

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 Australian international education bodies, co-ordinates Adult Learners' Week and more.

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ALA also publishes the Australian Journal of Adult Learning three times a year. Many ALA members receive this publication as part of their membership but single or extra copies are available for a small cost.

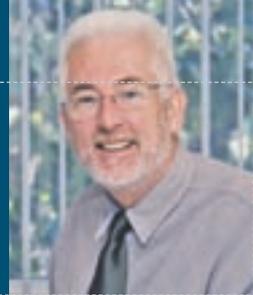
ALA gratefully acknowledges the assistance of the Department of Education, Science and Training. It thanks the many volunteers who submit material to Quest.



Australian Government
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Editorial



Welcome to the 2006/2007 Summer Edition of Quest.

This editorial piece will be my last contribution to this magazine which again covers the many and varied range of activities that reflect the diversity of the adult learning field in Australia.

My term as Chief Executive Officer finishes in April and I will not be seeking to renew my contract.

I have enjoyed working to the Board of Adult Learning Australia over the past three years, and through the Board, implementing their policy initiatives on your behalf.

I wish all of our members and those of you linked to ALA in other ways the very best in carrying forward your on-going support for adult learning in whatever way you have chosen to do that. The adult learning community is characterized by its rich and diverse fields of endeavour.

This edition continues the tradition of providing you with contemporary news and feature articles.

One of the most significant items in this edition is the change to ALA's Vision and Mission which the Board of ALA worked on towards the close of 2006. I believe it offers exciting opportunities for your association in the coming year and the recently appointed Board members who will assist in crafting policies to support this new direction.

We also report on the highly successful 46th Annual Conference in Melbourne with its theme of "Social Capital: Learning for Living." The evaluations reveal the value participants gained from this experience. I would also like to acknowledge again on behalf of the 2006 Adult Learning Australia National Award winners, the generous sponsorship provided by APIA, part of the Promina Insurance Group. ALA looks forward to building a strong working relationship with APIA as we move forward.

We also thank the many presenters who provided the stimulating papers which offered much food for thought and reflection over the conference period and beyond.

The impressions about the conference by some of our overseas participants are here in this edition to share with you.

Some of the great successes arising from ALA's management of the Community Engagement Project are also reported on. Each and every one of these projects from around the country have done a great job in moving e-learning forward in their communities.

We also report on the success of another year's Adult Learners' Week activities. As we refine the management of this project, the numbers of those engaging continues to increase and we thank the co-ordinators and the many individuals who participate, for helping make this project the success it is in raising awareness about lifelong learning.

Throughout 2006 and with the support of ALA, Take Time, produced by Tony Ryan, continues to provide, through the web and community radio, a rich array of adult learning stories about real life issues and successes. We have a story in this edition that touches on how World Mental Health Day impacted on the life of an individual.

ALA continues to work towards building international adult learning links and as part of that effort we have a brief report from ALA's Business and Communications Manager, Peter Murphy, who was invited to contribute towards Adult Learners' Week in South Korea late last year as a guest of KEDI (Korean Educational Development Institute).

This edition also notes the passing late last year of John Wellings, a great contributor to adult learning in Australia.

We acknowledge the contribution of the distinguished scholar Professor Roger Harris to adult learning, who amongst the many roles Roger has, is the Editor of ALA's publication the Australian Journal of Adult Learning and will soon be telling members of the world - wide acknowledgement of Roger Morris as he enters the International Adult and Continuing Education Hall of Fame.

Jen Coughran, the new Director of Adult Literacy Policy and Programme Section of DEST, contributes to In Quest of Learning by telling us something of the formative experiences in her life.

Hayley Beck Senior Media and Communication Officer from the National Communication Project of the Australian Flexible Learning Framework, provides an informative article on blogs and wikies for those of you wanting to know more about these IT tools.

Read, learn and enjoy and may I again wish you all the very best for the future.

Ron Anderson

Chief Executive Officer

Briefs



Want to keep up to date?

Visit the Adult Learning Australia Blog. Whenever a relevant press release or news item comes out, we put it on the BLOG immediately. Keep up to date by visiting the site each day <http://alauser.edublos.org> or click on through our website

Some information about Community Education

Did you know?

One definition for the ACE sector is “not for profit community based organisations with a local or regional focus that offer Adult Learning programs”.

In the 2002 MCEETYA Declaration on Adult and Community Education and the 2002 Ministerial Statement on Knowledge and Skills for the Innovative Economy, the Government recognised the need for a broad approach to adult learning to ensure that all adults can access the learning they require.

Community-based adult education organisations are often the first point of call for people who do not have personal, social and vocational skills. Many connect learners with other government programs.

- ACE learners often:
 - did not enjoy traditional schooling
 - have few or low qualifications
 - want to improve their basic literacy and numeracy
 - need basic education to obtain a job
 - want training to start work, go back to work, change jobs or keep a job
 - want to be a part of the local community
 - want to enrich their lives in the local community

- ACE providers provide engagement and a link to further learning.
 - National Reform Agenda focuses on Human Capital and seeks to increase participation levels “for a healthy and productive working life”
 - Strong emphasis on “user-choice” in ACE
 - ACE is important because it:
 - is good value for money
 - gives optimal community coverage and linkage
 - Reengages adults in education through innovative and flexible engagement strategies
 - Has a diverse provider base
 - ACE fulfils the main tenets of COAG agenda
 - If Community Education were a state it would be a large rural one. In 2005 enrolling more students than WA and SA combined and providing more training hours than the NT, Tasmania and the ACT.

And now for some facts....

- If Community Education were a state it would be a large rural one. In 2005 enrolling more students than WA and SA combined and providing more training hours than the NT, Tasmania and the ACT.
- ACE providers had 15.6% of all VET students in 2005
- 36.7% of community provision in rural and remote areas (18.9% average)
- In 2005, 6.5 million hours of training
- In 2005, 68,000 enrolments
- In 2005, only 60% of working population had post school qualifications
- Much is fee for service (16.3% but probably 5 times that)
- 1200 organisations (770 RTOs)



- By 2044, 25% of population will be over 65
- 4 million unqualified workers in danger of not having necessary skills and will need skills. 2/3 of those getting qualifications will gain VET qualifications.

All this information comes from recent papers by:

BARDON, B: Community Education and National Reform -A Discussion Paper

DEST 2006

BOWMAN, K: The Value of ACE Providers: A guide to the evidence base ALA 2006

CHOY, S, HAUKKA, S: A National Database of ACE Providers ALA 2006

View all these and other papers in their entirety on our website.

National Involvement

Adult Learning Australia has had long term representation on the Australian Qualifications Framework Advisory Board to MCEETYA (AQFAB) and through this representation was invited by Dr Anne Byrne, Branch Manager, Skills Analysis and Quality Systems Branch, to join the Steering Committee to provide strategic advice and oversight of research, data

collection and analysis to support Australia's participation in the Organisation for Economic Co-operation and Development (OECD) activity on the Recognition of Non-formal and Informal Learning. ALA made an extensive contribution to this DEST committee against tight deadlines.

Call for Papers

International Researching Work and Learning Conference RWL5

2 - 5 December 2007, Cape Town, South Africa

We invite you to diarise the RWL5 conference and submit abstracts for consideration for papers, symposia and posters. Please note that the closing date for submissions will be **15 May 2007**.

The RWL5 conference is being held for the first time in Africa and promises to promote a truly global conversation about researching work and learning.

For more information consult the **website <http://rwl5.uwc.ac.za>** or contact:

Conference Secretariat, XL Millennium Travel.

Telephone number: +27 21 590 7900

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We will greatly appreciate it if you could please assist us by forwarding this notice into your networks far and wide.

We look forward to welcoming you to Cape Town and to the RWL5 conference.

Best wishes

Shirley Walters and Linda Cooper

(Convenor and co-convenor)

ALA 46th Annual National Conference 2006

130+ participants headed to the IBIS Hotel, Melbourne to investigate “Social Capital: Learning for Living” at ALA’s 2006 National Conference between 23 and 25 November.

Once there, in-depth and far reaching examination continued as to the connections between social capital and human capital and their relationship to adult learning. As the new national policy agenda stresses the need to develop Australia’s human capital through participation in learning and productive work, community educators are being challenged to look at how the growth of human capital is intertwined with the building of social capital in communities where learning is valued, and how their work can contribute to this relationship.

Many themes were explored:

- How is social capital generated in communities and what role do community educators play in the process?
- How does adult participation in education and training depend on (and contribute to) high levels of social capital in communities?
- How is the workplace a context for developing skills and social networks and what is their connection?
- How can we develop a more holistic perspective on skill development that acknowledges the social contexts of workplace and community as well as education and training institutions?



A large amount of networking also occurred. Social events and shared meals allowed participants to discuss the issues that had been raised.



The winners of the ALA National Awards were announced at the Awards Dinner on the last night of the Conference:

Australian Adult Educator of the Year: Karen (Ren) Barnett (NT)

Australian Learning Community of the Year: Erindale College Community Education Program (ACT)

Australian Adult Learning Program of the Year: Learning Centre Link

“Managing the Maze” (WA)

Australian Indigenous Community Provider of the Year: ACE North Coast Inc (NSW)

Runner-ups, who came from South Australia, Victoria, and West Australia, were also acknowledged.

These Awards recognise outstanding service, contribution and provision in adult learning; work in program development, implementation and evaluation; in research, teaching, training and administration.

First presented in 1990, this year’s Awards were co-sponsored by the Department of Education, Science and Training (DEST), Australian Pensioners Insurance Agency (APIA) and Adult Learning Australia (ALA).

All nominees highlighted the wealth of knowledge, good practice and learning that occurs in adult learning communities throughout Australia. As seen in the following responses, the Awards are much prized by the recipients.

ALA 46th Annual National Conference 2006



Australian Adult Educator of the Year: Karen (Ren) Barnett (NT)

The Australian Adult Educator of the Year award is a great honour for me, my workplace, Batchelor Institute for Indigenous Tertiary Education (Batchelor Institute), the Northern Territory, and the aboriginal peoples and communities I have worked with over the past decade. However there are a lot of other hard working people who have an equal part in this award.

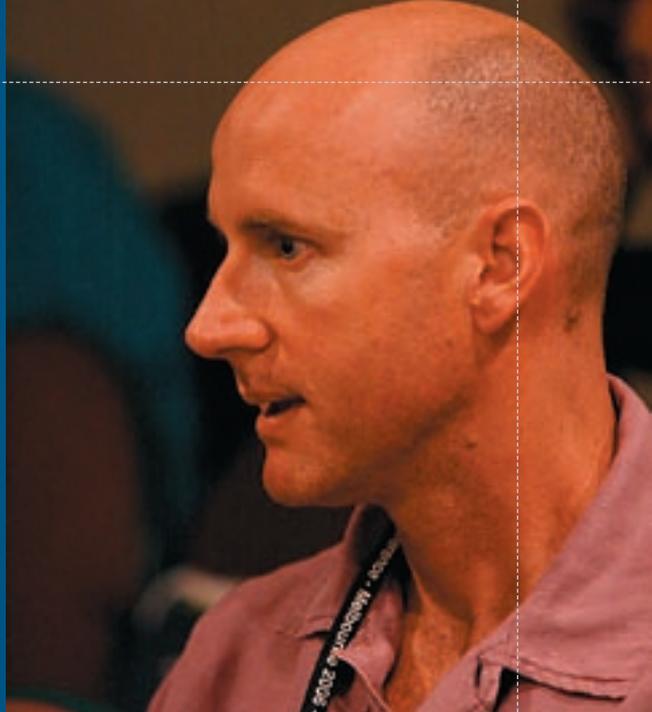
Every year Batchelor Institute aims to provide quality education to Australian Indigenous communities across the VET & Higher Education sectors. Our vision is to empower while strengthening identity. The students mainly live in regional and remote localities that have limited facilities and services. It requires many hours of travel in the heat or wet to reach these places and it may mean quite a high level of discomfort for the lecturers and students.

In my case, for the past 8 years I have been teaching English as Second Language (ESL) to Aboriginal adults from remote communities in Central Australia with Batchelor Institute. From 1999 to 2002 I was the Remote Area Lecturer (RAL) based at 2 Warlpiri communities, Yuendumu (300 km north west of Alice Springs) and Nyirrpri (480 km north west of Alice Springs).

According to Batchelor, my main function was to teach the Certificates in Spoken and Written English (CSWE1 & 2). But, according to the communities, your main functions are a lot more, especially when you are the only face of an organisation in communities where people can barely read and write and also may have poor spoken English. As well as the teaching I supported students from other courses across the Institute and other institutions. Student support included teaching, tutoring, coordinating student travel for the communities, providing childcare while mothers studied, and providing lifts to and from the airstrip on weekends. There was also the community service area of my job description which could include anything from explaining formal letters to people to collecting water and firewood for the old people as well as completing search and rescue missions to find missing or bogged people. Community service builds relationships which is crucial to successful programs in communities. You were also your own ICT support, maintenance and repairs person and gardener.

For the past 4 years I have continued to teach a mixed mode (workshops both on campus and in communities) CSWE program from the campus in Alice Springs across the Central Australia and Barkly regions. The challenges are similar to working in one place except there is more travel and a greater variety of languages to learn. Probably the greatest benefit is to be able to go home on the weekend and not have to listen for the planes to come in!

Australian Learning Community of the Year: Erindale College Community Education Program



(ACT) Manager - Bob leFebvre

On the 25th of November, 2006 at the ALA National Conference, Erindale College Community Education Program won its 11th education award in the last 15 months in winning the following award ~ the 2006 "Australian Learning Community of the Year".

In the face of the fierce competition nationally, this result was a fantastic and exciting achievement for the college, and a wonderful endorsement of how we actively respond to the learning needs of our community. This is the first National Adult Education award from Adult Learning Australia that any training institution in Canberra has ever won.

This award means a great deal to me personally, but moreover, to our community. Our inclusive Community Education Program recognises that Public Health and Special Needs courses not only need to be made available to the community, but also needs to be made affordable to everyone and run by professional trainers.

We offer many fully licensed and accredited courses under six central themes:

1. Directly helping less privileged persons in our community (e.g. "Living a Healthy Life with Long Term conditions") at no profit to the program
2. Help those seeking entry into vocational learning (e.g. our bridging University Preparation courses and our free vocational careers advice)
3. Privileged learners undertake training to support the less privileged (e.g. "Braille literacy", "Signing for the Deaf", "Mental Health First Aid", "Save a Mate training" and "Counselling/therapy" courses) for free or at no profit to the program
4. Charity fund raising (e.g. Cystic Fibrosis Australia, St Vincent's Blood diseases & Cancer Research Unit) at no profit to the program
5. Assisting people perceived as disadvantaged or alienated in the community (e.g. through Leapfrog Adventures - in organising individuals with mobility problems or challenging behaviours to undertake projects related to conversation and environmental care.) at no profit to the program
6. Improving the safety, health and/or wellbeing of the community (eg. QUIT smoking, "Drive to Survive", "Caring for Children First Aid").

Already for term 1, 2007 we have again expanded our Public Health and Special Needs course range to include these new courses:

- ~ Counselling Skills for Parents
- ~ Counselling (& Therapy) II - continuing
- ~ How to deal with 'challenging' personalities - professionally or personally
- ~ The Disability Sport Education Program
 - module 1: "Count me in"! and
- ~ Discussion Planet - A Learning Circle

I promise we won't be resting on our laurels but will aim to remain an example of excellence to all.

A Kiwi's impression of the Australian Conference

New Zealand & American delegates had this to say.



The ACE (Adult and Community Education) sector in New Zealand is structured differently from Australia, and this was reflected throughout the conference. There are many similarities but the differences are tabulated through listing the New Zealand five national priorities for ACE:

1. **Targeting learners whose initial learning was not successful**
2. **Raising foundation skills**
3. **Encouraging life-long learning**
4. **Strengthening communities by meeting identified community learning needs**
5. **Strengthening social cohesion**

The writer's impression of ACE in Australia is that funding flows if the course is vocationally focussed. The 2007/12 "Developing the Second Tertiary Education Strategy" in New Zealand which has been circulated for comment looks more like the Australian system and it is a cause of concern for ACE providers this side of the Tasman. Unfortunately ACE funding is, and always has been the "cinderella" of Adult Education funding and has never been 100% secure.

Provision for ACE is to some extent through Polytechnics (called TAFE in Australia) but mainly through Secondary Schools (as they can be accessed from every community) and the funding is given to the school as a bulk grant. Fifteen per cent of the grant has to be given to the community for grass-roots needs eg, parenting, budgeting, lifeskills, training volunteers etc. Tutors are paid on whether they have done 200 hours adult teaching or not (they then become eligible for step 2 of a two step system). An approved adult tutor training course reduces the number of hours before reaching step 2 to 100 hours. No extra money is given for qualifications, although there is provision to make courses self-funding which is a way of giving a community a more highly paid tutor for a course it requires.

The conference again drew input from overseas presenters and delegates.

The academic approach of the Australian conference was stimulating and very enjoyable. The presenters were all experts in their fields and it was a joy to be able to relate to the outcomes and join in the celebration of learning. It was invigorating to share in learning with Australian researchers when so much of life is spent organising courses and planning learning for others.

The funding in New Zealand does not in the main, allow for ACE courses through schools to be tested for Unit Standards (flexible learning), but many of our learners dip a toe in the water to learning and find that its not the scary thing they experienced when younger. Frequently it opens the world of learning, a mosaic slots into place and an avenue to employment opportunities lights up in the brain that would not otherwise have been obvious. People who have felt misfits without direction in life have done a course such as art and after more learning have finished up teaching and making a living from the one thing that inspired them in life to feel accepted and worthwhile. They become a contributing member rather than a taker - only made possible through ACE. Some people make links with others through "strengthening social cohesion" and find a pathway to a different life through a friendship. This is a valuable pathway for new migrants, people on sickness benefits and the elderly.

Thank you Australia for the excellent conference, the wonderful conference booklet, organisation at the conference and before and your energetic input.

Caryl Ginever

Hamilton's Fraser High School, NZ.

An American View

All conference photos
courtesy of Richard Butlin



As the recently elected President of the Association of Adult and Continuing Education, I had the wonderful opportunity in November to attend the 46th Adult Learning Australia Conference in Melbourne. For me, to be able to travel over 10,000 miles to participate in this ALA worldwide conference was both professionally and personally rewarding. I would like to share some of my thoughts and experiences from this memorable week.

With thirty-two years of experience as an adult educator and now as President of AAACE, I have been extremely pleased with the partnership we have forged with Adult Learning Australia. This partnership started three years ago and has continued to strengthen and grow. We all share the common goal of advancing and improving adult education programs in our respective countries and communities. When I was given the opportunity to attend this conference, I was thrilled to part of an effort to strengthen this partnership.

The conference topics were most relevant and substantive in conveying to the audience those themes and issues that are foremost in adult education today. I found several topics to be of particular interest to me. Those topics included: Social Capital: Learning for a Living; Community Education and National Reform; and Getting Connected.

I noted that even though oceans and miles separate our countries, the wants and needs of our adult learning communities are similar. I really like the idea of continuing to share data, and research thus avoiding “reinventing the wheel”.

The conference allowed folks the opportunity to come together and present information; to share research; and to educate one another on what works in building strong adult education programs.

What I learned during the conference has given me new ideas that I would like to consider as I begin preparation activities for American Education Week 2007.

Other conference highlights included the riveting keynote speech given by Michael Newman on Love, Trust, Anger and Distrust. I was also impressed by the excellent work that continues to be done by Tony Ryan and his PBA FM Program, Take Time. I enjoyed doing the interview and hoped that I clearly communicated the importance and value of continuing the partnership that exists between AAACE and ALA.

Because of my visit to Australia, I made many new friends and appreciate all that was done by my hosts to make my trip so memorable. I would like to thank Dr. Mike Newman for all his support and I look forward to a continued personal and educational exchange. A big thank you to Ron Anderson and Peter Murphy for finalizing all the arrangements before and during the conference.

I look forward to working with Greg Peart and Gary Traynor as we look forward to Norfolk, Virginia and Cairns, Australia in 2007. And lastly I would like to thank Garry and Roger Morris who invited me to come to Australia during our September meeting in Bamberg, Germany.

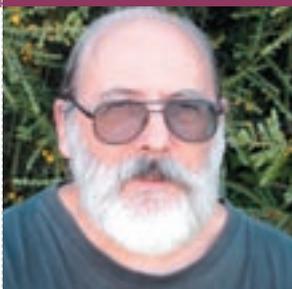
Moreover, in closing, I cannot say enough about the hospitality and graciousness extended to me by the people of Australia. You have a magnificent country rich in culture and beauty. During my next visit, I hope to spend more time visiting those wonderful places that define the character and beauty of your country.

Thank you.

Grey Edwards, Jr.

ALA Board 2006/2007

Allan Arnott



Deirdre Baker



Rita Bennick



Kathleen Broderick



Vaughan Croucher



Vanessa Little



Roger Morris



Greg Peart



Garry Traynor

The results of the recent Board elections were announced at the Conference. The following members were appointed:

- Allan Arnott (NT)
- Deirdre Baker (Qld)
- Rita Bennick (SA)
- Kathleen Broderick (Qld)
- Vaughan Croucher (ACT)
- Vanessa Little (Vic)
- Roger Morris (NSW)
- Greg Peart (Tas)
- Garry Traynor (NSW)

Adult Education Tasmanian State Manager Greg Peart was unanimously elected as President. He replaces Garry Traynor, the Principal of Sydney Community College, who has served in the role for several terms.

Following a short period in state politics as the Shadow Minister for Education (Tas), Mr Peart headed Adult Education in the North West (Tas) until 1996 when he was appointed State Manager.

In his first statement, Mr Peart said that across the country there was excellent work being done by ACE providers in providing both formal and informal learning opportunities for adults. He emphasised that the ACE sector must continue to make a strong contribution to helping Australian adults get back into the workforce by providing training opportunities and pathways for adults to enhance existing skills or develop skills required for employment in emerging industries.

“ACE providers now have an opportunity to respond to those issues that are central to the COAG agenda: Health and Well Being; Sustainability; and the development of Human Capital.”

A New Vision: A New Mission

Towards the end of 2006 the Board of Adult Learning Australia spent several intensive weekends working on a range of Governance matters. Among the outcomes of these strategic planning workshops was a Governance Handbook, based on the Carver Governance Model. This document is now being used as to drive the policy and operational agenda for Adult Learning Australia.

Significant in the development of the Governance Handbook was the revision to the existing Vision and Mission Statements of Adult Learning Australia.

Below are the new Vision, Mission Values and Principles of Practice that the organisation is moving forward with in 2007 and beyond. While there is still work to be done on determining the implementation strategies to support these changes the Board and staff consider this new focus will continue the relevance in this ever changing sector.

Vision

Adult Learning Providers will be Recognised, Valued and Supported.

Mission

To advocate for Adult Learning providers nationally.

To connect Adult Learning providers across Australia.

To lead in the provision of information to support professional practice in adult learning.

Values

We deliver, encourage and celebrate positive initiatives in all sectors and spheres of adult learning.

We are inclusive and responsive to the needs of each sector of learning.

We are a discrete and confidential listener to community, business and government.

We strive to build enduring professional relationships with other peak bodies.

We strive for quality, innovation and continuous improvement in what we do with others.

We seek to build a sound professional consultancy relationship with government, business and community to enhance learning for all.

We are fiscally responsible and pursue excellence in all of our decision-making.

We acknowledge the essential contributions of staff and volunteers.

We strive for integrity, transparency and accountability in our actions.

Principles of Practice

Always strive to ensure the best quality outcomes for all those who choose to engage with and do business with ALA.

Be a lead agency in identifying and promoting good ACE research to advance adult learning pathways and opportunities.

Serve as a national voice for ACE adult learners generally and more specifically disadvantaged and equity groups.

In our role as the peak body for adult learning, provide strong links to the field of practice.

Seek to be a catalyst for encouraging supporting and nurturing learning alliances with all sectors.

Work collaboratively with other organizations sharing a similar vision, values and outcomes.



E-learning was introduced to the Murraylands via a cruise on the Captain Proud paddle steamer.

Community based providers are currently the unsung heroes of the vocational and technical education (VTE) sector, accounting for 15.6% of all VTE students or 256,101 learners.

An increasing number of these providers are turning to e-learning to help people in regional and remote communities access education and training.

The Australian Flexible Learning Framework is supporting this uptake of e-learning through its Community Engagement Project.

In 2006, the Community Engagement Project funded six projects across Australia which introduced digital stories, virtual classrooms and other e-learning tools to mature-aged learners, long term welfare recipients, return-to-work mothers and Indigenous communities. Quest looks at the outcomes...

1) E-learning for isolated learners - Ballarat, Victoria

Isolation doesn't just have to mean distance. People can be isolated from learning for financial, workload, health, family commitments or a whole host of other reasons.

The E-learning for isolated learners project focused on people that were, in the main, technically isolated.

Learners were introduced to technology through a face-to-face induction before taking part in an online course in either hospitality or business.

“The students became very excited about the potential of technology,” said Project Manager Ben Brown. “From being complete novices, they quickly managed to operate in an online classroom and be engaged with their peers or tutors wherever they were based.”

The taster sessions created a pathway and a hunger for further online study, ensuring isolation was no longer a barrier to lifelong learning.

2) The Edge Project - Mornington Peninsula, Victoria

The idea of The Edge Project was to expose young adults to an e-learning experience using technology that they are already experts in - mobile phones, MP3 players and computers.

They may have 'dropped out' of school but their technology skills are second to none. The e-learning tutor gave each student a bag of lollies and their very own 256mb USB stick and had them eating out of her hands!

The group of young adults taking part in The Edge Project were not so much disengaged as disconnected from mainstream education.

E-learning reaches rural and remote communities

“We didn’t want to just connect them to technology but get creative with it,” said Project Manager Jan Aitcheson. “We showed them how to access free software and put it together in a digital story format. We opened up their eyes to animation, photography or doing something with technology.”

The training was carried out in five local ACE centres, and resulted in each young adult showcasing their own digital creation in front of their peers, friends and family.

3) Harnessing rural skills - Wodonga, Victoria

The aim of the Harnessing rural skills project was to use e-learning as a pathway to employment or further training.

Mature-aged, long-term welfare recipients and ‘at risk’ youth created their own digital story looking at local industries suffering chronic labour skills shortages.

Learners were engaged through five local ACE centres, where they used their new found skills to gain a Certificate 1 in Information Technology Skills.

“E-learning was the ‘hook’,” said Project Manager Catherine Jones. “Many of the learners were suffering from very low self-esteem and were nervous about getting involved in any form of training. The use of digital stories, which was fun, reduced this anxiety.”

The digital stories featured a host of industries, such as Angora goat farming, cheese making, furniture making and hospitality.

Since the project, some of the students have gone on to create their own website while others have signed up to further courses at their local ACE centre.

4) Online, Intown and Outbush - Alice Springs, Northern Territory

A lively, interactive, online portal gave young Indigenous people caught up in the digital divide access to literacy, computer and multimedia skills training.

Without computers at home or in their neighbourhood, young people with no post-primary education are flooding to the internet café at the GAP Youth Centre.



Conference participants.

Despite their very low levels of literacy and highly mobile lifestyle, they found the highly visual elements of e-learning tools - where they can use audio and pictures instead of text - extremely engaging.

Through the Meeting Place - <http://www.deadlyzone.org/meeting> - community workers engaged with young people were trained in how to use virtual classrooms, access online forums or take part in a training course.

“We are training trainers that work with young people as well as the young people themselves,”

said Project Manager Georgina Nou.

“It’s about demonstrating e-learning tools and consulting with people how they can use e-learning.”

And thanks to technology, many young people are now being engaged on alternative education classes.

5) E-learning for small business - North Queensland

From the tropical northern coastal city of Townsville to the outback town of Hughenden, small and home-based businesses are being armed with key skills to help ensure their success.

With heavy work commitments and local training centres few and far between, business learners were taught vital lessons in marketing, cash flow and priority setting via a virtual classroom.

For those too busy to attend the ‘live’ sessions, the training was accessed at their leisure - whether this was before a day’s trading or in the small hours of the night.

“Distance and time constraints exclude many small business operators from attending class-based training so we thought e-learning was an ideal solution,”

Project Manager Tony Di Santo.

E-learning meant participants could learn from a location that suited them and review the material at their leisure. One participant even accessed a recorded session while fishing.

E-learning reaches rural and remote communities

The Community Engagement crew of 2006.

6) Murraylands e-reach - Murraylands, South Australia

A video conference aboard the Captain Proud power steamer introduced the Murraylands to e-learning.

Covering an area in excess of 26,000 square kilometres and supporting a population of 33,000 people, the region comprises small, rural communities, where access to education and training is very difficult mainly due to lack of transport.

But a demonstration of the potential of e-learning while cruising down the River Murray opened up a number of opportunities to teachers and trainers, school services officers and young adults.

“E-learning is gaining momentum in the Murraylands,” said Project Manager Shane Thompson. “People are starting to think about it and how e-learning can be part of their lives, education and business.”

One group of young adults produced a digital film, while accredited training is now being delivered through virtual classrooms.



Community Engagement Project

For more details on these six projects visit:

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

In 2007, the Community Engagement Project will fund a further six adult and community education providers or training organisations to the tune of \$40,000 to embed e-learning in other Australian communities. Applications open mid-February and close 23 March.

For more information contact the Community Engagement Project:

Mary Hannan

Phone: (02) 6274 9508

Email: m.hannan@ala.asn.au

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

Photos courtesy Bruce Elliot Photography



Left: Enjoying the Tasmanian ALW launch are award finalists Liz Webster, Seif Abdulgadir and Kayo Witt from TAFE Tasmania.

Centre: Rowena Mackean (left) winner of the State Library of Tasmania 2006 Outstanding Supporter of Adult Learning Award, with Siobhan Gaskell, Director of Library and Information Services, Tasmanian Department of Education.

Right: Lynn Jarvis (centre) of Adult Education Tasmania, winner of the Veolia Environment Services 2006 Outstanding Adult learning Program Award, pictured with award sponsor representative Lee Panton (left) and John Smyth, Secretary of the Tasmanian Department of Education.

Held prior to the Conference, ALW always takes place in the first week of September. It is the time when all states and territories focus on the wealth of grass roots activity in their own community and acknowledge the excellence of their individual providers and learners.

The ACT and Tasmania display an on going growth and commitment to the aims of the week.

In the ACT, the Minister for Education and Training, Mr Andrew Barr MLA, officially launched Adult Learners' Week at a morning tea held at the ACT Vietnam Veterans' Federation, Page on Friday 1 September where Australian and Korean guests listened to the dulcet tones of both male and female voices, viewed displays of the tango and tai chi and witnessed the operation of computer, metal and wood workshops before tucking in to a morning tea prepared in the well used kitchens of the premises.

At the other major event, the winners of the 2006 Adult Learners' Week Awards were announced by Senator Ursula Stephens at a dinner held at the Canberra Institute of Technology Restaurant, Reid. The winners celebrated the diversity of adult education in the Canberra community.

The Overall Award of Excellence was awarded to Erindale College Community Education Program.

Other awardees were:

- Outstanding Teacher/Tutor
Jenny Sawyer - Tuggeranong Community Arts Centre
- Outstanding Learner
Rita Martiniello - CIT
- Service Contribution Award
Eulea Kıraly - Tuggeranong Community Arts Centre
- Outstanding Adult and Community Education Program
CIT Solution
- Outstanding Program
Bookkeeping - Australian Management Control
- Community Contribution Award Joint Winners
Erindale College Community Education Program
Vietnam Veterans Federation ACT
- Individual Community Contribution Award
Nigel and Valerie Hughes -
Erindale College Community Education Program

ACT Award winners celebrate their success. In Tasmania, Adult Learners' Week was well supported by the Tasmanian community again in 2006. The success of ALW was measured against four indicators:

Adult Learners' Week 2006

1. ALW small grant applications

The Department of Education approved 78 grants totalling \$20,009. This represented an increase on the 68 grants approved in 2005 and exceeded the 2006 target of 75 grants. Events were held in all regions of the state, including remote areas and rural centres.

2. ALW events registered on the national online calendar

In 2006 Tasmanian groups and organisations registered 108 events on the national online calendar, representing nearly 12% of all entries. As Tasmania has only some 2.4% of the Australian population this level of activity seems to indicate a strong take-up of ALW in the Tasmanian community.

(In 2005 Tasmania registered 96 events, or 10% of the national total. 2005 had seen a massive jump since 2004 when there were 43 Tasmanian events registered.)

3. Feedback on the ALW grants

The value of ALW was apparent in the acquittal reports, which were overwhelmingly enthusiastic about the opportunities ALW affords, and the success of the ALW events in their communities.

A report from a neighbourhood house in a remote rural area stated:

The provision of grants for ALW enables organisations such as ours the opportunity to “make a statement” about the benefits of lifelong learning.

The reports indicated overall community satisfaction with the national and Tasmanian state coordination of ALW.

4. The state awards

Sponsorship was invited to afford government, business and education sectors the opportunity of participating in ALW. Nominations were received in all six categories, and prizes awarded.

Such positive responses were mirrored throughout the country as could be seen in the final report of the Week written by the National Coordinator, Peter Murphy who noted:

- An increase in overall awareness of ALW compared to 2005 (source: ACNielson);
- A similar number of entries recorded on the online events calendar compared to 2005;
- The highest recorded level of website activity;
- The highest recorded level of ALW awareness throughout adult education centres according to the ACNielson Omnibus Survey 2006;
- Similar awareness about the importance of newspaper editorial and advertisements;
- A notable increase in ALW exposure by the TV; and similar awareness via radio and print media (compared to 2005) and increased awareness through the national website; and
- an increase in the importance of television advertisements as a resource for ALW publicity.

Take time reaches around the world to Scotland

Tony Ryan

ALA Visiting Media Fellow

Broadcasting can be a lonely business. Listeners usually make contact only when they feel very strongly one way or another about a program, although the occasional award makes it all worthwhile. But more affirming in many ways are those very moving contacts from listeners to tell of the importance to them of a particular program in helping them deal with some of life's difficult challenges. Let me tell you about one such email I received in early November.

World Mental Health Day was held in 2006 on Tuesday 10 October. It was a day I well remember, as an extended interview I had recorded with writer, broadcaster and mental health advocate Anne Deveson was a finalist in the Dr Margaret Tobin Awards for Excellence in Mental Health. As my readers may recall, these awards commemorate the work of SA's former head of mental health services Dr Margaret Tobin, who was shot dead as she walked out of the lift in her inner city office in Adelaide in 2002.

Less than a month after this finalist award was presented, an email arrived, out of the blue as it were, from Scotland in the UK. With permission from the writer and also from Anne Deveson, here is a slightly edited version of that email.

Dear Tony

For some time now I have been trying to find a way to contact Anne Deveson. Professor Loretta Giorcelli was kind enough to forward me the link for your interview with Anne which I have just listened to. As I want to contact Anne to thank her for writing her books, I am hopeful that you may be able to pass on this email to her. I live in Scotland (UK).

My own son who is now 24 years old has paranoid schizophrenia. About two years ago a friend suggested I read (Anne Deveson's book) 'Tell Me I'm Here'. I have now also read Resilience which I found extremely motivating. Reading 'Tell Me I'm Here' was like reading my own son's story. The parallels between Jonathan and Daniel were both disturbing and reassuring.

At the moment we are treading a very fine tight rope of survival and I pray that we will be able to lead Daniel to happier times. I am also aware that there may be a less happy outcome - at least for us as his family. For now we concentrate on surviving each day. Please pass on my thanks to Anne, and thank you too for the interview as part of World Mental Health Day.

I am holding firm to your quote in the program (from William Wordsworth):

*Though nothing can bring
back the hour
Of splendour in the grass,
of glory in the flower,
We will grieve not, rather find
Strength in what
remains behind.*

Sincerely

(Name withheld)



Supported again in 2007 by Adult Learning Australia, and produced at PBA FM in Adelaide, Take Time aims to utilise radio and the internet 1) to showcase adult learning in action in Australia, and 2) to provide online resources for individual listeners, for adult learning communities and for schools. One of the categories in our Online Resources section on the Take Time website is Health Wellbeing and Relationships. Along with showcasing adult learning in action in Australia, this category will be a priority area for the production team in 2007, especially in the context of the commitment of Adult Learning Australia to the importance given to Health and Wellbeing by the Council of Australian Governments (COAG).

Take Time is available each week via satellite to every community radio station in Australia. Letting your local station know of your interest in hearing this program each week in your locality may help to ensure that the local management committee considers this programming option. There is a good state-by-state listing of community radio stations on www.cbonline.org.au If the program is not available in your area, then most of the interviews and a small but growing number of Fact Sheets will be found on the Take Time website www.taketimeradio.com Or contact me by email t.ryan@ala.asn.au

Take Time is premised on the continuing importance in our lives each day of the “eighty year old” medium of radio, linked with the very latest internet technology which can provide ongoing access to mp3 audiofiles and related print and other resources in the context of adult learning. Take Time Podcasting is not far off! The strong impact that radio - linked with the internet - can have in our lives is movingly affirmed through this email from the other side of the world, and I have sincerely thanked the writer in Scotland, and Anne Deveson in Australia, for allowing me to share this very special email with readers of Quest.

Listen to the Anne Deveson interview:

www.taketimeradio.com/audio/audio_2006_10_10annedeveson.mp3

Take Time

A lifelong learning radio and internet initiative Some recent mp3 audiofiles now online

- A short history of Australia’s wool industry
- Alone at Christmas - supporting men
- Board members and the law
- Cyber-bullying revisited
- Erindale College - award winning adult learning
- Griffith University’s Eco-Centre
- Lock it or lose it - bicycle safety
- Mawson Lakes students visit Japan
- Movie Reviews, with John McGowan
- Neighbours - some legal issues
- Real Adventure Women in Brisbane
- Some books for children (7 - 16 years)

Coming up in early 2007

- Aldo’s Story - from Italy to Australia in 1948
- Australian Comics - a short history
- Carl Linger and The Song of Australia
- Childhood, Texts and New Technologies - extended interview with Professor Victoria Carrington, Faculty of Education, University of Plymouth
- Discover BRACE - in regional Victoria
- Early Childhood Education - with Dr Frazer Mustard
- Men’s Group in action - at Renmark/Paringa in South Australia
- Drought, and now the devastation of a ten minute storm

Take Time website

www.taketimeradio.com and then go to Online Resources

Take Time Enquiries

Tony Ryan Email t.ryan@ala.asn.au

Unesco - International Policy Dialogue On lifelong Learning

BUSAN, SOUTH KOREA, OCTOBER 2006

Lifelong Learning - where does it start and end?

When we think about adult learning - what age does it start? When we reach the age of 18 years? When we've completed our formal education?

As the national coordinator for Adult Learners' Week, I have been asked this question on several occasions. There are several answers depending on the individual's question or circumstances.

As an invitee to represent Australia at the UNESCO International Policy Dialogue on Lifelong Learning, I was curious how the rest of the world would answer this question; in particular the approach the South Korean Government would take in relation to lifelong learning and the role adult learning played in their world.

South Korea has a very centralised and integrated approach in their delivery of diverse learning practices. The local government infrastructure is not dissimilar to the Australian model but the city halls and provincial councils in South Korea are the central focus point for all community education in their regions.

I travelled an hour south of Seoul to visit the regional province of Gyeonggi-do, a region with a population exceeding 20 million people. The community's education needs are serviced primarily by Gyeonggi-do City Hall and an integrated Lifelong Learning Centre and Literature Information Centre.

I was amazed at the breadth and diversity of the activities coordinated and hosted at both the city hall and learning centre. The integration of classes and courses for both children and adults captured the essence of lifelong learning for me. In this single facility, the ages catered for ranged from pre-school to seniors - yoga, ballroom dancing, meditation, public health, indoor/outdoor sports, traditional writing, disability and special needs and English classes were only a sample of the numerous activities and structured learning available to this community.

Of particular note is the emphasis placed on lifelong learning from a young age. Children of pre-school and primary school age are encouraged to learn English as well as being exposed to their traditional culture and others. Combined with this is exposure to local festivals where children and adults are brought together to celebrate all forms of learning in their community.

The curriculum at Gyeonggi-do University also expanded lifelong learning opportunities within the community. I delivered a presentation to students of a Diploma Program in Lifelong Learning and they were very interested in our approach also to community education. They marvelled at the fact that in Australia we have a strong volunteer spirit towards adult learning. This information immediately inspired students to express their commitment to excel in their studies and chosen vocations as well as making a similar personal contribution to their own community.

The next destination was International Lifelong Learning Festival in Busan. This festival spanned 5 days as international guests, visitors from across Korea and locals were treated to a gala event catering for over 2 million people. Exhibitions ranged from performances of traditional dance to expositions of the latest learning tools and technologies. The atmosphere was notably family orientated reflecting the Korean ethic of lifelong learning beginning at an early age and continuing throughout all aspects of life.

One focal point of the festival was the UNESCO International Policy Dialogue on Lifelong Learning which was attended by delegates from several countries including China, Japan, South Africa, Switzerland, England, Uruguay and Thailand.



I was interested to learn about how other countries and their governments approached attitudes to and implementation of lifelong learning policy and strategies. There appeared to be a similar, indeed a familiar need, to arrive at a definitive framework for lifelong learning policy in order to attain a unified approach to our governments.

The dialogue continues and the question remains: where does lifelong learning start and where does it end?

Development of an international committee and forum with a view to craft an international lifelong learning policy is being discussed and progressed hence Adult Learning Australia (ALA) will continue to develop links with UNESCO and UNESCO for International Lifelong Learning (UIL). ALA will also continue its developing relationship with the Korean Educational Development Institute (KEDI) with a view to strengthen South East Asia and Pacific networks and broaden the scope of the lifelong learning policy dialogue.

This will set the stage for Australia to host an international learning festival where we will look to our own communities to come together to showcase practical examples of our attitudes and commitment to inclusive lifelong learning for all ages and cultures.

Peter Murphy

ALA Business and Communications Manager



Top Peter Murphy and Gonju University student sharing international language lessons

Middle Busan Lifelong Learning Festival - Opening Ceremony

Bottom Lifelong Learning Centre - Goanju City

Knowledge Management

By Hayley Beck – National Communication Project Australian Flexible Learning Framework

There is a rich, untapped resource in many organisations - human knowledge.

Employees, volunteers and consultants carry a wealth of experiences and skills with them gleaned from the workplace, interests, education and personal life.

Within many organisations, particularly not-for-profit, on-the-job learning is informal and there is often no means of recording either individual skills or knowledge gaps.

But there is a solution - Knowledge Management. It refers to a range of practices and techniques used by organisations to identify, represent and distribute knowledge, know-how, expertise, intellectual capital and other forms of knowledge for leverage, reuse and transfer of knowledge and learning across the organisation.

[source: Wikipedia]

Knowledge Management differs from data (the raw form) and information (processed data) in that knowledge is gained through experience and active engagement in society.

A key feature of Knowledge Management is the sharing of knowledge as opposed to simply the dissemination of information. Knowledge has a different quality to information. Knowledge includes human experience and the ability to make complex judgements based on past experience. Information is more about mere data whereas knowledge is 'potential for action'.

[source: Government of Australia, Information Management Office, Administrative Review Council]

In information-rich societies and industries, knowledge is an invaluable resource. Organisations that will be successful in the future will be those that have harnessed the intellectual capital of their employees.

As we make our way through the information age, the technology exists and is being developed to support a policy of knowledge exploitation.

Knowledge transfer is nothing new. It has always existed in one form or another, through on-the-job discussions with peers, apprenticeships, professional training and mentoring programmes. But the way it is gathered and accessed is changing as rapidly as technological developments.

In the nineties, 'learning organisations' created repositories of knowledge. These were databases of best practice and tips gathered from experts within the organisation ready for access and searching. The knowledge was packed away in an orderly manner but people within the organisation often didn't have the time or the know-how to access it.

In the new millennium's 'knowledge-based organisations', the sharing of knowledge is a much more organic, and perhaps a little chaotic, experience. A host of new technologies - under the Web 2.0 or social software banner - are offering a platform for knowledge sharing. Social software moves Knowledge Management into the 21st century with people learning through 'Communities of Practice'.

A Community of Practice is not just a web site, a database, or a collection of best practices. It is a group of people who interact, learn together, build relationships, and in the process develop a sense of belonging and mutual commitment. Having others share your overall view of the domain and yet bring their individual perspectives on any given problem creates a social learning system that goes beyond the sum of its parts.

[source: Wenger, McDermott and Snyder, 2002, p34]

Today's Knowledge Management literature clearly recognises knowledge sharing as more than 'catch and release'. It builds a socially situated view of knowledge as central to any truly effective knowledge sharing practices.



So what is the technology available to help gather all this enriching information?

A **blog** (shortened form of weblog) is a type of website where entries are made (such as in a journal or diary), displayed in a reverse chronological order. Blogs often provide commentary or news on a particular subject. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. Most blogs are primarily textual although many focus on photograph, videos, or audio.

[source: Wikipedia]

The Australian Flexible Learning Framework's professional development project LearnScope aims to upskill trainers in the latest e-learning tools. Projects operating in New South Wales have set up their own blog - <http://www.nswlearnscope.com>. It gives examples blogging as well as shares good e-learning practice within the vocational and technical education system.

Adult Learning Australia has set up a blog - <http://www.elearnala.edublogs.org> - to support community projects across Australia investigating the use of e-learning to strengthen their networks and create learning pathways for adult learners. Focusing on six projects funded and supported by the Australian Flexible Learning Framework, the blog shares learning models and experiences of community groups that are undertaking e-learning projects.

A wiki is a type of website that allows users to easily add, remove, or otherwise edit and change some available content, sometimes without the need for registration. This ease of interaction and operation makes a wiki an effective tool for collaborative authoring.

[source: Wikipedia]

While blogs are subjective and free-flowing, wikis tends to be more corroborated and generally have a moderator. Perhaps the best known wiki is Wikipedia - <http://en.wikipedia.org/wiki> - which is now challenging traditional encyclopaedias as the 'font of all knowledge'.

Wikipedia is an international Web-based free-content encyclopedia project. It exists as a wiki, a website that allows visitors to edit its content. The word Wikipedia itself is a portmanteau of the words wiki and encyclopedia. Wikipedia is written collaboratively by volunteers, allowing most articles to be changed by anyone with access to the website.

[source: Wikipedia]

Podcasting is the method of distributing multimedia files, such as audio programs or music videos, over the Internet using either the RSS or Atom syndication formats, for playback on mobile devices and personal computers. The term podcast, like 'radio', can mean both the content and the method of delivery. The host or author of a podcast is often called a podcaster.

[source: Wikipedia]

The British Broadcasting Corporation (BBC) uses podcasts as a way of sharing good practice. Staff are recorded talking about how they go about their jobs. The podcasts are then featured on the corporation's intranet. And this knowledge sharing can have a huge impact. For instance, a podcast by one of the junior broadcasters on the digital radio station 1Xtra spoke about how his team pooled program ideas. These were then suggested to senior staff, who distributed the stories to the person they felt most able. Hearing about the method was a revelation for many program makers, more used to ideas coming from management and being implemented by the junior levels of the team. Instead, here was a station using a real bottom-up model.

An Internet forum is a facility on the World Wide Web for holding discussions, or the web application software used to provide the facility. A sense of virtual community often develops around forums that have regular users.

[source: Wikipedia]

Digital Storytelling refers to using new digital tools to help ordinary people to tell their own real-life stories.

[source: Wikipedia]

Created with multimedia tools, digital stories can comprise photographs, video footage, music, sound and text. The Furniture, Carpentry and Joinery Department of TAFE Tasmania has made digital stories for students to use off-campus, sharing the knowledge of experienced trademen.

An Internet forum is a facility on the World Wide Web for holding discussions, or the web application software used to provide the facility. A sense of virtual community often develops around forums that have regular users.

[source: Wikipedia]

Education Australia offers a free service for communication and collaboration between members of the Australian education and training community in the form of EdNA Groups - <http://www.groups.edna.edu.au>. Each group receives a space in which they can set up web forums and live chats, share weblinks, files and images, create web pages and wikis and poll or survey members.

Sometimes Knowledge Management comes down to a simple interview with an expert, which is then shared within the organisation. When interviewer extraordinaire Michael Parkinson abdicated from the BBC to its commercial rival ITV, the BBC didn't let 30 years of broadcasting experience just walk off. Instead they asked Parky if they could interview him. It was the first time he had ever been asked for his 'expertise' rather than his celebrity status and he sat for half a day while the questions were fired at him. The result was a CD-ROM containing a wealth of knowledge about celebrity chat, which could be used by generations to come.

But in order for any Knowledge Management system to be successful, technology should not be the sole focus. There must be the desire to share the knowledge in the first place. Organisations need to move from the culture of 'knowledge is power' to 'knowledge is communal'. Knowledge should be regarded as an organisational asset or resource - and this can take a major shift in attitude.

People have to be persuaded to give up their knowledge so it can be used by everyone in the organisation now and in the future. It is personal knowledge that gives organisations the edge. People may be unwilling to give away their personal knowledge and may need an incentive to do so, such as future training and development to extend their personal knowledge.

Nigel Paine, former BBC Head of People Development, sums up what Knowledge Management is all about. "There are experts in every organisation. Everywhere you work there are people who have knowledge and skills to share...It's all about sharing knowledge, making people believe they can continue to learn throughout their lives. Making people feel they have something to contribute to their learning and that of their organisation."

A Distinguished Scholar: Professor Roger Harris **A Tribute**

Professor Roger Harris has led a number of teams of researchers examining a range of issues relating to contemporary VET practice including apprenticeships, workplace learning, the integration of on and off-job learning and most recently the development of the VET workforce.

The breadth and diversity of his research interests is testimony to his skills as a researcher and the scholarly approach that he brings to his work. The citations of the work of the teams he leads are impressive, including Senate and House of Representatives inquiries and submissions into education and vocational education and training in particular. His work is also tied to major policy developments nationally and internationally.

Roger has been responsible for the publication of over 150 scholarly publications during his career - approximately one quarter of which have appeared as refereed publications, while a large number of monographs are published in full on policy websites such as <http://www.ncver.edu.au/>

Roger's contribution to VET has not only been confined to Australia. In 2004 he was visiting professor at the University of Constance where he lectured on VET in Australia as part of a course on international comparative studies in VET and there is a constant group of visitors and invitations to present that attest to his esteem by colleagues

During his career as a VET researcher, Roger has become well known for his work to promote the use of research teams that draw on colleagues from both the university and VET sectors.

He has also promoted the development of future VET researchers through his work as a supervisor of higher degree students in the VET sector. He is in high demand as an examiner for higher degree theses in Australia and continues to make a significant contribution to teaching within the university at undergraduate level in programs that prepare adult and vocational educators. Roger also provides informal mentoring support to many people within VET and is well known for his generosity with regard to this work. His service to VET has also included positions on the Executive of AVETRA (Roger was a foundation member of the Executive and has continuously served on the Executive since the association was founded). He is also the editor of the Journal of Adult Learning - a position he has held for more than 10 years.

Through his work Roger has brought credibility to VET research work and steadfastly promoted the value and importance of VET as a sector. Despite his unassuming and humble manner, he can always be counted upon to make a timely, well reasoned and valued contribution to debates within the field. There are many researchers in the field who have benefited from his honest, reasoned and detailed feedback on their work and who actively seek Roger out as a mentor and critical friend. Roger is a scholar of the highest repute - but also a team player who is concerned not so much with promoting his own achievements but giving a great deal to the students and colleagues with whom he works.

In 2006 he was recognised for his service to VET Research as the inaugural winner of the Ray Barker Award for distinguished service to VET research, awarded by the Australian Vocational Education and Training Research Association (AVETRA).

Peter Willis

In Quest of Learning – Jen Coughran



DIRECTOR

Adult Literacy Policy and Programme Section
Department of Education, Science and Training

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

Anything that's worth doing is worth your best effort.

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

Best - having a fantastic Maths/Science teacher in Year 7 who really loved her subjects. She inspired me, encouraged me and built my confidence.

Worst - heading off to boarding school in Year 11. I chose to go but it was a tough transition. In the end these proved to be two of my most enjoyable school years.

I was always a good student academically, but was fairly shy in those days so probably wasn't as involved as I might have been in other school activities.

3. What did you always want to be?

An archaeologist.

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

Data control clerk at a bulk mail factory. I learnt a little about the world of computing; I learnt to hate junk mail; and I discovered the fun that can be had from working with great people.

5. Complete this sentence: "The most valuable thing I've learned in the last year is"

The most valuable thing I've learnt in the last year is that although hard work pays off, quality personal time is at least as important.

6. What new skills do you hope to acquire and how?

I hope to learn to rollerblade. How? With the guidance of a more athletic young friend and lots of protective padding!

7. What unfulfilled ambition have you yet to conquer?

To walk the streets of Pompeii.

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

I can determine the age and sex of a human skeleton.

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

You hold the future in your hands. Remember the lessons of the past as you shape it.

Obituary

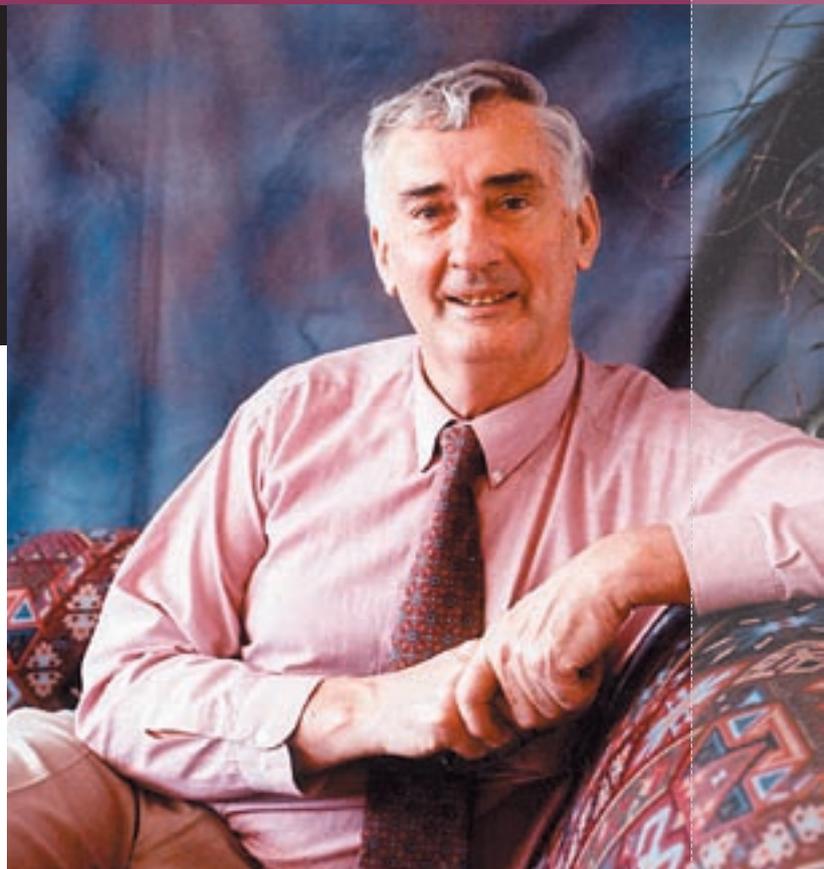
John Wellings

When John Wellings retired from the NSW Public Service he said of himself that he was a man of the 80's. I first met John in 1986 when I joined what was to develop into Sydney Community College.

An imposing but gentle man, he was a visionary risk taker who shaped the future direction of NSW adult education by completely re-structuring the old Evening College system. He left an indelible mark, and those who have followed have noted his effort as the high water point.

John ushered in what has been described as the golden years of Adult Education in NSW, which saw an unprecedented increase in the number of enrolments and the respect for Adult Education as an area of practice. A supreme tactician, John aligned the powerful with the energetic, and through a kind of strange alchemy moulded something from almost nothing.

John was almost single handedly instrumental in drawing Australia onto the world adult education stage and his on-going work encouraged Ministers of Education of both colours to take adult education seriously and to fund it at a level previously not known.



John had nominated Margaret Whitlam as the patron of International Literacy Year, and it was fitting that Gough and Margaret Whitlam with whom John had established a particular rapport, attended his funeral along with many adult educators and public servants from the heady 80's.

John served on the ALA executive (then AAACE) for several years and received The Adult Educator of the Year Award (together with Tony Delves) in 1989.

Garry John Traynor

Past-President ALA.

Book review

Awards and Recognition for Exceptional Teachers

MATILDA PRESS

<http://www.matildapress.com>

1019 Lakewood Drive, Ottawa, Illinois 61350

andrewsha@sbcglobal.net (815) 431-8934

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Highlighted Titles Book

OTTAWA, IL. November 30, 2006--Teachers who receive recognition for their excellence in teaching trigger better student performance than teachers in schools that don't have a recognition program. In addition, the Certified Teacher program results in improved student learning.

Hans Andrews' book, **Awards and Recognition for Exceptional Teachers presents** a strong case for all K-12 schools and community colleges to develop teacher recognition programs. His research shows only 50 percent of K-12 and 55 percent of community colleges have such programs.

Improved student learning is a foundation goal of No Child Left Behind legislation. It is imperative that recognition for the work being done by outstanding teachers be considered as part of the equation.

Awards and Recognition identifies national, state, and local programs throughout the United States, Canada and several other countries. Testimonials by national leaders and award-winning teachers emphasize the importance of these programs and individual awards.

"Awards and Recognition for Exceptional Teachers is well worth reading and I urge that it be placed at the top of educator's must read lists...he (the author) has clearly exposed an embarrassing deficiency through his research," says **Dr. David Pierce, former President and CEO of the American Association of Community Colleges** in Washington, D.C.

"This book provides a rationale and specific examples of awards and recognitions that are available for exemplary demonstration of the craft of teaching," states **Richard Flanary, Director of the Center for Principal Development of the National Association of Secondary School Principals. Marilyn Holt, Superintendent of East Richland Community Unit #1 in Olney, Illinois,** thinks the best part of Awards and Recognition is Dr. Andrews' call to action. "He has motivated me to re-examine our program," she adds.

This is a book for personnel administrators, parents, members of boards of education and parent-teacher organizations, teachers, teacher union leaders, school foundation leaders and administrators of K-12 and community colleges. A nationally recognized speaker, he has written six books including, **Accountable Teacher Evaluation**, and **The Dual-Credit Phenomenon** and 85 articles. His high school and community college background makes this book a practical and useful guide for anyone interested in improving their learning climate in schools.

While **Awards and Recognition for Exceptional Teachers** praises strong national programs such as, Teacher of the Year, Milken Foundation Teacher Awards, Presidential awards for Excellence in Mathematics and Science Teaching, and many state and Canadian province programs, he insists more programs in local schools are needed. A majority of schools recognize one teacher a year, which prevents other good teachers from getting awards.

Awards and Recognition for Exceptional Teachers, ISBN 0-9787158-02 (ISBN 978-0-9787158-0-9 in 2007) is available through Matilda Press, 1019 Lakewood Drive, Ottawa, IL 61350, andrewsha@matildapress.com, or Amazon.com, and/or Barnes and Noble or \$24.95 and can be ordered through numerous bookstores. Dr. Andrews is available for interviews or book signings at 815-431-8934.

Australian Journal of Adult Learning

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Calendar

United Nations Literacy Decade 2003–2012

UN Decade of Education for Sustainable Development 2005 -2014

7 - 9 March 2007

19th Annual ANHL Conference

Taking the Next Step Conference:
Neighbourhood Houses & Learning Centres
Walking Towards our Future

Hotel Y

Melbourne

For details contact anhlc@anhlc.asn.au

11 -14 April 2007

The 16th Australian Association of Career Counsellors

Sheraton Hotel

Perth

More details are available at
<http://www.aacc.org.au/newsEvents.htm>

2 -3 May 2007

U3A Network Conference 2007 - Challenging the Boundaries

Melbourne

To be held in the centre of Melbourne, the day after the Conference will offer participants a tour of the U3A new purpose-built facility in the Shire of Knox.

Details are available at <http://u3a.netfirms.com/Conference.htm>

21 - 22 June 2007

ACE(Vic) Conference 2007

Melbourne

The ACE(Vic) Conference will be held at Rydges, Carlton Victoria. It will focus on growing and strengthening your centre. Improving business and management practices -financial management, personnel functions, record keeping and business processes - can strengthen your organisation's capacity to deliver measurable results for learners.

For more information contact office@acevic.org.au

26 -29 June 2007

The Fourteenth International Conference on Learning

University of Witwatersrand,

Johannesburg, South Africa

This conference will examine education at all levels, from early childhood, to schools, to higher education and lifelong learning.

More information can be viewed at

<http://107.cgpublisher.com/welcome.html>

8 -10 November 2007

By November you will have forgotten that you returned to work at the beginning of the year, refreshed and enthused. Winter will be over and you will need to reinvigorate your ideas and your body so.....

Fly, drive or train to Cairns, Australia's most stunning location to be a part of

Adult Learning Australia – 47th Annual Conference

Understanding Today's Literacies

There you will be stimulated by listening to adult learning delegates, engage in relevant education workshops and view the cultural delights of far north Queensland.

You and your partner may stroll with others in the warm, tropical nights and maybe even take a few extra days to see rainforests and reefs.

You might merely contemplate the wealth of knowledge you've just heard but one thing we know - you'll go back home intellectually enriched, and secure in the notion that this learning journey has equipped you to better meet the future.

Mark 8 -10 November in your diary now