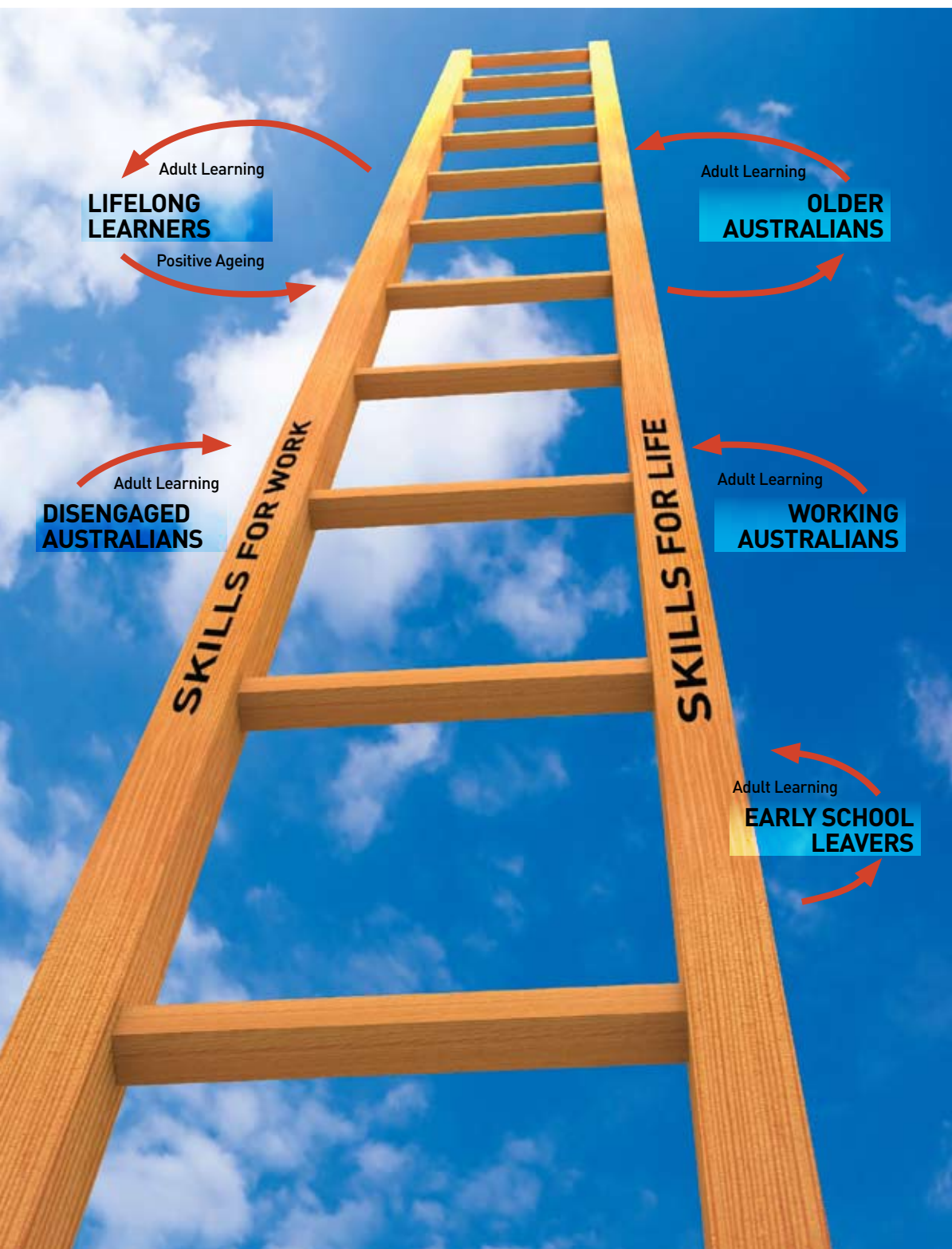


Quest

→ Balancing life, work and wellbeing



Issue 02 / Winter 2008

ALA Thinks this
is Important...
Do You?

Page 7

Australian
Flexible Learning
Framework

Page 12

Do you want
to 'land' your
dream job?

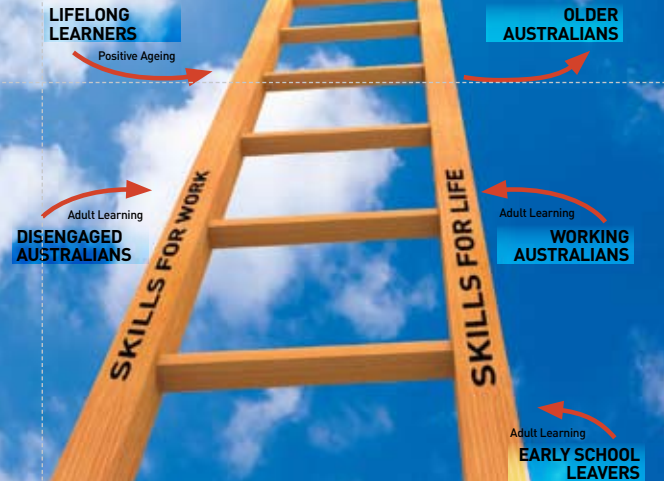
Page 20

George Papallo
OAM

Page 25



Adult Learning
Australia Inc.



Contents

Editorial	
Peter Peterson	3
Making Sense of Web 3.0	
Dr Megan Poore	4
Briefs	5
ALA Thinks this is Important... Do You?	7
The NSW Advisory Committee on Community Education	
Dr John McIntyre	10
Australian Flexible Learning Framework	
Hayley Beck	12
Adult Learners Week 1-8 September 2008	15
Promoting Learning in Councils and Communities A New Direction	17
NCVER Scholarships Encourage VET practitioners to do research	18
Do you want to 'land' your dream job?	20
South Australian 2008 Adult Learners Week Program Launch	21
ePortfolio as a Flexible Way to Record ACE Learners' Capabilities	22
Distance no barrier to Tocal's Indigenous Graduates	23
Women Understanding Money	24
George Papallo OAM	25
Vale Eric Williams	26
ALA New Members & Subscribers	29
Calendar	

Cover: ADULT LEARNING – Building a productive community

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, coordinates Adult Learners' Week and more.

ALA BOARD 2008

- Greg Peart (TAS) President
- Deirdre Baker (QLD) Vice-President
- Vaughan Croucher (ACT) Treasurer
- Roger Morris (NSW) Secretary
- Allan Arnott (NT)
- Mark Brophy (VIC)
- Vanessa Little (ACT)
- Margaret Kling (QLD)
- Garry Traynor (NSW)

NATIONAL OFFICE STAFF

- Chief Executive Officer – Peter Peterson
- Senior Office Staff – Julia Gane
Mary Hannan
Janie McOmish
- Administration and Membership Officer – Margo Brebner
- Accounts Manager – Sinety Lance

FOR FURTHER INFORMATION CONTACT:

Adult Learning Australia
CIT Southside Campus
GPO Box 826
CANBERRA ACT 2601
E-mail: info@ala.asn.au
<http://www.ala.asn.au>

Copy: Contributions of news, stories, reviews and pictures are welcome.

Advertising: ALA accepts advertising from appropriate vendors in quarter page, half page and full page formats as well as inserts.

For rates and dates, contact Janie McOmish or download
<http://www.ala.asn.au/pubs/advertising.pdf>.

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

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 minimal cost.

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



Australian Government

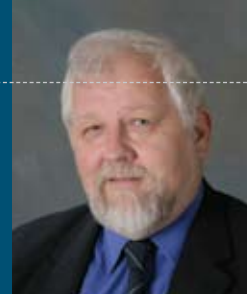
Department of Education, Employment
and Workplace Relations

ALA IS MOVING From 27 June 2008

The ALA office will be moving to:

**E Block, CIT Southside Campus
Ainsworth Street, PHILLIP ACT 2606**

Editorial



Since the election of the Rudd Government last November, the adult and community education sector has felt buoyed by the hope brought about by the promise of the policies of social inclusion. The challenge for ALA as the national leader for this sector is to drive the promise into reality.

The need is real as graphically portrayed through the ALLS (in full) survey which shows that overall there has been no significant change in 10 years in literacy and that more than half of all Australians don't have adequate competencies in problem solving skills. New Zealand results showed a marked improvement and this might be attributed to a strong ACE sector that delivers flexible low cost community learning that is supported by Government (they even have a Minister for ACE).

Most alarming was the reported fall in literacies for young adults (15-25) the area that we would hope would be growing most strongly. It is interesting that it was that Canada who experienced similar outcomes to Australia there was a strong and immediate reaction to remedy the situation. What is happening here, we've yet to find out.

As members would have noted there is a discussion paper on the LLN? and we have surveyed our members' views to present a case that literacy funding from DEEWR must extend to community education providers. I hope you have all made the most of this opportunity, our response will be published on our website before 11 July.

A Federal Social Inclusion Board (Page 17) and Social Inclusion Unit have been established, these will support the Rudd Government intent to:

- tackle the social exclusion of individuals and communities and
- invest in the human capital of all our people, especially the most disadvantaged*

We need to make sure that not only do these things happen but that the ACE sector ceases to be the Cinderella in education. The conclusions of two Senate Inquiries and a Ministerial Round Table have not led to any vast improvement. (Quest Issue 01/Autumn 2008)

It seems inconsistent with these intent that the Australian submission to CONFINTEA VI was completed in a seemingly rushed manner with very little stakeholder consultation? Still it is pleasing that a strong interest in CONFINTEA is being reported to this office. We have not had any advice regarding Government attendance that the regional pre CONFINTEA meeting in Korea. At this time we will be represented by our President

Greg Peart as a civil society only we hope that the Government will attend also and lend support to these critical meetings.

To make the most of this opportunity our sector must use our many differences and work most effectively as a significant lobby. This will give us our rightful place as a key player at the national Social Inclusion Table.

ALA has itself been encouraged to focus tightly on 'skilling' Australia. We are concerned that at this time this strong focus may result in the wealth of our and other research being overlooked. Research stresses that adult and community education is the first, and therefore one of the most important, steps to re-engage individuals who, for whatever reason, have been marginalised and hence is a critical part of the Social Inclusion agenda.

Our Conference this year is in WA, a state which has often felt 'disengaged' from the rest of the country because of the tyranny of distance. The state represents a microcosm of Australia's adult education needs.

This Conference can be a turning point in many aspects of the utilisation of community learning. We need to spend the year doing what we have not done before. We need to work at a grass roots level – all our members have to understand the problem, see their members of parliament and say what the sector does. We need to write letters and lobby for the spot ACE deserves in the social agenda (including resourcing).

We need to take a single message to parliament that, to use Kaye Bowman's words, shows how:

- ACE providers are significant economic development players.
- **Who contribute** to the national human capital reform agenda.
- **who aid** the building of community capacity
- **and address** key economic and social priorities of Australian communities and their governments and – contribute to the social and community welfare and development agenda.**

The message is a simple one. To achieve social inclusion and skilling Australia, we need to engage the disengaged in lifelong learning – it is ACE who can do this most successfully.

***Australian Labor Party: An Australian Social Inclusion Agenda.** Julia Gillard's speech to the ACOSS National Annual Conference 22 November 2007

**** BOWMAN, Kaye, The value of ACE providers A guide to the evidence base** Adult Learning Australia Oct 2006

Peter Peterson (P²)
Chief Executive Officer

Making sense of Web 3.0

Just when you'd thought you'd *kind-of-maybe-perhaps* gotten your head around the idea of 'Web 2.0', some smartie starts banging on about 'Web 3.0'. The thought of having to keep up with all the latest developments in Web technologies fills many of us with trepidation and a leaden weariness: not *another* thing I have to learn! I just want a quiet life! But it's not like that. True. In fact, each new 'version' of the Web makes it easier for us non-technical types to get with the digital program – and to liberate the enormous potential of the World Wide Web for our various learning journeys. Here's why.

In the beginning, there was the Web. It was a very tyrannical Web because people had to have access to special equipment (e.g., servers and computers) and special knowledge (e.g., how to produce html code) before they could publish stuff on the internet. It was a difficult Web.

But a few years ago, the Web started to morph into something else. Suddenly, 'normal' people – non-technical people, like us – were able to create content without the limits of access to technology and knowledge. As a 'normal' person, I could visit a site that allowed me to easily set up my own Web presence – by blogging, or creating a Facebook page, or uploading a video to YouTube ... all without knowing anything in particular, other than how to switch on my computer and fire up the internet.

This new Web became known as 'Web 2.0', simply a rendering of the old Web as a novel participation/communication/collaboration space that allowed anyone with access to the internet to take part in global conversations and knowledge production. Web 2.0 is an easy Web, although our earlier individual experiences with the more difficult production and creation aspects of Web 1.0 often mean that we come to Web 2.0 with a mindset that assumes that anything to do with the internet is going to be hard.

Now people are starting to get excited about 'Web 3.0' – yet another version of the Web we have to try to make sense of. Or do we? As I said earlier, each 'version' of the Web makes it easier for us to engage online, and Web 3.0 will be no exception. Web 3.0 will be a 'semantic' Web – it will make its own sense of the information that comes its way by aggregating that information and creating a 'meaning' out of it. In practical terms, it will mean no more multiple log-ins (yay!), no more

having to enter the same data into different Websites over and over. It will mean that we can start to take our focus off the tools and onto ourselves, and it's this that will make it the easiest Web of all: it will be about us.

On his blog, Tim Berners-Lee, widely acknowledged as the 'inventor' of the World Wide Web, provides an example of how Web 3.0 will work.¹ Say I want to book a flight on the internet. At the moment, I have to visit a whole bunch of sites, from travel agents to airlines, to find the best prices and times for travel. With a semantic Web that is making meaning of all this information on its own, the concentration will be taken off the sites and the tools and *onto the event itself*, that is, the flight. It's the flight that interests me, not the website that sells me the flight. It becomes all about me, and the Web begins to dissolve into the digital background. Web 3.0 is probably four or five years away.

That's all terrific, and it means that organising my travel will be easier, but what are the implications for adult learning? I think there are two main things we can look at here.

The first is one I've already touched upon: the feeling of many adult learners of being overwhelmed by continual, rapid developments in Web technologies. The Web is getting easier, not harder, and we have to understand that. Our mistake is to assume the opposite and to be put off by our early experiences of Web 1.0. We need to jump in, play, make mistakes and not worry about 'breaking' anything; you can't break anything these days – not really.

The second is our focus for digital learning and online participation. We won't need to 'learn' Web 3.0; it will just 'be' there. Similarly, most of us don't need to learn Web 1.0 tech and tools (which are still relevant for Web developers) or how to write html code. Instead, we can spend our time with easy-to-use Web 2.0 online software services to create, publish, communicate and collaborate.

So let's continue to explore Web 2.0 with impunity, and share our experiences and discoveries with other adult learners. Because it's this version of the Web that can help deepen the learning journey for everyone. We've got all the time in the world.

'Dr Meg Poore is an educational consultant specialising in providing workshops to adult learners on using new web technologies. Email Meg to find out more at meg@meganpoore.com, or call her on 0401 913 638.'

¹ See Tim's post, "Giant Global Graph" at <http://dig.csail.mit.edu/breadcrumbs/node/215>.

Briefs

Keep up to date with what is happening in our sector

Visit the Adult Learning Australia Blog

Every relevant press release or news item is posted on the Blog immediately. Keep up to date by visiting the site each day.

Click on ALA Blog at our website - www.ala.asn.au



Top Tools for Learning

Have you ever heard of Jane Knight, Jane Hart or the Centre for Learning & Performance Technologies?

If you are at all interested in the number of e-learning tools that exist and what people think of them, go to www.c4lpt.co.uk and have a look at the wealth of material available.

There is also Jane's E learning Pick of the Day at <http://janeknight.typepad.com>.

One look and you'll be hooked!

What is?

...Viral Marketing – marketing techniques that use preexisting social networks to produce increases in brand awareness. It can be word-of-mouth delivered or enhanced by the network effects of the Internet. Viral marketing is a marketing phenomenon that facilitates and encourages people to pass along a marketing message voluntarily. Viral promotions may take the form of video clips, interactive Flash games, advergames, ebooks, brandable software, images, or even text messages.

...Social Networking – A social network service uses software to build online social networks for communities of people who share interests and activities or who are interested in exploring the interests and activities of others.

Most services are primarily web based and provide a collection of various ways for users to interact by chat, messaging, email, video, voice chat, file sharing, blogging or discussion groups.

...An Avatar – In computing, the graphical representation of a user, a superuser on some Unix operating systems or AVATOR, a text graphics protocol used by Bulletin Board Systems (BBSes)

...A Webinar – Web conferencing is used to conduct live meetings or presentations over the Internet.

(Wikipedia)

Quick fact from ACEVic

In 2006, 25% of ACFE funded delivery was of pre-accredited modules. However, 65% of all ACE learners began their program in a pre-accredited module that year.

VOLUNTEERING

In Australia:

- 34% of the adult population (5.4 million people), volunteer.
- Slightly more women (36%) than men (32%) volunteer.
- 44% of those aged 35-44 yrs volunteer, the highest participation level of any age group.
- Queensland and the ACT have the highest volunteer participation rate of 38%.
- Volunteering is more common amongst those living in parts of the state outside the capital city, with a 38% participation rate for outside the capital cities and 32% in the cities.

{ABS Voluntary Work, Australia Survey (2006)}

12 Basic Marketing Rules:

- If it works, keep doing it
- Be persistent
- Test lots of different approaches
- Survey your customers
- Track and measure all you do
- Induce customers to come back
- Push your brand and values
- Build your place in the market
- Reinforce all you do
- Set ambitious goals
- Create a marketing ideas file
- Always try to improve

(LERN Vol 25, No 5)

Briefs (cont.)

New Zealand has a Minister for ACE

The Hon. Maryan Street is the Associate Minister responsible for ACE as part of her role as Associate Minister for Tertiary Education in New Zealand.

A graduate of Victoria University, Wellington (BA Hons) and the University of Auckland (MPhil), Ms Street has been a school teacher, union organiser, academic and industrial relations practitioner. She was the foundation Director of the Centre for Labour Studies at Auckland University.

SA to head new National Qualifications Council.

The new Australian Qualifications Framework Council (AQF) will be chaired by the former Federal treasurer and Minister for Education, John Dawkins. This newly created Council will oversee the AQF in an effort to raise the quality of delivery.

Ms Ann Doolette, the Director Quality of the South Australian Department of Further Education, Employment Science and Technology (DFEEST) will be the AQFC Secretariat's inaugural Executive Director.

Based in Adelaide, the Council will include both state and federal government and industry representation.

For more details, contact Ms Doolette –
doolette.ann@saugov.sa.gov.au.

News from NCVER

As part of NCVER's ongoing effort to provide industry-specific information they have published a series of 18 flyers, including an Overview, based on Australian training statistics.

Each of the flyers focuses on a specific industry and explores the relationship between each industry and the VET system.

The flyers draw on the findings from the 2007 Survey of Employer Use and Views of the VET System and other sources. The information provided includes training needs, training strategies and employers' use of the VET system and their satisfaction with the training provided.

To access the full series of flyers, please visit
<http://www.ncver.edu.au/publications/1806.html>

Flyers included in the series are:

- Overview
- Accommodation, cafes and restaurants
- Agriculture, forestry and fishing

- Communication services
- Construction
- Cultural and recreational services
- Education
- Electricity, gas and water supply
- Finance and insurance
- Government administration and defence
- Health and community services
- Manufacturing
- Mining
- Personal and other services
- Property and business services
- Retail trade
- Transport and storage
- Wholesale trade

\$2 Million for adult learning equipment statewide in Victoria

Adult learners across Victoria will have access to better learning equipment, thanks to a \$2 million boost announced by Victorian Minister for Skills and Workforce Participation, Jacinta Allan.

Ms Allan said the funding would help more than 330 adult learning providers across Victoria purchase learning resources to get more people involved in their activities.

"Through our *State Equipment Grants* program, the Brumby Government is helping adult learning providers purchase modern learning resources and administrative equipment," Ms Allan said.

"This will provide more opportunities for adult education across the state and improve access for adult learners with special needs."

Ms Allan said providing lifelong learning opportunities for Victorian adults contributed to their social, economic and cultural development as individuals and as members of the Victorian community.

"We're investing \$4 million over two years in the *State Equipment Grants* as part of our commitment to increasing opportunities for Victorians to develop their skills, gain qualifications and improve their employment options," she said.

"Higher levels of skills and education are fundamental in building a strong economic future in communities across Victoria.

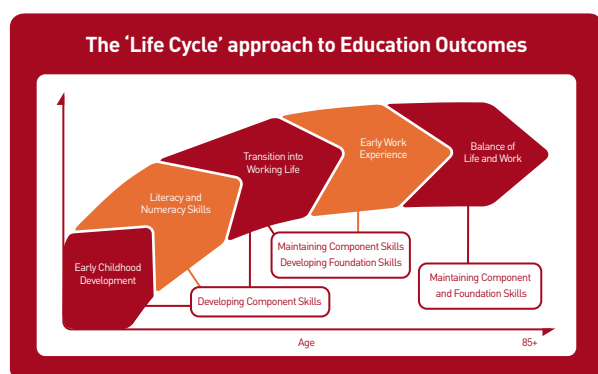
ALA Thinks this is Important... Do You?

Peter Peterson, June 2008

ALA thinks this is Important... Do You?

The following information is taken from a presentation given and prepared by Dr Chris Duncan and Pramod Adhikari from the Adult Literacy and Life Skills Survey 2006 for the National Centre for Education and Training Statistics, Australian Bureau of Statistics.

Initially it is interesting to see how the ABS presented the life cycle of education and to see how independently they arrived at a picture that is so similar to the concept illustration on the cover of this magazine.



© Duncan, C. and Adhikari, P. **Adult Literacy and Life Skills Survey 2006**, National Centre for Education and Training Statistics Australian Bureau of Statistics. (Redrawn for this publication)

Duncan and Adhikari note that the international definition of literacy is: 'Using printed and written information to function in society, to achieve one's goals and to develop one's knowledge and potential'. Source: OECD Learning a Living, 2005

In considering the following tables it is important to note that: **Level 3** is regarded by the survey developers as the:

minimum required for individuals to meet the complex demands of everyday life and work in the emerging knowledge based economy.

My question to you is simple.

Do you find the following tables of concern?

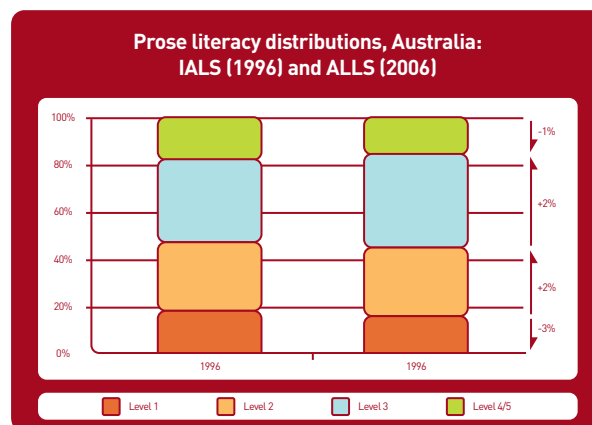
If you do, please consider what might be done to address the issues.

Please send your responses to Adult Learning Australia.

If they are relevant considerations in the tendering discussion document for the '**Language, Literacy and Numeracy Program Services – Discussion Paper for Consultation**' recently advertised by DEEWR, you might wish to forward your comments directly to DEEWR.

The paper can be downloaded from the DEEWR website: http://www.llnp.deewr.gov.au/LLNP_RFT_Discussion_Paper.htm

Adult Literacy



© Duncan, C and Adhikari, P. Adult Literacy and Life Skills Survey 2006, National Centre for Education and Training Statistics Australian Bureau of Statistics. (Redrawn for this publication)

It seems to ALA that these adult literacy figures show no significant improvement in Australian prose literacy in the past 10 years.

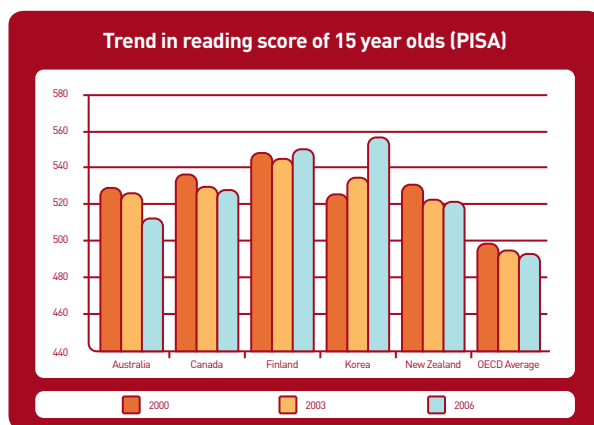
Is this acceptable?

If there are remedies, what might they be?

ALA Thinks this is Important... Do You? (cont.)

Young Adult Literacy

One of the most worrying pieces of statistical data is the lowering of literacy in the youngest adult age cohort (15 to 25 years). The following table showing literacy levels for 15 year olds points to a 'dumbing down' of young Australians.

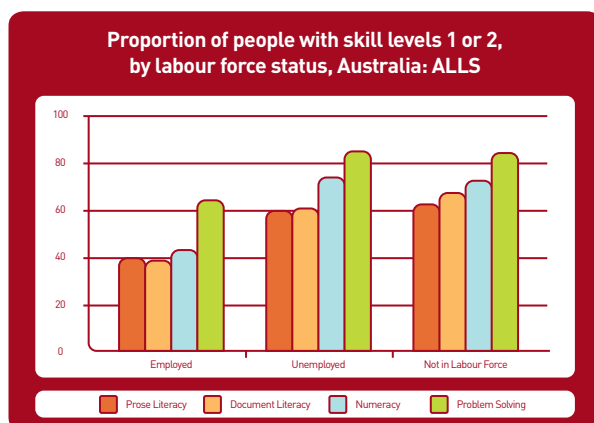


© Australian Bureau of Statistics. (Redrawn for this publication)

How will this impact on Australia's future?

Adult Literacy and the Skills Agenda

The following table shows the proportion of people with low literacy skills (below level 3). Those who are employed appear to have done better.



© Duncan, C and Adhikari, P. **Adult Literacy and Life Skills Survey 2006**, National Centre for Education and Training Statistics Australian Bureau of Statistics. (Redrawn for this publication)

While skill gains and losses happen very slowly across time, there is evidence that even a small change upwards has a dramatic effect on human capital and productivity growth.

The question is: How do we improve these results?

The skills agenda is highly relevant to Australia's productivity at the moment. ALA believes community education offers a real opportunity to engage unemployed and underutilised individuals in skills development.

How do we achieve this?

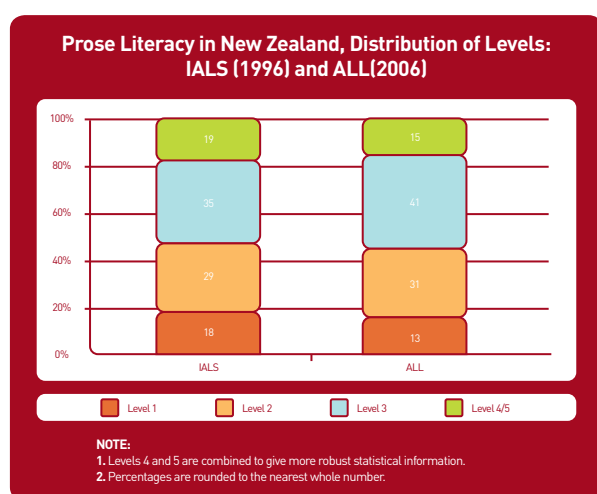
Duncan and Adhikari ask, "What do IALS and ALLS continue to tell us?"

They suggest:

- *While skill gains and losses happen very slowly across time, there is evidence that even a small change upwards has a dramatic effect on human capital and productivity growth*
- *People lose skills in the absence of adequate economic and social demand, and in response to age, working patterns and other circumstances throughout their lives*
- *Governments and educators can make a vast difference in shaping environments which encourage skill gain, particularly for those at the 'bottom end'.*

An International Perspective

New Zealand recently undertook the same study with a much more positive outcome.



P Satherly, E Lawes and S Sok, March 2008, **The Adult Literacy and Life Skills (ALL) Survey: Overview and International Comparisons**. © Ministry of Education, New Zealand. (*Redrawn for this publication*)

Is the higher level of support for community education in New Zealand a factor in this?

Overall New Zealand has largely come up to Australian standards and will surpass us if their current trend continues.

Canada appears to have had a similar result to Australia and anecdotally this has resulted in an immediate and strong reaction by Canada. This has yet to be confirmed but ALA will be talking to them soon and will advise members of the outcomes in the next Quest.

Please consider the information presented in this article closely. We think you will agree the \$2.6million invested by the then Department of Education, Science and Training and the further \$2.5 million by the ABS in this project was well spent.

Let us hope Australia will make the most of this valuable data.

Adult Learning Survey Results

Results from the Adult Learning Survey (ALS) come from the 2006-07 Multi-Purpose Household Survey. The survey examined the participation of Australians in formal, non-formal and informal learning in the twelve months prior to the interview. It presents data concerned with the recent learning experiences of people aged 25 to 64 years.

The ALS built upon the concept of lifelong learning as defined in the OECD's Eurostat Adult Education Survey, which characterises learning into three distinct categories:

- **Formal learning:** In 2006-07, 1.3 million Australians aged 25-64 years, participated in learning activities that were structured, institutionalised and resulted in a qualification recognised by the Australian Qualifications Framework (AQF).
- **Non-formal learning:** In 2006-07, 3.3 million Australians participated in activities that were structured in format but did not lead to an AQF qualification.
- **Informal learning:** Undertaken by 8.1 million Australians in 2006-07. This category refers to those self-directed activities that are unstructured, non-institutionalised and related to work, family, community and leisure.

A more complete analysis can be viewed at <http://www.abs.gov.au/ausstats.abs> or through the ALA Blog.

Governments and educators can make a vast difference in shaping environments which encourage skill gain, particularly for those at the 'bottom end'.

The NSW Advisory Committee on Community Education

Dr John McIntyre

Chair, NSW Advisory Committee on Community Education

In April, NSW began a new era for its ACE sector with the inaugural meeting of the Advisory Committee on Community Education, established by the Minister for Education and Training to replace the Board of Adult and Community Education. The rationale for the Committee is outlined in a new Ministerial Statement on Community Education in NSW.

The Advisory Committee brings together representatives of the community college network with representatives of government departments and the not-for-profit sector. The intention is to identify opportunities for program delivery across a range of government departments together with the resources that will enable the community college network to perform a broader role, contributing to the goals of the State Plan.

It is fair to say that the Board of Adult and Community Education (established 1990) had reached its term within a changed policy and funding environment. The Board's primary role of grants allocation had diminished together with its policy advisory function. By 2006 the sector received more from Federal sources for accredited VET than State recurrent funding. The sector, identifying itself as the community college network, had become more integrated, self-reliant and entrepreneurial.

The Board of ACE achieved much of value. It gave the ACE sector a defined identity in public policy, helped create a more co-ordinated sector and steered it through the turbulence of training reform. It assisted the sector to address quality and equity issues and contributed to national leadership on ACE.

For the foreseeable future, the NSW State Plan is the overarching rationale for government support for the sector. Community education is valued by government as a strategy to achieve greater adult participation in vocational education and training and to improve access to training in regional NSW. Raising adult participation in learning is wholly consistent with the reform agenda of the Council of Australian Government—participation, productivity and social inclusion are the new keywords.

It goes without saying that the Federal Government's social inclusion agenda is also crucial for the positioning of ACE in NSW and other jurisdictions. Reaching socially and economically disadvantaged Australians is a key to achieving the 'participation and productivity' goals of government.

The NSW community college network is well-placed to work within this new policy consensus, as a state-wide infrastructure with a capacity to deliver programs in areas such as health, regional development, employment services, the environment and indigenous education. The network has a good reach into smaller communities with VET and language and literacy. It has a capacity to connect to local organisations and to small business (the unsung achievement of ACE). Above all, the network can develop its strength in community education as a pathway for those adults wishing to re-engage in learning.

The new direction for ACE is perhaps not so new in that it amplifies the challenges that have faced the sector for some years. These are, in summary:

- *Credibility in policy.* Finding the best ways to argue the value and relevance of community colleges and demonstrating outcomes that are relevant to government priorities.
- *Client focus.* Giving the highest priority to identifying the education and training needs of specific groups in the community that can benefit from ACE programs and services, adopting market segmentation approaches and making better use of client data.
- *Capacity building.* Developing the capacity to deliver targeted programs and reach specific client groups by building community partnerships.
- *Collaborating.* Connecting and collaborating with other agencies to improve pathways from community learning to formal training.
- *Certainty in funding.* Achieving greater funding certainty and sustainability for the community college sector and a more targeted approach to grants.

While it is difficult to generalise about the sector when it has responded in diverse ways to the trying circumstances of recent years, there is evidence that many have grasped the opportunity to become more innovative and adaptive



(Brown et al 2006). This is especially notable in the colleges beyond the metropolitan area—for example, the emergence of strategic alliances among regional colleges (the Community Colleges Connect group, Mitchell 2008) and the multi-campus college such as Northern Inland with a presence in half a dozen smaller communities building economy of scale where there was small and scattered provision in earlier years.

In the long term, diversity of program has been driven by the search for alternate sources of funding as State recurrent funding has reduced. For better or worse, business survival is driving change. The role of the Advisory Committee is to assist the sector to access funding across government departments.

Though research in 2006 found that colleges have been slow to move toward market segmentation approaches (Couldrey 2006), there will be a stronger focus on specific client groups and building the capability to reach them in coming years. A key Advisory Committee initiative for 2007 is the Community Partnerships Project. This is intended to build capacity to meet the needs of disabled clients through greater collaboration with education providers, disability agencies and networks. The aim is to strengthen the capacity of organisations to deliver programs and services to specific client groups that may not typically access community colleges. While colleges have a philosophy of access for the 'general community', their credibility will be enhanced when they can show they reach beyond the 20% that are 'passionate learners' (National Marketing Strategy 2001). There is also significant work being undertaken on collaboration with AMES and TAFE.

ACE needs to focus on its credibility in this new State and Federal policy environment. It can be expected that governments will want to know what client groups ACE reaches, and what it achieves for them. The Committee has indicated that one priority is to document and communicate outcomes, reporting against the State Plan in a way that is meaningful for different portfolios. Good profiling of program clients will become increasingly important. The way to better funding is not through special pleading for the sector but by building capacity and demonstrating value. In this sense, this is not a new direction but a reiteration of the old themes that have been with us since the 1990 Senate Report.

Further information:

www.bace.nsw.gov.au

John McIntyre's ACE research and policy resources
www.jamc.com.au

References:

- Brown, A. Chodkiewicz, A, Hawke, G and Yasukawa, K. (2006). *Adaptive ACE Organisations: Responding to Uncertainty*. Research report commissioned by the Board of Adult and Community Education. Sydney: University of Technology, Sydney.
- Couldrey, M. (2006). *Market Segmentation in ACE*. Research report commissioned by the Board of Adult and Community Education. Brisbane: Lista Consulting.
- Ministerial Statement on Community Education in NSW. Accessed at <http://www.bace.nsw.gov.au/images/files/stats/Publications/Ministerial%20Statement.pdf>.
- Mitchell, J (2008). *Skillings Regional Australia*. Case Studies from Community Colleges Connect. John Mitchell and Associates. National Marketing Strategy for VET: Meeting Client Needs. Brisbane, ANTA, 2000. Accessed at antapubs.dest.gov.au/publications.



Australian Flexible Learning Framework

Hayley Beck

Small community-based organisations are often a lifeline to local residents but they tend to be run by volunteers who often have no experience in managing budgets, staff or insurance and being in a regional or remote community, chances are the nearest training provider is a very long way away. This is where e-learning comes into its own.

For nearly a decade, the Australian Flexible Learning Framework (Framework) has been supporting adult learners access to vocational education and training (VET) regardless of their location or technical ability thanks to a wide range of information and communication technologies.

Many pilot projects have been funded and supported through the Framework's Community Engagement Project (2005-2007). Using the free course management system Moodle as the platform for the online VoluntElearning course, volunteers from Community Technology Centres (CTCs) in New South Wales studied four units of the *Certificate IV in Business (Governance)*, which focuses on roles and responsibilities, finance and budgets.

The platform allowed learners to take part in forums, quizzes, chat and online assignments. Resources were shared through the book marking site del.i.cious and the web conferencing tool DiscoverE. A wiki was used for content collaboration, which was added to by learners and trainers. Learners were supported and mentored by email and through the internet phone service Skype.

That initial Framework funding has proved the catalyst to roll out e-learning, through the VoluntElearning course, to CTCs in New South Wales. Meanwhile, local authorities throughout Australia are interested in using the model for their own community groups.

There are many examples of how e-learning is enabling community learners to gain new skills that meet the rapidly changing workplace, and have control over the time, place and content of their learning.

And perhaps most importantly, through e-tools, such as wikis, blogs and digital stories, and mobile devices, like

MP3 players, adult learners are discovering that e-learning makes learning fun.

Other case studies giving real-life examples of the benefits and impact of e-learning can be found at <http://flexiblelearning.net.au/communitypartnerships>

The Framework has now entered a new era — see diagram — but the empowerment of learners is still a strategic priority.

And there are plenty of e-learning tools and resources available through the Framework aimed at adult learners and community organisations, whether you are completely new to e-learning or tech-savvy. Here are just a few...

E-learning on a Shoestring resource kit

The resource kit provides community organisations helpful online guidance, ideas and tools for developing and facilitating e-learning in communities and regions.

The kit includes suggestions and options on the why and how of e-learning. You'll find information on low cost tools and technologies, as well as ideas and stories to help you get started.

Website: <http://flexiblelearning.net.au/creativecommunity>

Community Engagement Project (2005-2007)

The Framework's Community Engagement Project has helped to foster and embed e-learning within some of Australia's most disadvantaged communities and strengthen the foundation of workforce skills. The project aimed to support economic and regional development and sustainability by creating close partnerships with training organisations and adult and community education (ACE) providers. It produced a wide range of booklets, brochures, case studies and reports.

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

Designing e-learning

The Designing e-learning online resource offers teachers, multimedia developers and trainers fast-track access to the latest tips on developing and delivering e-learning programs.

The resource provides simple guidelines to develop e-learning courses, includes stories of successful e-learning programs and provides a detailed guide to online assessment.

One such 'sample design' comes from Tasmanian Communities Online, which developed a model of local support for learners in isolated and disadvantaged rural communities, particularly mature age people returning to study.

Using face-to-face study circles in four existing Online Access Centres, the idea was to provide local support through study circles to rural learners enrolled in TAFE Tasmania's online course *Certificate II in Business*.

Website: <http://flexiblelearning.net.au/designing>

Flexible Learning Toolboxes (Toolboxes)

Toolboxes are high quality, cost effective interactive e-learning and assessment resources featuring scenarios, images and activities that simulate real-life. All Toolboxes support nationally endorsed training packages and are designed for use by registered training organisations, business and industry. A Toolbox Champion Support Service operates in every state and territory to support the implementation of Toolboxes. Many of the Toolbox contents have also been broken down into smaller 'chunks' of learning, available through the Toolbox Repository.

There are several Toolboxes aimed at the Community Services sector, including the areas of aged care, drug and alcohol work and home and community care.

Website: <http://flexiblelearning.net.au/toolboxes>

LORN (Learning Object Repository Network)

LORN aims to build the national training system's capacity to share teaching and learning resources that support the flexible delivery of education and training programs.

LORN allows teachers and trainers to access more than 2,500 quality, copyright cleared, free or affordable online learning resources from repositories across Australia, which support the delivery of VET programs.

Website: <http://flexiblelearning.net.au/lorn>

ARED

ARED (Application for Rapid E-learning Development) is an e-learning development tool designed to allow teachers and

"Making sure that age is not a barrier to learning is one of my main focuses in my role with the Framework," Mary said. "The promotion of adult learning has been an ongoing goal of the Framework since its inception."

trainers, with little more than basic computer skills, easily build their own online resources.

Available on CD-ROM, ARED can simplify the development of online activities by automating the process, making it quicker and easier to create media-rich web-based learning resources.

Users choose from six common and basic e-learning templates into which they can simply insert subject material. The created activities can then be used independently or loaded into a learning management system as part of a learning program.

For a free copy of ARED email enquiries@flexiblelearning.net.au

Flex e-News

If you want to keep up with all the latest Framework developments, including information on e-learning funding opportunities, news, products, resources and support networks, then subscribe to the free monthly online newsletter *Flex e-News*.

Website: <http://flexiblelearning.net.au/flexenews>

Australian Flexible Learning Framework (cont.)

Your ACE Framework contacts...

Mary Hannan

Framework ACE e-learning co-ordinator and ALA representative

“Making sure that age is not a barrier to learning is one of my main focuses in my role with the Framework,” Mary said. “The promotion of adult learning has been an ongoing goal of the Framework since its inception.”

The funding structure of the Framework has engaged adult learners and enabled many local organisations to develop innovative solutions to local education and training issues.

“These projects have been very effective in the way they engage adult learners,” Mary added. “A large part of this effectiveness has been providing grass-roots and community education and training organisations access to expertise and resources.”

Janie McOmish

- ACE and community sector representative, Framework’s E-Standards Expert Group
- The E-Portfolios – Managing Learner Information Reference Group.

The E-Standards Expert Group is an advisory council that examines emerging technologies and promotes uniform computer and network requirements across Australia’s VET sector.

“My role on the E-Standards Expert Group as the ACE and community sector representative is to ensure that this technical group considers the needs of the community and its access to ICT,” Janie said. “Keeping the language simple and ICT outcomes user friendly for my constituency is the aim.”

The modern focus of the E-Standards Experts Group is a strong development of the Framework’s most recent phase.

Rita Bennick

ACE representative with the Framework’s Leadership Program

The Framework’s Leadership Program focuses on national leadership in e-learning infrastructure activities, providing the foundations and catalyst for sustainable e-learning that produces innovative learning opportunities for individuals and business.

“We aim to establish system-wide access to quality learning resources and a vibrant knowledge-sharing culture,” said Rita.

Project teams are being given the assistance of the state and territory E-learning Coordinators and Flexible Learning Toolbox Champions to remain fully informed of current resources, developments, trends and human resources available to projects.

Sandy Forbes

ACE member of the Flexible Learning Advisory Group (FLAG)

FLAG provides the strategic direction and support to the Framework.

“One day, it will be technology that transforms the way we learn,” said Sandy. “We need a solid direction now to insure that the foundations of the e-learning revolution will be a strong basis for VET in the future.”

FLAG is made up of a strategically-focused group of senior VET personnel working on national issues related to the directions and priorities for flexible learning in VET, with particular reference to e-learning.

In all of its activities, FLAG includes consideration of the Adult and Community Education (ACE) sector and its needs.

How the Framework has evolved...

	2000–2004	2005–2007	2008–2011
THE EMPHASIS	Capability building	Client engagement	Integration
THE STRATEGY	Demonstrating and raising awareness of the potential of e-learning	Engaging with clients from key policy target groups	Embedding e-learning in training providers and businesses
THE FOCUS	Building provider capability	Strengthening the role of clients in shaping VET provision to meet their needs	Capitalising on the infrastructure and knowledge created to date

Adult Learners' Week

1–8 September 2008

Adult Learners' Week is one of Adult Learning Australia's major annual events and this year promises to be bigger than ever.

Adult Learners' Week is an opportunity to celebrate, promote and advance all forms of adult learning. Life long learning is a key to health and well being for all Australians.

Adult Learners' Week takes place in more than 40 countries around the world and has been held in Australia every year since 1995.

Celebrating Adult Learners' Week is an opportunity to show that adult learning occurs in many places and in many forms. Adult Learners' Week is an opportunity to raise the profile of adult learning and highlight its value to the Australian community.

Champions

This year we are delighted to have some honorary 'Champions' who support Adult Learners' Week and the benefits of lifelong learning as a key to community and individual health and well being.



Jonathon Welch and The Choir of Hard Knocks have agreed to lend their support this year. The choir is an outstanding example of the results of bringing disengaged people together and creating a sense of achievement through shared goals, learning new skills and belonging to a community. Some members of the Choir have returned to study in the past few months - doing music and event management courses - and one member has returned to University to complete his Honours in Psychology.



Dr Rhonda Galbally, AO, the CEO of Our Community in Victoria, has also lent her support. Rhonda is a strong advocate of the Social Inclusion agenda and the importance of community education as a step towards vocational training and skills improvement



Senator Ursula Stephens has lent her support to ALW in several ways – she has recently recorded a segment to appear in the ALW Community Service Announcement which will go to air in July and has also accepted an invitation to officiate at the national launch of Adult Learners' Week which takes place in Canberra on July 2nd.

Strong and visible endorsement from such a wide range of people can only benefit the goals of Adult Learners' Week and through them, promote and foster a wider community appreciation of the value of life long learning to individuals and communities. The Social Inclusion agenda aligns

Celebrating Adult Learners' Week is an opportunity to show that adult learning occurs in many places and in many forms. Adult Learners' Week is an opportunity to raise the profile of adult learning and highlight its value to the Australian community.

Adult Learners' Week

1–8 September 2008



strongly with the...

States and Territories

Each State and Territory, through their respective coordinators, has developed exciting and interesting ALW programs.

In South Australia there will be a Mall of Learning where stalls will feature interactive learning opportunities for the public. They are also holding an Art Exhibition and developing a 'Secret Codes' program to address literacy skills. In NSW there will be 52 community colleges conducting ALW activities and in the ACT there will be a 2 day expo for adult learning. Other activities include Men's Sheds, cultural lunches and 'hidden talents' exhibitions.

All the coordinators work hard to involve as many people as possible as well as managing the grants programs to encourage community participation.,

Government agencies

This year we have added another dimension to participation in ALW. Government agencies have been approached and several have expressed an interest in ALW. Government organisations have a key role as learning organisations, but as most of this is conducted internally, there is very little opportunity to promote and celebrate this function.

In previous years internal programs in agencies could not be registered on the ALW website without appearing to be available to the public. This year, the registration process has been extended to include internal programs and they are clearly separate from the public events. By registering programs for ALW, agencies and organisations can promote their learning function. They will also be able to view other agencies' programs. Additionally, by promoting ALW to their staff, agencies can encourage them to participate in community programs outside the workplace.

Financial Literacy

This year, many ALW activities across Australia will be focussing on financial literacy. ALA has been working with the Financial Literacy Foundation in The Treasury to develop strategies to address skills improvements in this area. Currently a learning circle model is being developed which will be piloted during ALW and distributed through

community networks in the future.

Plans are also underway for a National Seminar on financial literacy to be held as a special event during ALW. Guests will be drawn from banking, welfare, government and community groups to discuss issues and solutions. These will form the basis of a recommendation to government and ALA will use its advocacy role to promote the implementation of these findings in both policy and practice.

National Launch

As previously mentioned, the National Launch for ALW is being held in Canberra on July 2nd. Senator Ursula Stephens is officiating and other invited guests include representatives from

- Federal government
- ACT government
- ASPBAE (Australian and South Pacific Bureau of Adult Education)
- National Seniors
- Australian Federal Police
- Australian Local Government Association
- Westpac
- Canberra Institute of Technology
- National Museum of Australia
- Australian National War Memorial
- Australian College of Educators
- National Farmers Federation

All these bodies have a direct role to play in the promotion and support of adult learning. By using ALW as a nation wide opportunity to promote adult learning, all adult education providers can contribute to the development of a life long learning culture for all Australians.

More Information

For more information about Adult Learners' Week:

- visit the website at www.adultlearnersweek.org
- call 13001 LEARN or
- contact the National Coordinator, Julia Gane on (02) 62749506 or j.gane@ala.asn.au.

Promoting Learning in Councils and Communities

A NEW DIRECTION

On Tuesday 8th April, ALA and Marrickville Council co-hosted an event at Marrickville Council which set a new precedent in adult learning. It was attended by Senator Ursula Stephens, Marrickville's Deputy Mayor Peter Olive, and General Manager Candy Nay, as well as representatives from 24 NSW Local Government Associations.

This event enabled ALA to deliver a strong message to a wide range of councils, and through them, their communities. This is as far as we know the first meeting where so many Councils have met to consider adult learning and hence has set a valuable precedent.

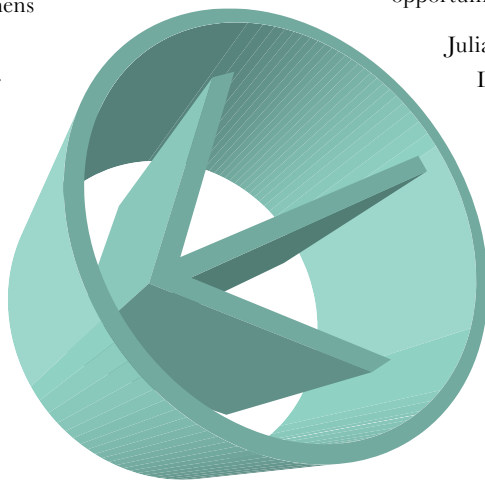
In her address, Senator Ursula Stephens said that local government was a key agent in the Social Inclusion agenda. She acknowledged that Councils' direct contact with communities placed them in a strong position to promote adult learning in all its forms, particularly to those who had been disengaged from both learning and working environments.

Senator Stephens endorsed 'Adult Learners' Week', as an effective opportunity to connect with people who would benefit from further learning as a way to move towards employment and contribute to the productivity goals for Australia. Council representatives at this meeting were encouraged by Senator Stephens to use Adult Learners' Week as a vehicle to promote their adult education activities both for the benefit of their own organisations and for their communities.

Senator Stephens also expressed support for the 'Learning Circles' model as an effective community engagement strategy. Yesterday's participants were led through a learning circles session by Dr Mark Brophy from the recently established Australian Study Circles Association. This Association intends to revive the interest and

development in learning circles which declined under the previous government. It is now an internationally recognised model for community engagement and is used in many countries to enhance and encourage community participation in a range of issues including education, health, well being, and other topics of social interest.

The Deputy Mayor of Marrickville, Peter Olive, spoke very positively about the benefits of community based learning as a basis for further development and the success of Marrickville Council Adult Learners' Week 'program. This was further supported by addresses from previous participants who acknowledged the value of the learning and engagement from this event. They described their involvement with ALW and the ongoing benefits this gave them in terms of increased community inclusion, exposure to other learning opportunities and the benefits of new networks.



Julia Gane, the National Coordinator of Adult Learners' Week, spoke to the group about the support available for participation in ALW and demonstrated the resources on the ALW website. She also highlighted to the group that participation was not intended to be an onerous undertaking, but that ALW was a good opportunity to publicise and showcase existing adult learning programs. Marrickville Council's experience had shown that successful participation could be achieved and that the positive outcomes were a driving factor in continued involvement.

Peter Peterson, the CEO of Adult Learning Australia, noted that this Marrickville initiative would also serve as an example for other councils across Australia to follow. Councils in other states have already expressed an interest in this and ALA intends to work with them to enable them to participate effectively. He reiterated Senator Stephens' message about Councils being strongly positioned to implement the Social Inclusion agenda at community level.

'Promoting Learning in Councils and Communities' was an innovative and informative seminar and ALA looks forward to building on this success.



NCVER scholarships encourage VET practitioners to do research

Why do apprentices drop out? Does online staff development work? Can TAFEs really deliver degrees? How can learners benefit from using e-portfolios?

These are some of the questions a group of vocational education and training practitioners will try to answer over the coming months, thanks to a scholarship scheme established by the National Centre for Vocational Education Research.

As Australia's main provider of vocational education and training (VET) research and statistics, research is NCVER's business.

Research is also your business. Most adult education providers already collect data. If they are RTOs they are obliged to do so for the publicly funded vocational component of that activity. This information resides in NCVER. We have the statistical expertise to interpret the information, which we then package for others to use. But we also want to help the sector develop its own capacity to use this data and to conduct research relevant to its own practice.

One of the initiatives we have introduced to do this is a scholarship program giving VET practitioners the opportunity to undertake practical research. The research scholarships, valued at \$4,000, will support either academic study in VET or research from within the workplace. These scholarships may assist with course fees and study materials (for those undertaking academic study) and may be used for field trips, data-gathering or time-release for those researching from the workplace.

The scholarship can also be used to attend events such as NCVER's No Frills conference or the Australian Vocational Education and Training Research Association (AVETRA) conference. No Frills is one of the few conferences these days where you don't have to pay a registration fee and is a great opportunity to hear about new research in education and training. The 2008 conference will be held in Launceston from the 9-11 July.

This year, 11 VET practitioners from TAFE, private training providers and dual sector institutes have been awarded an

No Frills is one of the few conferences these days where you don't have to pay a registration fee and is a great opportunity to hear about new research in education and training. The 2008 conference will be held in Launceston from the 9-11 July.

NCVER research scholarship. One of these scholarship recipients is Jan Roberts from the adult and community education (ACE) sector. Jan works for the East Gippsland Community College and in her research she will be looking to identify the level and nature of support needed to increase the uptake of on-line education and training in remote regions of Australia.

These scholarships present a rare opportunity for adult educators to undertake research that is relevant to them and their organisations. The outcomes of this research will be published by NCVER at the end of the program in 2009.

The 2008 scholarship holders will form a 'community of practice' over the 12 months of their research. A community of practice is a group of people who come together regularly so they can learn how to do something—which they are

Continued on page 27 >



Some Student Learning Journeys

These stories come from the Glenroy Neighbourhood Learning Centre in Victoria. They are but a small glimpse of how adult learning helps the life of so many people.

I came to Australia in 2000 from Somalia. I started in school in 2001 only two months. Then I stop because I have five children and that time

I have many, many problems. I must take care for them.

In 2005 I start again in school. I encouraged to do VCAL to continue and learn more. Now understanding is good and reading better. Benefits, before I shy and now, not shy. I want to complete VCAL certificate.

In the future I work in Support Service at Royal Women's Hospital. I do course with my community and VCAL. I can help the nurses, maybe cleaning and help in kitchen, anything I can do, I help.

I am a student from Glenroy Neighbourhood Learning Centre. I came here because I found it hard to do my schooling in high school. I decided to come here to finish my VCAL. My benefits for coming to this Learning Centre has been very successful. What I want for my future is to find a good job so I can work, and earn some money, and to have my VCAL pass so that I can not just get any job but a good one.

I went to Australia 1990 from Vietnam. I live in Flemington for three year. Care for children. 10 year I work factory, clothing make. No English class.

When came in Glenroy 2005. I learn English. After I have English very well I am encouraged to continue because its good for a job.

In the future I am sewing again. Not in factory, not my own business. But working with friend's business, my friends, my community, my language.

When I first came to Australia, Im at Flemington Community study five months. After I leave study because pregnant, I feel very tired and sick.

Im encouraged to come GNLC because my English not well and in VCAL class very good for me.

When I go to study benefits will help me to do everything

I want by myself. I know how fill in form and what to say at Jobnet. Not need interpreter, and help my kids, in High school now.

I hope for my future find a job I'm enjoy, in Retail, this I really enjoy to do. In the future when I got Certificate.

After a work accident, I sat at home and wondered what the future had in store for me. I had no experience of the educated world, no office knowledge, scared of computers, nothing to offer any future employer. Then it hit me, "Why not go bad to school and show everyone that I could have something to offer? So I enrolled at GNLC and hey presto, success immediately; no longer scared of computers, more confidence has been installed into my character, and I enjoy every minute of my schooling. The teachers treat me like an adult, and guess what, I've made new friends along the way. So carry on the good work and good luck for the future of ACE. Many thanks from a grateful student of Glenroy Neighbourhood Learning Centre. The future now looks rosy for everyone concerned.

Yours gratefully

My benefits for coming to this Learning Centre has been very successful. What I want for my future is to find a good job so I can work, and earn some money, and to have my VCAL pass so that I can not just get any job but a good one.

Do you want to 'land' your dream job?

"Stop thinking in terms of limitations and start thinking in terms of possibilities."



Danny Wilkinson tributes his new job as a Conservation and Land Manager for one of Australia Zoo's environmental land acquisitions to his studies at Metropolitan South Institute of TAFE.

After working as a bricklayer for more than 10 years and a soldier for six years, Danny had an innate love for the environment and land management and decided to complete formal qualifications with the Metropolitan South Institute of TAFE (MSIT).

After three years, Danny graduated with a double Diploma in Conservation and Land Management and Horticulture and as a result has landed his dream job working for the Australia Zoo on an 84 thousand acre property west of St George.

"The position came down to me and another bloke, and although we both were passionate about the environment and animals, I was qualified and he wasn't – reinforcing that my choice to study as a mature age student has paid off – as I knew without education I wasn't guaranteed work," Danny said.

"Being a city boy my entire life and moving my family from the coast to the bush was a dramatic lifestyle change for all of us, however the work I do is very rewarding for the entire family and we're thoroughly enjoying this experience," he said.

Danny is required to re-establish habitat sanctuaries for the endemic species that once inhabited the land and implement re-vegetation programs that work in conjunction with the natural regeneration of native flora.

"This will enable the Zoo



and their team to release native fauna species back onto the land with follow up research to be carried out," Danny said.

According to the Australian Bureau of Statistics (ABS), between 2002 and 2012 the Australian job market will see an increase of 85 percent of jobs available for mature age workers over the age of 45.

This means that now, more than ever, studying can improve your opportunities and career options as a mature age student.

There are many reasons why people return to education, whether it is because they had to defer to bring up their family, are looking to upgrade their skills or switching industries.

Returning to study as a mature age student (25 year or older) may present many challenges, such as juggling course commitments and the demands of work and family life.

Danny Wilkinson knows too well what it's like to be a mature age student, joining MSIT as a married man with four children and another one born during his studies.

"I enjoyed sharing my education experience with my children, often completing our homework together and now I can also help them with their studies as I've found a new love and understanding for education," Danny said.

"Generally I dislike the stressful pressure of studying, however I found I thrived on it and now miss learning. I'm now even contemplating completing another qualification through MSIT via long distance correspondence," he said.

Despite Danny's conviction that he could not learn as he hadn't completed grade nine and was not an over achieving student and thought he was only going to waste the institute teacher's time, Danny looks back on his time with MSIT and is proud that he had the drive to complete his qualification.

"I made myself a promise before I committed myself to study, no matter how hard I thought the study and learning was getting, just attend every class no matter what," Danny said.

"It was interesting to see the few mature age students in my course were the ones that stuck around and the drop out rate for school entrants was much higher.

"It just goes to show that although originally I didn't have the confidence as an academic I had the confidence and drive within to reach my dream job," he said.



South Australia

ADULT LEARNERS' WEEK PROGRAM LAUNCH

The South Australian 2008 Adult Learners' Week Program was officially launched on 31 March at the National Wine Centre of Australia by Mr Craig Fowler, Deputy Chief Executive, Planning, Policy and Innovation, Department of Further Education, Employment, Science and Technology (DFEEST).

Nearly 100 guests were entertained by the City International Gospel Choir, an authentic African choir consisting of African migrants, mostly refugees from Burundi. The choir began in the City International Christian Church in 2005.

Sue Ross, Manager of ACE & Community Partnerships spoke about why the Government supports Adult Learners' Week .and about the following projects which form a major part of the 2008 program:

Sue Ross said that, as in previous years, the Adult Learners' Week Awards will again be a feature of the program in 2008.

The ACE & Community Partnerships Unit, DFEEST, will also coordinate a series of events in the lead up to and during Adult Learners' Week. The Program Launch was the first of these events for 2008. The following events will also be part of the 2008 Program:

- Adult Learners' Week Art Exhibition Opening – 3-5pm, Thursday 7 August, 'The Gallery' Function Room, National Wine Centre of Australia. The exhibition will run from 7 August to 8 September.
- Adult Learners' Week Awards Dinner – Thursday 28 August, 'Graduates Restaurant, TAFE SA Regency Campus
- High Tea Learning

In recognition of the release by the ABS in November 2007, of the results of the Adult Literacy and Life Skills Survey, a special project entitled "Secret Codes", will be included in the ALW program this year. The project will develop a strategic literacies initiative, to be released during ALW in September

The 'Secret Codes' Initiative, to be developed over the course of the next six months and released during Adult Learners' Week 2008, will form an additional element in the broader effort by the Government of South Australia to address the literacy gap.

5th Biennial

Australian Learning Communities Network (ALCN) National Conference

From 26 – 28 October 2008, Adelaide, South Australia will host the 5th Biennial Australian Learning Communities Network National Conference at the Hyatt Regency Hotel.

The Australian Learning Communities Network is a not for profit network of leading edge practitioners building sustainable communities using learning as the key element.

Learning Communities are groups of people - in towns, around centres, or in interest groups - who work toward making lifelong learning possible for everyone. People and organisations in Learning Communities use 'learning for all' as a principle and goal and work collaboratively to provide access to and encourage participation.

The theme for the 2008 conference is "Connecting Faces, Places and Spaces" which will explore the development of human, social and economic capital within local communities. The conference aims to create awareness, interest and engagement in the growth and development of sustainable learning communities across Australasia.

The Conference Organising Committee is currently seeking sponsorship for the conference and invites interested parties to contact the conference secretariat or visit the conference website to obtain a copy of the sponsorship proposal.

For further information, phone freecall (within SA 1800 506 266) or (08) 8463 5560, email: alcnconference@saugov.sa.gov.au or visit our website at www.alcnconference.com



ePortfolios as a Flexible Way to Record ACE Learners' Capabilities



Deirdre Baker

E-Portfolios could be a worthwhile tool in relation to the Federal Government's announcement of low literacy skills amongst marginalised adults which was identified in the Australian 2006 Adult Literacy & Life Skills Survey.

A national e-Portfolio Symposium held in Brisbane and hosted by Queensland University of Technology on 7 – 8 February 2008, attracted delegates from around the country together with overseas guests from Holland, the United Kingdom, USA and New Zealand.

e-Portfolios originated in the school's sector as a developmental way of recording a wider range of achievements and opening up conversations about 'what those As and Bs actually mean'. They are a vehicle to give more significance to results of learning and are a welcome supplement to the traditional CV as they provide an alternative to RPL.

In a nutshell, e-Portfolios are an approach to support 'people development' by using a progress file of their working and learning achievements. Progress files are a transcript that records achievement, wherein an individual can monitor, build and reflect on their own development. By reflecting on one's learning, performance and achievements, it is possible to plan for personal, educational and career development. This is a more independent means of recording learning that relates to a wider context and those who adopt an e-Portfolio approach can effectively utilise it to provide material when presenting and/or representing themselves to others. To enhance it, the structured and supported process of developing an e-Portfolio can become a social experience by engaging in a short reflective conversation with a significant other.

The role of a tutor/mentor/coach in an e-Portfolio process is significant and is a one-on-one interaction that encourages people to write about themselves. e-Portfolios can demonstrate a richer picture of an individual's qualities and achievements than other forms used to record capabilities and skills. Patterns of consistency of actions that are cared about are built up over time. Learners make meaning of what they have learnt and how it might help them in life. This is cross-referenced through community conversations involving other learners, family, staff, alumni and community partners.

Software is available to assist in managing an individual's

achievements and reflections with technology supporting learners to do what they need to do.

An e-Portfolio connects personal with educational and with career.

Learners in the ACE sector could benefit greatly by recording their achievements using an e-Portfolio process and participating in a social experience of reflective conversation. It appears to be a more developmental way of valuing an ACE learner's achievements than the more traditional and mainstream, jargon-ridden approaches that often frighten away marginalised individuals owing to their high level of technical and bureaucratic terminology. The e-Portfolio would capture the more holistic view of a learner's achievements with the potential for people to form lifelong learning networks through conversations of reflection, and enable them to record small parcels of learning that relate to their work and career development.

Strategic advice on the value of e-Portfolios could be given to decision makers who have an increasing commitment at a policy level to the inclusion of diversity and disadvantage through social inclusion. Their interest in skills analysis for more marginalised individuals and the recognition of non-formal and informal learning, could be satisfied by adopting e-Portfolios as a way of supporting participants in the ACE sector to record and present their skills and capabilities, especially for work related opportunities.

The e-Portfolio process is flexible enough to adapt to local and individual needs yet is robust enough to maintain a common identity with mainstream requirements of identifying learning and skills development. Those who develop an e-Portfolio can take ownership of reporting their competencies and achievements and become part of an active process of sharing their abilities in a mass system that has been alien to them in the past.

Deirdre Baker – Vice President ALA

NOTE: Following this meeting, a National e-Portfolio Symposium was held in Adelaide in early June. It brought together representatives from all sectors of education. It was apparent here that each sector of education brings a range of issues and expectations in relation to e-Portfolios.

These will be explored in more depth over the coming months.



Distance no barrier to Tocal's Indigenous Graduates

Several Indigenous Australians travelled from as far afield as Broome, Darwin and Port Hedland to receive their qualifications at the annual Tocal College graduation day.

Kevin Walley came from Port Hedland in WA to receive his Diploma in Conservation and Land Management (CLM), specialising in community coordination and facilitation. Kevin received the Diploma as part of “AgCredited”, a program for professional recognition offered by the Australian Institute of Agricultural Science and Technology in association with Tocal College. Kevin chose to exceed the AgCredited requirements and to obtain his Diploma at the same time.

Patricia Rigby-Christophersen from Woodroffe near Darwin and Erica Spry from Broome also received their Diplomas in CLM, specialising in community coordination and facilitation. Their awards were achieved under a Tocal College program funded by the federal Department of Environment, Water, Heritage and the Arts.

Under this program, Calvin Deveraux from Batchelor in Northern Territory travelled to Tocal to receive his Certificate IV in CLM, specialising in Indigenous Land Management. Similarly Anne and Robert Bright from Palmerston were awarded their Certificate IIIs in CLM, specialising in Indigenous Land Management. Anne and Robert have been inspired by the experience and will now undertake Diploma studies externally through Tocal.

This program gave excellent recognition to prior learning and innovatively incorporated an extensive interview

program. Under this officers of Tocal College contacted local referees of candidates and evaluated and included experience that was not readily available from written records. These processes and curricula where evolved by Darren Bayley (Tocal College) and Peter Peterson (formerly the Australian NHT team) based on the inaugural ‘AgCredited’ program.

College Principal, Cameron Archer, said “The College is very proud of the magnificent achievements of these people and we are privileged to be part of this process. No doubt their qualifications will assist them in their careers and their work in their communities and in land management and we wish them well for the future.”

These processes and curricula where evolved by Darren Bayley (Tocal College) and Peter Peterson (formerly the Australian NHT team) based on the inaugural ‘AgCredited’ program.



Left to right: Calvin Deveraux, Patricia Rigby-Christophersen, Robert Bright, Anne Bright, Kevin Walley and Erica Spry with their awards at Tocal College.

WOMEN UNDERSTANDING MONEY

a free resource for women who want to build their money skills

This overview is taken from the Financial Literacy Foundation's website
www.understandingmoney.gov.au

ALA supports the Work of the Financial Literacy Foundation and is working with it on projects to be conducted during Adult Learners' Week.

Women understanding money - a new resource for women who want to build their money skills - was launched in April by Mr Paul Clitheroe, Chairman of the Financial Literacy Foundation's Advisory Board.

The Women understanding money resource has been developed by the Financial Literacy Foundation in association with the Office for Women and Security4Women. It consists of 14 information sheets that have something for all women no matter what stage of life they're at.

"Women have more choices about how they manage their money than ever before," said Mr Clitheroe. "There are credit cards, mobile phones, internet banking and a range of investment options. Women are often the ones making day-to-day spending decisions as well as important decisions about their financial future. Women understanding money aims to assist women in dealing with a range of money issues."

The Foundation's research into what women think about money - their attitudes and behaviour on a range of money topics from budgeting and saving to getting ready for retirement - shows that women want to learn more about managing their money better.

So if you want to take the few simple steps that will put you in control of your money, the Women understanding money information sheets are a great place to start. There's something for all women - whether you're just starting out or experiencing major life change like getting a job or getting ready for retirement. The information sheets have lots of information on topics from budgeting to investing and making the most of your superannuation. They also have personal stories that a lot of women will relate to, as well as tips and jargon busters to help women understand what it all means.

"Women are more likely to have time outside the paid workforce and lower incomes, which in the end means less superannuation. Not only that, women's savings need to go further because they tend to live longer. The information sheets provide practical information for women on making

plans for the future while dealing with the money issues they face today," said Mr Clitheroe.

And if money talk seems like a different language, or retirement seems too far away to think about, the information sheets have simple explanations for commonly used financial terms, and a guide to help women understand their superannuation.

"No matter how old you are or what you earn, it's easier than you think to take control of your money. A few simple steps, like having a plan for your money and sticking to it, doing a budget and keeping it up to date, and getting into the savings habit, can put you in charge of your money," explained Mr Clitheroe.

The 14 Women understanding money information sheets are available by contacting the Foundation at financial.literacy@treasury.gov.au or visiting the Foundation's website www.understandingmoney.gov.au.

- Your relationship with money
- Starting out
- Managing on a low income
- Money and the single woman
- Managing money in your relationship
- Having a baby?
- Teaching your kids about money
- Your money is your business
- Managing money when your relationship ends
- Getting ready for retirement
- Managing money when your partner dies
- How to get good advice about money
- Get to know your super
- What does it all mean? Understanding the language of money

"No matter how old you are or what you earn, it's easier than you think to take control of your money."

George Papallo OAM



Last year George Papallo, CEO of Macquarie Community College was awarded the Medal of the Order of Australia in the General Division for service to Adult Education and the Community of Ryde.

George started his career in education as a Science teacher, continued his training in Industrial Chemistry, Computing and Business studies and was soon taking teachers on tours of chemical plants and writing training packages for teachers and Science Assistants. As Regional Science Adviser and Primary Science Consultant he introduced major curriculum changes, becoming Manager of Training & Development for the NSW DSE and later lecturer at UTS in both Chemistry and Teacher Training.

In 1981, the NSW Teachers Federation awarded him Honorary Life Membership in recognition of his considerable work as its honorary Branch treasurer.

George was appointed CEO of Macquarie Community College in 1994. On his first day he proposed a training program for the mentally disabled. This program grew over four years to over 1700 enrolments and was recognised in 2000 as 'NSW ACE Outstanding Program of the Year'. In 1995 he made a proposal to the Minister to purchase the very rundown Carlingford Primary School and Headmaster's Cottage built in the 1883. Successfully negotiating the purchase, he commissioned a team of long-term unemployed to restore the buildings and thereby created a training centre and administration block for the college. To pay for the purchase, George negotiated and led a program of training with Reckitt and Colman.



For this, Macquarie Community College was awarded the 'Starburst Award', Reckitt and Colman's highest international quality award. It had never before been awarded to a training provider.

George has undertaken joint ventures. Using long-term unemployed found through his Rotary Club connections and the college as the training facility he project managed the building of the Lifeline Centre at Gordon, painted Inala, a local Special School and restored the

walkways which were destroyed in the bushfires at the St Ives Wildflower Garden. These projects provided excellent training and employment opportunities for many long-term unemployed and gave him the credibility to make an offer to Ryde City Council to restore the totally derelict "Parsonage", an 1880 heritage building which was destined to be bulldozed. The building, now the pride of Ryde, currently serves as the College's facility for its executive training program.

Under George's leadership over the past 13 years, Macquarie Community College has achieved annual enrolments in excess of 31,000 and given sponsorships to its community well in excess of \$1.5M. The college has a very proud history over many years as 'Small Business of the Year' while the business community has elected George President of the Ryde Business Forum for two years. Last year the business community presented George with a special award for Community Involvement.

In 2007 the college invited the Minister, John Della Bosca to open its new state-of-the-art training facility in Chatswood. The College, which is well recognised as the most awarded in NSW, now boasts assets well in excess of \$10M and is a household name in the area.

Vale Eric Williams

Born Wrexham, North Wales 30 May 1930

Died Warrawong, New South Wales 3 April 2008

In thinking about Eric, one is immediately struck by his qualities.

First and foremost he was a visionary, and also someone who was prepared to commit to the long haul in order to achieve his vision. I refer of course to his long years of service to the Workers' Educational Association in Australia from 1958 to 2006.

The WEA was an organisation that well suited Eric's temperament, because it was much like Eric himself, standing at a bit of a funny angle to the rest of the modern world - slightly out of the comfort zone of easy explanations, easy choices, easy solutions.

Born in Wrexham North Wales, the son of a coal miner, Eric, his mother and his two sisters moved to Liverpool.

Eric won a scholarship to Grammar School – the same grammar school at Quarry Bank that John Lennon attended, but whereas the middle class Beatle found it dull and dreary, for working class Eric, the school opened him up to the world and the life of the mind.

It was here that Eric began his educational journey and although barred from University because of his lack of Latin, he began work for Liverpool City Council and studied ceaselessly for his qualifications as a local government officer, eventually becoming an external student of the London School of Economics.

He later became involved in the Local Government Officers' Association and gained valuable experience in committee work and union organisation.

Eric was an asthmatic and this became a major positive educational influence on his life - he became an active reader - from comics, to adventure books, to philosophy. He recalled the bitter, cold post-war British winter of 1947 as nearly killing him and so his migration to Australia was a conscious decision to live in a climate more suitable for his poor lungs.

In August 1956, Eric began his new life in Adelaide and naturally attended a WEA course! Shortly afterwards in 1958, still knowing little about the organisation, he saw the job of General Secretary of the WEA of South Australia being advertised and he applied for it. The rest, as they say, is history!

Eric had a big impact on the WEA and embraced the changes in adult education that were happening throughout the 1960s. Eric set up a Trades Union Postal Course Scheme with distance education courses written by people like Bob Hawke. He saw the Adelaide WEA housed in its own building for the first time, and established and directed the Annual Adelaide Film Festival.

After a 25 year run in Adelaide, Eric moved to Sydney to be General Secretary of the WEA of New South Wales, but in 1985 he decided to take up the challenge of running the WEA in Wollongong at a time when it was in a fairly poor way.

With the help of his deputy, Helen Faulkner, he transformed the fortunes of WEA Illawarra.

The Australian adult and community education scene will be different without Eric, but it would have been so much the poorer without his magnificent run of nearly 50 years – WE WILL ALL CONTINUE TO MISS HIM!

An abridged version of the Eulogy given at the funeral of Eric Williams on Thursday 10 April 2008,

St Francis of Assisi Catholic Church, Warrawong, NSW

Richard Pinder – Executive Director of WEA Sydney

First and foremost he was a visionary, and also someone who was prepared to commit to the long haul in order to achieve his vision. I refer of course to his long years of service to the Workers' Educational Association in Australia from 1958 to 2006.

NCVER scholarships encourage VET practitioners to do research

particularly interested in or concerned about—better. This community, which Victoria University will facilitate, will give the new researchers a strong network through which they can collaborate and share their research, ideas, progress, and outcomes.

Each of the scholarship recipients will also be matched with an experienced mentor. These mentors will provide guidance and support to the new researcher throughout the research process. Mentors will be drawn from a mentoring network established by the Australian Vocational Education and Training Research Associate (AVETRA) and funded by NCVER.

Another way in which these new researchers will form networks is through the advisory group for the community of practice. This group includes ALA representative, Mark Brophy (ALA Board member), who is playing an active role in shaping the way community of practice interacts.

Another round of scholarships will be awarded in 2009. NCVER hopes to see a broad spread of applicants from across Australia. To be alerted when application information becomes available, subscribe to NCVER's fortnightly newsletter NCVER News at www.ncver.edu.au/newsevents/subscribe.html.

How can NCVER's work help you?

NCVER works hard to make its research and statistics useful to those involved in vocational education and training. Consider the VOCED database: this VET research database makes thousands of education and training research findings from Australian and across the world available in one central place. It holds over 5500 entries that specifically relate to lifelong learning, social capital, community education, adult education and ACE. You can search the VOCED database at www.voced.edu.au.

NCVER's range of statistics about students, apprentices and employers can be downloaded for free from the statistics section of NCVER website. NCVER has recently developed a new tool, the VET Atlas, which enables people to gather statistics about students and demography in their own regions. The VET Atlas can be found at <http://www.ncver.edu.au/resources/atlas.html>.

NCVER also commissions research aimed at making a difference in policy and practice. The forthcoming publication, *Examining learning partnerships in northern Australia*, by John Guenther and colleagues looks at partnerships between ACE and VET training providers in regional Australia and may be particularly helpful practitioners in the ACE sector. For more information about this report, please visit <http://www.ncver.edu.au/workinprogress/projects/10350.html>.



Discover the ALA GENERAL INSURANCE PACKAGE

**ADULT LEARNING AUSTRALIA (ALA) AND AUSTCOVER,
HAVE JOINED TOGETHER TO OFFER A RANGE OF GENERAL
INSURANCE PRODUCTS TO ALA MEMBERS AND THEIR EMPLOYEES.**

**AUSTCOVER CAN ASSIST YOU AND YOUR STAFF WITH A
COMPETITIVE RANGE OF GENERAL INSURANCE PRODUCTS.**

- BUSINESS
- Broad based public liability insurance (no need to advise of high hazard classes eg. water based classes)
- Comprehensive professional indemnity and director's and officer's cover
- Tailored cover for buildings, contents and equipment with automatic cover for belongings of your staff
- PERSONAL ADVICE – family members too!
- Travel insurance – 30 % discount from standard travel agent rates
- Motor Vehicle – comprehensive cover with no additional excess for young or inexperienced drivers
- CTP or Green Slips (available to NSW members)
- Householder's building and contents insurance

Please contact AustcoverR on (02) 8913 1777

Formed in 1987, Austcover has grown to become one of the largest Australian owned Insurance Broking and Financial Services businesses in Australia.

Operating from offices in Brisbane, Sydney and Melbourne we are capable of servicing the needs of our clients both locally and nationally.

Currently we provide advice to over 10,000 clients, arrange insurance programs worth in excess of \$60 million in annual premiums and administer funds under management of approximately \$30 million.

We have progressively and innovatively developed services to assist the financial health of our clients. Our expertise extends to financial planning advice in both corporate and personal insurances, superannuation, investments and business succession planning.

The information in this flyer is general in nature and may not be relevant to your individual circumstances so please contact us and talk to our advisers. We recommend that you consider the relevant Product Disclosure Statement before taking any action.

Austcover will pay 10% of income received to Adult Learning Association when we receive any income for arranging or renewing a financial service.



Adult Learning
Australia Inc.

AUSTCOVER
ADVISE ASSIST ASSURE

ALA New Members & Subscribers

Individual Members

Alana Hardman
BATEAU BAY NSW 2261

Ann Leske
WAGGA WAGGA NSW 2650

Catherine Maughan
DUNCRAIG WA 6023

Helen Goodman
ALBERT PARK VIC 3206

Lorna Murakami-Gold
CASUARINA NT 909

Mary Cheeseman
SHELLY BEACH QLD 4551

Monica Palant
BRAY PARK QLD 4500

Phoenix de Cateret
CHURCHILL VIC 3842

Subscriber Members

National Open University Library
C/- Medifor Book Company, TAIPEI, TAIWAN

University Est De Campinas
BRAZIL

Online Subscriber Members

Mairtin O Fathaigh
BISHOPSTOWN, CORK, IRELAND

Matt Smith
SEMAPHORE PARK SA 5019

Peter Hanlon
MITCHELTON QLD 4053

Peter Scanlan
ASPLEY QLD 4034

Organisational Members

Australian Computer Society Inc.
SOUTH MELBOURNE VIC 3205

Distance Learning Australia Pty Ltd
O'CONNOR ACT 2602

Glyde-In Community Learning Centre Inc.
EAST FREMANTLE WA 6158

Goldfields Employment & Learning Centre
MARYBOROUGH VIC 3465

Granite Belt Learners'
STANTHORPE QLD 4380

Mulgrave Neighbourhood House Inc.
MULGRAVE VIC 3170

National Seniors Australia Ltd.
BRISBANE QLD 4001

Rural Connections
SORELL TAS 7172

State Library of Queensland
SOUTH BRISBANE QLD 4101

Complimentary Members

Dr Megan Poore
BELCONNEN ACT 2617

Dr Kaye Bowman
ST PETERS SA 5069

HOT OFF THE PRESS

Government investment in Adult and Community Education What is it REALLY worth?

A report released at the New Zealand ACE AOTEAROA Conference in Auckland today revealed that the New Zealand government reaps \$167 - \$219 for every dollar invested in non-government Adult and Community Education programs.

This translates into a \$4.8 billion return on an \$88m investment.

In New Zealand 12% of the working age population attends ACE programs, compared to the Australian rate of 3.3%.

The CEO of Adult Learning Australia, Peter Peterson, who is attending this conference, said this data constituted a convincing case for increased Australian government support of ACE and the strong contribution it can make to the Rudd government's productivity agenda.

He said the New Zealand figures point to the need to increase ACE participation rates in Australia in order to secure similar outcomes.

Mr Peterson also noted that tomorrow at the conference, the NZ government will formally hand over the management of the adult education sector to the NZ peak body, ACE AOTEAROA. This represented a significant shift in the management of adult education from government to peak body and would be seen by many as a step in the right direction.

*In New Zealand 12%
of the working age
population attends
ACE programs,
compared to the
Australian rate of 3.3%.*



CONFINTEA VI... a note from Voices Rising

ICAE Secretary General, Celita Eccher, highlighted the ongoing work for CONFINTEA VI and the importance of its preparatory process. CONFINTEA is an international conference, convened by UNESCO every 12 years to discuss on adult education, next CONFINTEA will take place next year in Brazil.

In this sense, Eccher admitted that the commitments made by the countries that participated in last CONFINTEA V in Hamburg, in 1997, regarding environment, literacy, citizenship and gender issues, have not been accomplished.

"We have to review our strategies and work on the proposals we want to present to our governments regarding the accomplishment of the right to education for all adults", she said.

ICAE is a global network, created in 1973, formed by non governmental organizations, regional and national networks in more than 75 countries, recognized by UNESCO as an international NGO, with consultative status to the United Nations Economic and Social Council. It is a strategic network that promotes learning as a tool for active and informed participation of people.

Adult Learners' Week

is coming soon visit the website at
www.adultlearnersweek.org to find out more about it

Adult Learners' Week is an international festival of adult learning and is a great opportunity to learn something new. Lifelong learning is a key to well being and positive ageing for all Australians.

Adult Learners' Week involves thousands of course providers and learners across Australia in many different learning environments which include community

centres, neighbourhood houses, businesses, organisations, museums, libraries, health centres and more.

Each State and Territory conducts a range of interesting and challenging programs – find out more on the website.

*You're never
too old to learn!*

put these dates in your
Calendar

2009 COMING EVENTS

2 – 6 February 2009 - Dublin

AONTAS Adult Learners' Festival

31 March – 2 April 2009 - Bonn, Germany

*2009 World Conference for Sustainable Development -
"Moving into the Second Half of the UN Decade"*

10 – 14 May 2009 - Montreal, Canada

5th World Environmental Education Congress

www.5weec.uqam.ca

5weec@jpd1.com

15 – 18 May 2009 - Adelaide, SA

National Library and Information Technicians Conference 2009

19 – 22 May 2009 - Brazil

*CONFITEA VI "Living and Learning for a Viable Future:
The Power of Adult Learning"*

Calendar

United Nations Literacy Decade 2003–2012

United Nations Decade for
Sustainable Development 2005–2014
International Year of Languages 2008
2008 COMING EVENTS

9 – 11 July - Launceston, TAS

17th National Vocational Education and Training Research Conference (No Frills)

9 – 12 July - Sunshine Coast, QLD

AUCEA National Conference 2008
Go to www.aucea.net.au for details

13 – 17 July - London

*Access to Learning for Development:
The Pan-Commonwealth Forum on Open Learning*

25 July

National Tree Day 2008

6 August - Surry Hills NSW

Sharing Our Way in Community Care
Go to <http://ncoss.org.au/conferences/gathering2008.html>
to register.

10 – 12 August - Brisbane, QLD

*ACER Research Conference
Touching the Future Building Skills for Life and Work*

15 – 17 August - Yarra Ranges, VIC

*Australian Women in Agriculture Conference
“National Conversations”*
Contact vlange@anson.com.au for details

22 August

Daffodil Day

25 – 27 August - Brisbane

*Driving Interoperability and Collaboration in
eGovernment*
Call 02 1300 550 for details

27 – 28 August

10th Australian Computer Conference for Seniors
Contact ascca@seniorcomputing.org for details

27 – 28 August 2008 - Sydney, NSW

Third Annual Associations Forum National Conference

27 – 29 August - Yeppoon, Central QLD

2008 National SARRAH Conference: Many Paddocks One Herd
Registrations at
<http://www.sarrah.org.au/site/index.cfm?display=87530>

1 – 8 September

ADULT LEARNERS' WEEK

2 – 5 September - Alice Springs

ALIA 2008 Biennial Conference – dreaming08
Visit www.alia.org.au/conferences/2008-9 for details

4 – 6 September - Glasgow, Scotland

*BAICE Annual Conference 2008 Internationalism in Education:
Culture, Context and Difference*

25 – 28 September - Warburton, VIC

*The Art of Hosting & Harvesting Questions and
Conversations That Matter*
For more details email djdowmie@bigpond.net.au or
mary-alice@getsoaring.com

2 – 4 October - Surfers Paradise, Qld

ACAL Conference: Surfing Outside the Flags

4 October - Bunbury, WA

Shore Lines – Bunbury's Writing for Performance Festival
Enquiries – phayward@bunbury.wa.gov.au

14 – 16 October - Korea

Asian Preparatory Conference, CONFITEA VI

15 – 17 October - Paris

*1st World Forum on Lifelong Learning ‘Twelve years after
the Delors report’*
<http://www.3lworldforum.org>

20 – 21 October - Malahide

EAEA General Assembly and AONTAS Conference
Contact jcuthbert@aontas.com for details

26 – 28 October - Adelaide, SA

*Australian Learning Communities Network (ALCN)
National Conference Connecting Faces, Places and Spaces*

28 – 30 October - Brisbane, QLD

*2008 COMMACT International Conference
“Working Together for the Common Good”*

30 October – 1 November - Freemantle, WA

ALA National Conference

11 – 14 November - Denver, Colorado

AAACE 2008 Conference

8 – 12 December - Sydney, NSW

*International Consortium on Experiential Learning (ICEL)
conference ‘The Identity of Experience’*