial literacy in Australia. For further information visit www.understandingmoney.gov.au.

From October 30, members and non-members can register for the Money 101 guest module by going to the ALA website – www.ala.asn.au or by contacting the National Office via email: info@ala.asn.au or tel: (02) 6274 9500.

Innovation and Business Skills Australia, (IBSA) – www.ibsa.org.au has developed accredited educational materials for use in national training packages. To support these packages they have also produced learner guides for financial literacy. For further information visit www.ibsa.org.au.

*ALA has an Agency Agreement with Money For Life

Learn @ Work Today Celebrations

Adult Learning Australia, (ALA)
celebrated **Learn @ Work Today** with
Marrickville Council as part of Adult
Learners' Week 2006.

Learn @ Work today launched on Friday 8 September with Marrickville Council was a true celebration of learning in the workplace. Marrickville Council a strong supporter of learning at work presented its staff with a number of awards on the day highlighting the value it places on training and education in the workplace.

Learner of the Year awards were presented to Paul Jeff who has been studying Frontline Management with the Council. He said the course had taught him to think innovatively. Rebecca Abela also received a *Learner of the Year* award. Rebecca's role is to educate the community on responsible recycling practices.

The Workplace Language Literacy (WELL) program also recognised *exceptional learners*. The recipients were: Charles Guarrachena, David Taylor and Angela Hondros. Certificates were also presented to Council staff as part of its Frontline Management Program.

ALA was pleased to join with Marrickville Council in launching Learn @ Work Today.

Councils such as Marrickville are leaders in the Local Government sector up-skilling and up-grading the qualifications of its workers through clever workplace strategies.

The real benefits of learning at work were obvious, as participants shared their learning journeys and re-told how their own experiences had motivated family members to also return to study.

The event was launched by Garry Traynor, President, Adult Learning Australia and guests included Senator Ursula Stephens, Senator for New South Wales, Shadow Parliamentary

Secretary for Water and Science, Mayor of Marrickville, Cllr Sam Byrne and Helen de Silva Joyce, Director NSW Department of Community and Migrant Education.

Apologies were received from: the Hon Pat Farmer MP, Parliamentary Secretary to the Minister for Education, Science and Training and Spokesperson for Western Sydney and the Hon Catherine Cusack MLC, Shadow Minister for Juvenile Justice, Shadow Minister for Women.

Adult Learners' Week at Macquarie Community College

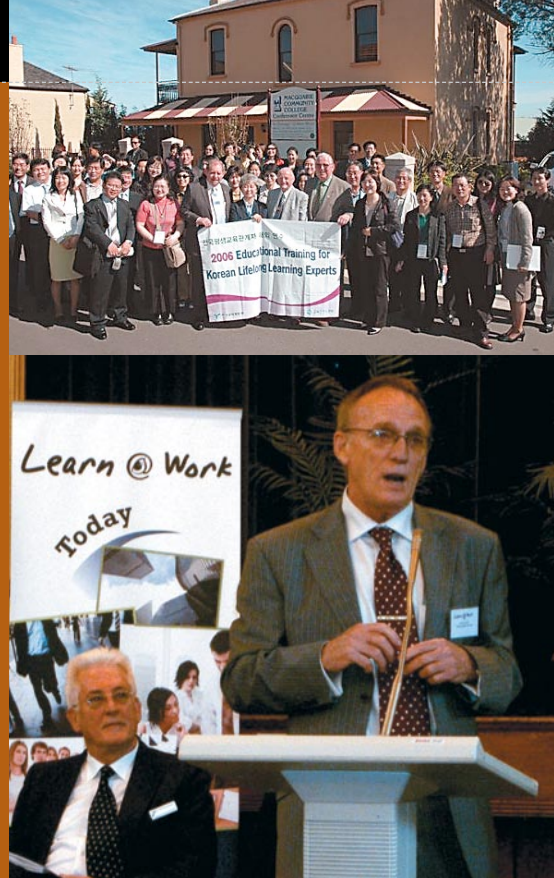
Macquarie Community College in Sydney, NSW had the opportunity to host a party of 52 Koreans during Adult Learners' Week, (ALW). The delegation was very interested in finding out more about lifelong learning in Australia, community capacity building and the role of ALW in this process.

The College welcomed the delegation at Ryde where Ryde City Mayor extended an official welcome and followed with a tour of the College headquarters at Carlingford and onto Blacktown campus where the college runs the Adult Migrant English Program (AMEP).

Mr George Papallo CEO of Macquarie Community College gave a presentation on the work of the college and lifelong learning in NSW followed by lunch and a tour of the classrooms.

This year's ALW, in its 11th year registered over 900 events Australia-wide, giving thousands of people the opportunity to celebrate the joy of learning.

More stories from ALW will be featured in future editions of Quest.



Macquarie Community College wins Small Business Award

Macquarie Community College wins its second Small Business Award in the Northern District Times Awards held in Sydney recently.

The competition is organised each year by Cumberland Press, in association with Toll and a number of other businesses.

Mayor Ivan Petch presented the award and the College had 20 staff at the dinner including their Chairman Ian Hunt OAM.

The College was competing against some very well known companies and also received recognition for its sponsorships, donations and community support which has on average over the past twelve years exceeded \$100,000 per year.



Macquarie Community College winners of the Small Business Award in the Northern District Times Awards, New South Wales.

Adult Learners' Week in Tasmania

Adult Learners' Week was another record-breaking success in Tasmania, with 107 special events registered on the national ALW website. (Last year the organisers were thrilled with the state total of 96!)

The Minister for Education approved 80 grants to support special events and initiatives. Significant achievements in adult learning were recognised through the Adult Learners Week awards presented at the Tasmanian state ALW launch in Launceston on 31 August. (Information on ALW in Tasmania can be found on <http://www.education.tas.gov.au/ace/adultlearnersweek>).

A highlight of the week's program was the visit to Hobart by Federal Sex Discrimination Commissioner Pru Goward on Friday 8 September.

Pru delivered a lunchtime address entitled *Workplace learning: Meeting the challenges*, as part of the Training Consortium's *Leadership in Action* seminar series, to over 120 guests from government, business and the broader community.



Pru Goward at the Tasmanian Training Consortium Leadership in Action seminar; from left Greg Peart, State Manager, Adult Education Tasmania; Peter Murphy, Communications Manager, Adult Learning Australia; Pru Goward; Fin McShane, Senior Policy Officer (Adult and Community Education) Department of Education.

Photo courtesy Department of Education.

Pru then delivered an address entitled *Learning: It's a journey not a destination* to a gathering of older people at the Hobart City Council's 50 and Better Centre, where an ALW community learning expo had been held throughout the day.



Home-based and small business owners throughout North Queensland have signed up to the E-learning for small businesses project.

Australians in regional, rural and remote communities face some unique challenges in accessing education and training opportunities. The Australian Flexible Learning Framework, supported by Adult Learning Australia, is funding six projects working to foster and embed e-learning in some of these communities.

Quest looks at two of them...

E-learning for small businesses

Angelina Lyon is the ideal candidate for e-learning. The mum-of-two is setting up an Italian sweet/cake shop, runs a market stall and helps out in her father's restaurant business.

Once the day's trading is over, and the kids are put to bed, the only time she has to study is late – very late. Which is why she signed up to the *E-learning for small businesses* project.

Through a virtual classroom and online study, Angelina is learning about cash management, marketing, finance and priority setting.

A self-confessed techno-phobe, she was introduced to the technology, along with 16 other small or home business owners from North Queensland, through an initial face-to-face workshop.

"I have worked in my father's business for 21 years and done markets for the last two but it's the first time I have set up my own shop," said Angelina, of Ingham (population 5,075).

"I am really keen to learn about money management and marketing. I do have a lot of experience, but there are things like GST to think about when running a business these days."

The pilot program is being conducted by the North Queensland Small Business Development Centre and will articulate into the Small Business Certificate courses at the Barrier Reef Institute of TAFE.

Jenny Murdoch has been running a news agency in Hughenden (population 1,400) for the last 20 years. Living 386 km south-west of Townsville and 518 km east of Mount Isa, training is not that accessible.

Although Jenny has basic computer skills (she can email and surf the net), she is keen to expand these and pick up some business tips along the way.

"We have various electronic devices in the news agency, such as EFTPOS and the Lotto terminal, but technology is going ahead leaps and bounds and I would like to expand my knowledge," said Jenny.

E-learning Creative Community Partnerships Project

*Give a man a fish and you
feed him for a day; teach him
to use the internet and he
won't bother you for weeks.*

"I have never entered a virtual classroom before and at first I thought 'oh crickey can I handle this?' but I have a good support network around me. It is all a bit daunting but I am willing to give it a go."

In the not too distant future, Jenny would like to set up another small business and says she hopes the topics covered in the *E-learning for small businesses* project will set her in good stead.

"I live in a very rural area and there aren't many training opportunities in this area, so when I heard about this project I jumped at the chance to get involved. Technology is a sign of the times and it's important that I am on top of it."

Participants have come from Ingham, Giru, Ayr, Hughenden, Townsville and Thuringowa. Half are running home-based businesses and two thirds are women. They come from a range of age groups including five people over the age of 60.

"This course has particular relevance for outlying and remote areas where accessing training is difficult for many people," E-learning Project Manager Tony Di Santo said.

"There has been an overwhelmingly positive response from small business operators to the uptake of the pilot program. They are attracted by its relevance and accessibility."

So far, more than 100 business operators have expressed an interest in e-learning, and a second course is being run this year. It is hoped the project will be expanded in 2007.

Harnessing Rural Skills

Unemployed people in rural areas of Victoria are creating digital stories in areas of skills shortages and creating a personal e-portfolio to enhance their job prospects.

The *Harnessing Rural Skills* project, led by Wodonga TAFE in partnership with the Hume Regional Council of Adult, Community and Further Education, is tapping into e-learning opportunities available through five local Adult and Community Education (ACE) centres.

Participants at each centre are forming a learning circle to produce a digital story, either as individuals or a group.

Created with multimedia tools, digital stories can comprise photographs, video footage, music, sound and text.

Too many clicks spoil the browse.



Above: The Harnessing Rural Skills project is being delivered through five Adult and Community Education (ACE) centres in the Wodonga region.

Far left: Small business owners Angelina Lyon (left) and Rebecca Moulds with Peter Lindsay MP, Federal Member for Herbert (Lib).

Left: Mount Beauty Neighbourhood Centre Manager Yvonne Evans (left) with e-learner Sandi Kate.

Project officer Catherine Jones said the idea was to develop a digital story of what it was like to work in local industries that are experiencing skills shortages, such as furniture making, hospitality, land and environmental care and information technology.

"Participants will visit industry to create their digital stories, giving them an insight into what job opportunities are available," Ms Jones said. "They will also be taught how to use a range of multimedia to incorporate into their digital stories, such as mini movies and digital photography."

Twenty-five people have signed up to the course being run at Mount Beauty Neighbourhood Centre.

Centre Manager Yvonne Evans said: "There is a real need for an opportunity like this in our area because we have had a number of crises over the last few years. Major industry has pulled out, the timber industry has closed, we have had huge bush fires and poor ski seasons. There is a high level of unemployment and people in casual or part-time employment that would like to work fulltime.

"Through the project people will build their employability skills and have opportunities to network in industry areas that interest them."

Participants at all the centres will develop an e-portfolio, with an electronic curriculum vitae, multimedia files and digital stories to sell their new skills.

The new found skills will go towards Certificate 1 in Information Technology as well as create pathways to employment, traineeships or voluntary work opportunities.

Mum Sandi Kate, of Mount Beauty (population 1,700) is returning to work after taking time off to bring up her young son. She knew how to use a computer and take digital photos but had never put the two together with moving pictures and sound.

"I don't want to feel left behind when it comes to technology," she said. "There aren't many job opportunities in this area but I think it's great that I will be able to go to a potential employer and say 'hey, look at this website and see what I can do'."

The other four ACE centres taking part in *Harnessing Rural Skills* are: Beechworth Neighbourhood Centre, Corryong Community Education Centre, Tallangatta Community Education Centre and Yackandandah Community Education Network.

For more information about the Framework's *E-learning Creative Community Partnerships Project* visit:

<http://www.flexiblelearning.net.au/communitypartnerships>



Take Time

With Tony Ryan

Developed as a lifelong learning radio and internet initiative, and sponsored by Adult Learning Australia, the weekly radio program *Take Time* aims to achieve the following:

- Showcase adult learning in action across Australia
- Develop radio and online audio resources in a variety of areas, including health, media, science, social history, justice and legal issues.

Take Time website

The website is the key to making this media initiative accessible Australia-wide. While listening to radio continues to be a very important part of our daily routines, this radio project both highlights the importance of lifelong learning and points listeners to the *Take Time* website, as a growing learning resource of mp3 audiofiles and fact sheets.

Following the weekly broadcast from Adelaide – and on a small but growing number of community radio stations across Australia – many of the *Take Time* interviews are then added to the *Take Time* website. Educators in schools and in adult education, as well as individual listeners with an interest in utilizing mp3 audio and related online files, are invited to visit the *Take Time* website - www.taketimeradio.com.

Recent items now online

Quest readers are invited to check out the following on the *Take Time* website:

- *Adult Learners' Week* interview with the Federal Minister for Vocational and Technical Education, the **Honourable Gary Hardgrave MP**;
- All seven **Learning Journeys** programs – a 2006 *Adult Learners' Week* project funded through the ACE and Community Partnerships Unit of SA Department of Further Education Employment Science and Technology;
- **Seven Minute Legal – Come and live with us Mum!** A legal education series on elder abuse, produced with assistance from the Law Foundation of South Australia;
- **Financial Literacy: What is it?** With Catherine Birchall, CEO of Money for Life;
- **National Science Week** interview with Dr John Long, Head of Science at Victoria Museum;
- **A Men's Shed with a difference** - looking after the health of Vietnam Veterans and men from the wider community, recorded on location at Edinburgh Base in Adelaide;
- Professor Brian Caldwell – on **re-imagining educational leadership** in our schools.



Sponsored by Adult Learning Australia, *Take Time* is produced at PBA FM in Adelaide and is presented by Tony Ryan.
Enquiries: Tony Ryan Mobile: 0408 883 334
Email: t.ryan@ala.asn.au
Website: www.taketimeradio.com.

Teaching Defiance

by Michael Newman

Michael Newman dares you to be inspired by his controversial new book entitled *Teaching Defiance*.

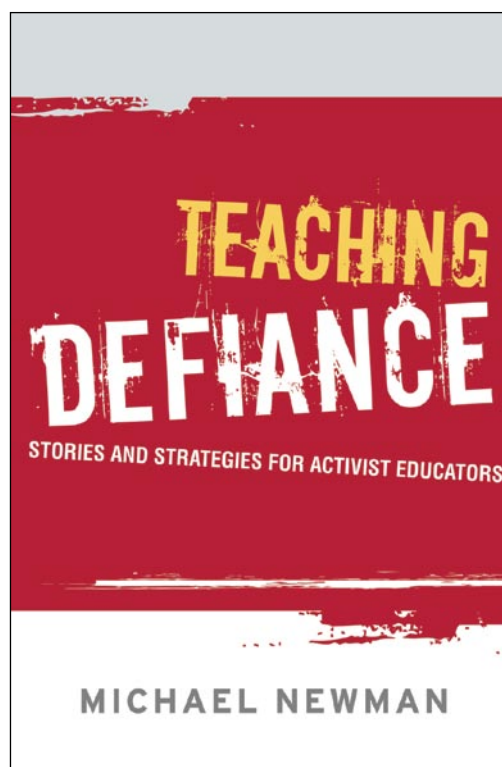
Newman provides a refreshing outlook to the art of teaching and teaching well, arming adult educators with a wide range of tools, strategies, knowledge and skills to navigate the often challenging and demanding role of teaching.

Teaching choice through activist teaching is a key theme throughout the book. Newman gives examples such as Rosa Parks' refusal to give up her seat to a white passenger in Alabama to give the reader a firm understanding of activist behaviour and its application to activist teaching.

Newman's passion for teaching and teaching well, is clearly detailed through his unique storytelling and his ability to engage the reader with his examples and knowledge of world events, the views of theorists and writers as well as his own experiences of life.

Newman also provides the reader with examples where emotions, collective decision making and negotiation skills can all make significant contributions where "teaching defiance is central to an educator's work."

Teaching Defiance is available from www.johnwiley.com.au.



Mike will be a Keynote Speaker at Adult Learning Australia's 46th annual conference, 23-25 November 2006 at the IBIS Hotel, Melbourne.



Adult Learning Australia In Quest of Learning

Professor Roger Harris

Professor Roger Harris has had extensive experience in VET teacher training and VET research. He is currently Professor of Adult and Vocational Education, and Director of CREEW (Centre for Research in Education, Equity and Work) within the Hawke Research Institute at the University of South Australia. Roger has had a keen research interest in national training reform over the past 16 years, and his recent work includes a number of funded research projects on workplace trainers, VET staff development, VET professionals' work, ACE organisations, apprenticeships and traineeships.

Other funded research projects also include: Training Packages, learning cultures, workplace learning, private training providers and the inter-sectoral student movement. Roger has also carried out two Australian Research Council projects. One was with the SA Police and the other was with the automotive industry. Both focused on workplace learning and the focus in

the automotive industry was also on the planning of continuous improvement within the industry. Roger supervises a number of higher degree candidates and has been a member of ALA (and its predecessors) since 1975 and editor of the Australian Journal of Adult Learning since 1990.

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

Whatever you're good at, do your best.

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

Mine was a small country school – an Area School (before I had to move to Adelaide to do Leaving Honours). The best experience was therefore being in a school *family*, knowing everyone and being known by everyone, and having endless opportunities for sport. In particular, being Head Prefect in my final year afforded me opportunities for leadership that have been very helpful throughout my life.



→ Professor Roger Harris

Professor Roger Harris (R) with Professor Patricia Cranlon and Dr Peter Willis at the Centre for Research in Education, Equity and Work (CREEW), University of South Australia

The worst experience was leading the school assembly in the recitation and actions of “I am an Australian, I love my country, I honour the Queen, etc.” and getting them in the wrong sequence once on stage! How embarrassing! I believe the teachers would have judged that I was a good student, because I was a goody two-shoes and loved school.

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

I cannot recall ever having had a burning desire in my youth to be any one thing. I lived on a farm, but I can declare that being a farmer was not something I always wanted to be. I ended up stumbling into teaching. I guess teaching was one of the few occupations that one knew something about in a small country town. It was also a common pathway for those aspiring to move to the big smoke. So I was signed up on the basis of state-wide exam results in Year 10 – which is a ridiculously early age to be signed up and bonded for anything really!

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

Well, being bonded, it was meant to have been in education. But in one of those funny forks in one’s life journey, it was not what I had been expecting! When I came to the end of my degree and Dip Ed, the choice for me was not secondary teaching for which I had trained for five years – but either going to Puckapunyal for two years, or keep studying (to continue deferring National Service and minimising the risk of being sent to Vietnam) and vote for Whitlam. I took the latter course!

My first job was therefore tutoring at university while doing my higher degree. I learnt about academic life from the other side, liked what I saw, and came to realise that it might not be a bad idea to try to become a lecturer so that I could have more autonomy over my work than a tutor could ever have!

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

Without doubt, the joys of grandfatherhood! It is true what they say ... one can love one’s grandchildren then pass them back to their parents!

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

To learn how to record on our VCR!

To walk with my wife down through Cradle Mountain National Park (a trek I did as a schoolboy 44 years ago).

To be able to read a book for the love of it without feeling guilty that I should be doing academic work.

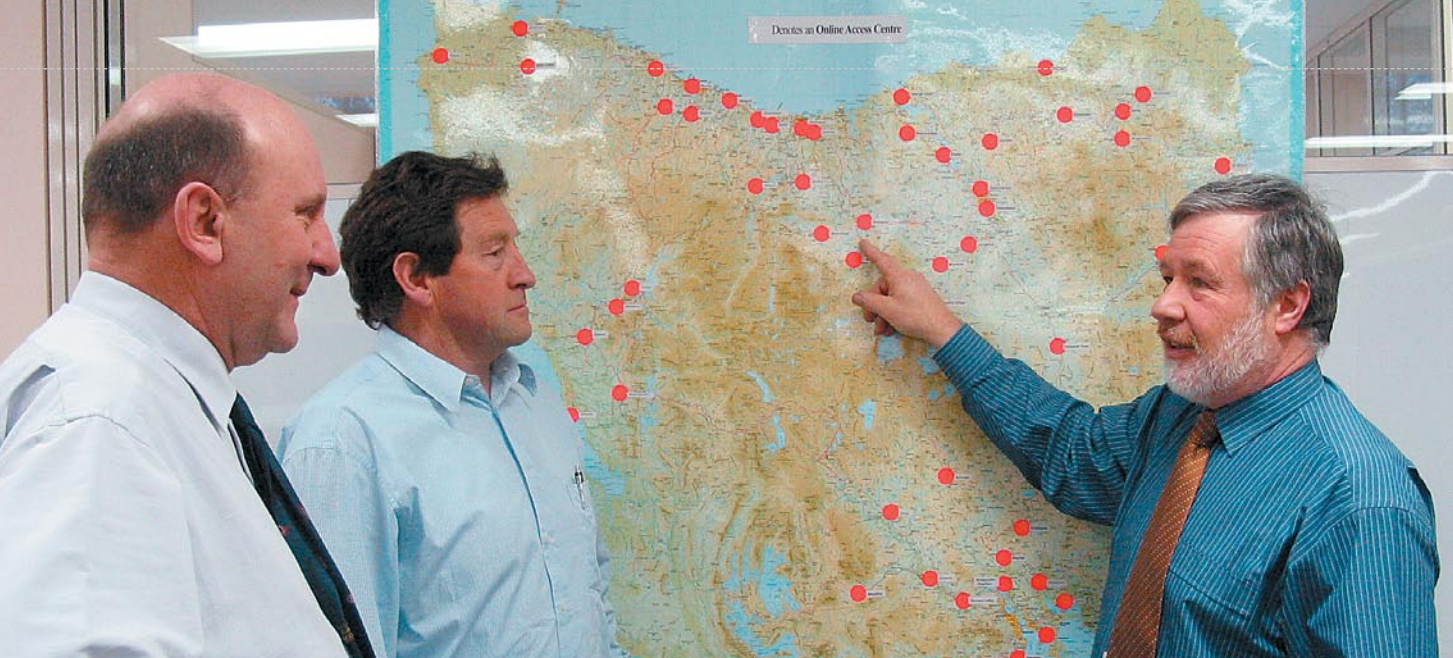
7. What is one talent people might be surprised to know you have?

Oh how age hideth talents of past years! People would be very surprised to learn that I used to be a sprinter in my youth. I loved going fast and still do (to the extent possible!).

People would also be surprised that I was once, in one of my university years, a State Champion (only ‘C’ grade, I hasten to add) in croquet in both scratch and handicap categories, singles and doubles. It was my first time playing competitively and I haven’t played since.

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

The love of finding out – that learning is continuous, and that the more one learns, the more one learns that there is more to learn.



Andy Norris (R) a recent recipient of a 'Learning Together' award with two members of his team, Mike Poley (far left) and Graham Roe – Tasmanian Communities Online.

E-learning Manager Wins Top Award

A flexible learning stalwart has been recognised for his involvement in developing a successful e-learning support model to enhance job opportunities in regional and remote communities.

Andy Norris, Tasmanian Communities Online (TCO) Manager, has been given a *Learning Together* award for Educational Excellence, from the Tasmanian Government's Department of Education.

The awards recognise and celebrate outstanding programs, projects and initiatives, as well as groups and individuals, who have demonstrated educational excellence.

Under Mr Norris's leadership, the TCO network of 66 Online Access Centres has been transformed into vibrant community hubs promoting lifelong learning and providing support for education and training at all levels.

Last year, Mr Norris and his team secured funding and support from the national training system's e-learning strategy, the Australian Flexible Learning Framework to increase the use of and demand for e-learning by unemployed people over the age of 45 and single parents.

Mr Norris has been involved in the TCO program since it began in 1998.

"For many potential learners, beginning study at a mature age or after having children is daunting, especially for those in rural communities disadvantaged by isolation and limited post secondary learning opportunities," said Mr Norris.

"The project used an action research approach to investigate, implement and document effective e-learning support strategies."

Study circles were set up at the Online Access Centres, providing facilities, support and mentoring for groups and individuals.

Volunteers in the Online Access Centres supported workplace learning allowing participants to complete a *Certificate II in Business* wholly in their local community.

As a result of the project, a model was developed to support learning in remote and disadvantaged communities which could be adapted and used in any community.

Cultural History

Community Capacity Building in South Australia

Eastwood-Parkside: Adelaide's 1870s Village

The Eastwood Community Centre in Adelaide has produced an audio guide for people wishing to find out more about the history of the local area. This audio production has been designed to assist walkers to identify the significant architecture and landmarks of the area, and to recall and explore imaginatively some of its cultural history.

Called *Eastwood-Parkside: Adelaide's 1870s Village*, the audio project is based on a series of walks started back in 1986 - a year of celebration to mark 150 years since the foundation of South Australia - as part of the *Eastwood-Parkside Urban Village Project*. Since 1986, over 2000 people have joined these guided tours. This audio production and accompanying map of the area will enable more people to learn about this historic part of Adelaide.

The initiator of these walks, and the writer and narrator on this audio production, is Diana Chessell, Cultural Historian and Adjunct Research Fellow, Hawke Institute, University of South Australia

The Village of Eastwood-Parkside is on Glen Osmond Road, as you drive from the Adelaide CBD to the freeway that winds through the Adelaide Hills towards the Victoria/South Australia border.

As urban development threatens the character of inner Adelaide, this village has retained, mostly intact, its solidly 1870s streetscapes, lanes and byways. There were grand houses on nearby Greenhill Road, but the majority of buildings were humble rented homes of early residents – carters, storekeepers, blacksmiths, butchers, coopers, masons, coach-makers and scores of bicycle makers.

Beginning and ending at the Eastwood Community Centre – originally a church on Glen Osmond Road, this guided tour includes the Institute Building and other landmarks on Glen Osmond Road,

This audio production and accompanying map of the area will enable more people to learn about this historic part of Adelaide

an early bakery, Glenside Hospital, Matilda Dixon Lane, Parkside School and Mr Young's School, Kenilworth Road. Adjoining streets are all named after places and people in Walter Scott's novel *Kenilworth*, such as the Earl of Leicester Hotel, and Epworth Church.

This audio project was initiated by Mairi Spedding, Coordinator of the Eastwood Community Centre, and produced by Tony Ryan, with support from the Burnside and Unley City Councils in suburban Adelaide.

For further information, the Eastwood Community Centre's website is www.eastwood.asn.au/.

Learning Journeys

In Conversation with Pru Goward

This seven part radio series, produced and presented by Tony Ryan at PBA FM in Adelaide with support from the ACE and Community Partnerships Unit of the SA Department of Further Education Employment Science and Technology), was launched by Senator Ursula Stephens (NSW) at a dinner, attended by 250 people in Adelaide to mark the beginning of Adult Learners' Week in South Australia. All seven programs are now available as mp3 audio, on the Take Time website - www.taketimeradio.com/learningjourneys



Senator Ursula Stephens launching the Learning Journey's CD with 'Take Time's' Tony Ryan during Adult Learners' Week - South Australia.

Photo courtesy - Department of Further Education, Employment, Science & Technology (DFEEST), ACE and Community Partnerships.

Recently in Sydney, *Take Time's* Tony Ryan recorded an extended radio interview with the Federal Sex Discrimination Commissioner Pru Goward. The interview covers topics such as lifelong learning, learning at work, the value of older workers, and also some issues around discrimination on the basis of age in the workplace - both for mature workers and for those young people just entering the workforce.

Broadcast in two parts, this interview with Pru Goward will be heard on *Take Time* (www.taketimeradio.com) through PBA FM in Adelaide in late September and early October. If *Take Time* is not available through a community radio station near you, this two part interview will be added to the *Take Time* website as mp3 audio, during weeks beginning Monday 25 September and Monday 2 October.

ALA New Members and Subscribers

Individual New Members

Lynette McClenaghan

Kings Meadows
Tasmania 7249

Dr Allan Arnott

Charles Darwin University
Northern Territory 0909

Subscribers

State Library of NSW

Milsons Point NSW 1565

Sydney Ports Corporation

Millers Point NSW 2000

Rankin Memorial Library,

Hong Kong Baptist Theological Seminary
Hong Kong

National Open University

Taiwan

Three Councils Project on Learning in Phases of Life

A phases of life approach promotes equity and social justice and encourages appropriate responses to the needs of disadvantaged individuals and groups in key phases of life.

This is one observation from a report prepared by Peter Kearns, ALA, Visiting Research Fellow which looks at the value of a phases of life approach to supporting learning throughout the lifespan of people.

This report is timely given the emphasis recently in the Council of Australian Governments' (COAG) Communiqués of February and July 2006.

The report, funded as a Department of Education, Science and Training (DEST) initiative and managed by Adult Learning Australia (ALA) is based on a study prepared by three councils in Melbourne and is entitled, *Overview Report on Melbourne Three Councils Learning Project to Explore a Phase of Life Approach*.

The Councils each focused on one phase of life and its relationship to learning. The Councils and the phases were:

Yarra Ranges Shire Council - Early Childhood

Hume City Council - Youth
Ageing - Darebin City Council



Review

The project explored the proposition that the learning needs and preferences of people change in different phases of life so that learning strategies should take account of these shifts.

Kearns breaks down his overview into three sections, focusing on each phase of life as reported by the Councils.

Early Childhood

The overview begins with the early years and discusses the importance in laying down foundations for lifelong learning in early childhood. The findings include providers taking broad, holistic approaches to the developmental needs of the child. Kearns reports such outlooks link with child development, health and the overall wellbeing of children.

Social disadvantage in various forms operates to maintain a cycle of exclusion that leads to some children being left behind from the early years. Kearns concludes that key transitions during the early childhood years need to be carefully managed, especially for children experiencing various forms of disadvantage.

Other recommendations were directed at engaging the most vulnerable families, supporting local initiatives and using evidence-based programs.

Overall, the Yarra Ranges project may be seen as mapping features of good practice in early childhood learning.

Kearns also notes the broad cross-sectoral approach adopted by the Victorian Government's Best Start program (an early intervention program), which recognises that wider benefits of learning may also be seen as providing a foundation and platform for lifelong learning.

Other recommendations include raising awareness about local facilities and services. Kearns notes a key recommendation of the report was directed at the need for a learning awareness campaign as a component in the Yarra Ranges Learning Communities Strategy.

Overall, the Yarra Ranges project may be seen as mapping features of good practice in early childhood learning.



Youth

Kearns then comments on the findings from The Hume City Council which focused its project on youth. The council works with the Hume Global Learning Village to provide a variety of programs to young people.

More detailed reports on young people's learning needs in this region are still in the planning but this early report is timely as the region is in a state of change as projects are being carried out to reform schooling in the area as well as to strengthen out of school initiatives.

The Hume report on youth concludes that traditional teaching methods in the classroom are not meeting the needs of young people who require more hands-on, real world, experiential learning situations.

A proposed Stage 2 youth project would seek to examine the following question:

“How does the Hume community achieve the aim of young people becoming engaged in learning and setting the foundation for their being lifelong learners.”

Kearns notes that the report illustrates the wide range of stakeholders with an interest in progressing learning by young people so that a wide range of partnerships are needed.

Ageing

The final phase of life covered in the project is older learners. The Darebin report on ageing notes that a broad spectrum of stereotypes remain that serve as barriers to older people continuing to have learning opportunities throughout life.

Kearns observes that the third age is also the period when wider benefits of learning such as healthy living can add much to the quality of life for individuals.

The project report, supports the view that the wider benefits of learning are significant throughout a person's life-course.

He also notes that socio-economic status has a strong influence on attitudes to adult education so that those with negative experiences of education are unlikely to participate in learning activities as adults.

He concludes priority should be given to areas of learning which promote social inclusion, community harmony and active citizenship.

Overall, this study points to the wider benefits of learning for healthy and active ageing and to the need to adopt a whole of life approach to the promotion of learning.

*...the wider benefits of learning
are significant throughout a person's life-course.*

Kearns says since the Three Councils project did not include the adult years, the important issue of what can be done to encourage men and women to continue learning during the adult years requires examination.

Further research is to be carried out over the next two years to look more closely at some of the issues raised in the Darebin City Council report.

Observations

Kearns has noted some general observations in this report. Some of these are listed below:

- The broad cross-sectoral approach which emerges as good practice in the early childhood years does not easily continue in later phases of life where fragmentation of effort is more common.
- Learning habits, supported by positive attitudes, need to be inculcated prior to the ageing phases of life
- this is a particular issue for disadvantaged non-learners in terms of healthy living and overall wellbeing.

- A phases of life approach has value in promoting equity and social justice in learning and in encouraging appropriate responses to the needs of disadvantaged individuals and groups in key phases of life
- how to encourage a return to learning by such people during the adult years is a key issue.

Summary

In summary, Kearns notes the project was a good opportunity for groups and councils to collaboratively exchange ideas and knowledge about new and innovative ideas on learning in key phases of life.

There would be value in the model tested in this project being taken up by other groups of councils.

A full copy of this report entitled Overview Report on *Melbourne Three Councils Learning Project to Explore a Phase of Life Approach* is available on the website at www.ala.asn.au.

Calendar

United Nations Literacy Decade 2003–2012

1 November 2006

Building Learning Power – National Tour

Building Learning Power is an approach to learning to learn that is re-inspiring teachers to offer their students an education that is about more than marks and tests. Where some other approaches comprise a collection of recipes and techniques for better learning, Building Learning Power shows teachers how to become full-fledged learning coaches, creating school and classroom climates that systematically develop young people's confidence and capabilities as real-life learners.

For information visit www.hbe.com.au.

3 November 2006

Australian Education and Training: New Policies

The Centre for the Economics of Education and Training (CEET) is holding its 10th annual conference at Ascot House, Melbourne in November. The conference aims to contribute to the research base for the discussion of economic and social issues affecting education and training and to review policy responses.

For information visit <http://www.education.monash.edu.au/centres/cet/conferences/>.

9 – 10 November 2006

Learning Technologies 2006

This is the ninth Learning Technologies conference to investigate new and emerging learning technologies and their use. This year's theme explores the concept of Learning Partnerships and how these enhance and support our teaching and learning communities. The conference program runs on Thursday 9 and Friday 10 November. Optional workshops will be held on Wednesday 8 November.

For information visit <http://videolinq.tafe.net/learningtechnologies2006/>.

23 – 25 November 2006

Adult Learning Australia's 46th annual conference – Social Capital: Learning for Living

Adult Learning Australia looks forward to welcoming delegates to its 46th annual conference to be held at the IBIS Hotel, Melbourne. This year's conference will examine the connections between social and human capital and their relationship to adult learning. It will include topics such as: health and wellbeing, education and training and employment. Broad themes to be explored include: "How is social capital generated in communities and what role do community education providers play in this process?" and "What is the role of community in addressing key health issues?"

This conference provides a strong line-up of Australian academics and practitioners providing insights into their research experiences within an Australian context. Early Bird registrations close Friday 6 October 2006.

For information visit www.ala.asn.au.

30 November 2006

Industry E-learning Demonstration Showcase

This free event hosted by the 2005-2006 Australian Flexible Learning Framework's Industry Engagement project will showcase the industry e-learning examples from the project. Participants will have the opportunity to speak to industry project leaders exhibiting at the event.

For further information visit http://industry.flexiblelearning.net.au/industry/index.php?option=com_content&task=view&id=48&Itemid=45.

28 – 29 November 2006

New Ways of Working in VET Forum 3

This forum will showcase projects and programs from Reframing the Future 2006. It will highlight ways of building the capabilities of vocational education and training (VET) practitioners, showing new practices and professional development methodologies.

For further information visit www.reframingthefuture.net/.

28 November – 1 December 2006

Toward 2020: the Pathways 8 National Conference 2006

The program comprises a series of keynote presentations by national and international speakers, interactive workshops and action focused discussions around the themes of Universal Design, Teaching, Learning and Assessment, Careers and Employment. The conference is organised by the Australian Tertiary Education Network on Disability and the Pathways 8 Organising Committee.

For information visit www.leishman-associates.com.au/pathways8/.

4 - 5 December 2006

Social Education in Victoria Conference

Hosted by the Victorian Association of Social Studies Teachers (VASST), this conference will cover VCE International Politics & Sociology, VELS Civics and Citizenship and other social education programs and initiatives in Victoria. Key themes at this conference will include: globalisation, teaching about the Middle East, teaching diversity, social education pedagogy, values education, VELS, civics and citizenship, community engagement, and human rights and sustainability.

For information visit www.vasst.asn.au/pd/pd.html.

4 – 7 December 2006

World Without Walls: 21st Century Perspectives on East and West (NSW)

The aim of this conference is to bring together scholars from all over the globe, not only to discuss the problems related to the study of history, culture and institutions of Asian countries but also to exchange news and views with colleagues in the humanities and arts, particularly those who study cultures derived from Europe, the Americas and Australasia. The keynote speaker is Professor Frits Staal, University of Berkeley.

For further information visit www.arts.usyd.edu.au/conference/OSA2006/.