



Adult Learning Australia Inc

2005



Adult Learning  
Australia Inc.

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ISBN: 0 949145 39 4  
Design: Grey Worldwide  
Printing: Pirion



ALA was funded for this period by a grant from the Australian National Training Authority. Other sources of funding are membership fees, publication sales and project revenue, including the Department of Education, Science and Training



## our mission

### **Our Mission is to Advance a Learning Society by:**

- advocating and promoting accessible and quality learning
- researching and advancing innovative approaches to learning
- developing and influencing policy of adult learning
- celebrating the joy of learning

Adult Learning Australia (ALA) is a national organisation with members in all states and territories who represent very diverse aspects of adult learning in Australia. ALA is governed by a national board and run by a national office based in Canberra.

### **Members of the National Board during the year ended**

#### **30 June 2005:**

- Deirdre Baker
- Rita Bennick
- Vaughan Croucher
- Karen Ireland
- Dorothy Lucardie
- Roger Morris
- Jim Nicholls
- Garry Traynor

### **Members of ALA Staff during the year ended**

#### **30 June 2005:**

- Ron Anderson
- Margaret Bates (left 4 March 2005)
- Kathy Burton
- Diana Coxhead
- John Cross (left 13 August 2004)
- Naomi Grainger
- Mary Hannan
- Mirianne Jovanoski (left June 2005)
- Jacqui Levan (June 2005)
- Peter Murphy
- Phil Robson (left 11 February 2005)

### **Visiting Research Fellows during the year ended 30**

#### **June 2005:**

- Dr Barry Golding, Senior Lecturer, University of Ballarat
- Peter Kearns, Managing Director, Global Learning Services
- Dr John McIntyre, Independent Research Consultant
- Kris Newton, Director, Cervelle Consulting

The 2004-05 year marked some significant events for Adult Learning Australia. The surprise announcement of the closure of ANTA in November 2004, after the fourth Howard Government was elected, re-focused our attention from long term to immediate survival.

I am pleased to say through the astute and quick action of the Executive Director a new contract with DEST was achieved ensuring in the medium term, our work to advance a learning society continues.

One of the significant markers in this cause was the release of the *Achieving Australia as an Inclusive Learning Society* a report, authored by Peter Kearns, ALA's first Visiting Research Fellow. With the continuing rise of vocationalism dominating the education policy and therefore the education funding agenda, ALA through Peter's engagement, took the initiative to promote a national dialogue on future directions for lifelong learning in Australia.

As ALA's Mission is "to advance a learning society", we sought to generate productive debate and discussion around the broad issue of lifelong learning in our society. In doing so, we encouraged the process of providing a futures oriented position for lifelong learning in Australia through to 2010 and beyond. In this way, we have striven to assist in better positioning our nation to proactively embrace the opportunities and challenges of a global knowledge society and economy.

The ALA Report was released in June 2005 and has stirred a national conversation that will be taken forward to the ALA Conference in Canberra 2005 and we believe beyond. This has been a very significant development for ALA and it is expected that other reports and papers will be developed in the coming year.



One of the highlights of the ALA year is the annual conference. The Glenelg conference in South Australia, Bridging Cultures, Learning Across the Generations, proved to be a forthright success due largely to the efforts of the South Australian organising committee to whom we were very grateful. We were pleased to be joined at the conference by Marjean Buckner, President of the American Association of Adult and Continuing Education (AAACE). This marked the second year where joint AAACE/ALA conference attendance has occurred and highlights our growing cooperation.

This year's Adult Learners' Week themes, *Intergenerational learning and sharing between the generations*, influenced the choice of our international guest speaker, Dr David McConnell, representing Age Concern, Northern Ireland. Dr McConnell is heavily involved in international forums providing advice and support for intergenerational programs. He was well received at the many functions and workshops he attended during the week.

The coming year will, for ALA, remain challenging. It remains our intention to continue to press the debate forward on the extent, nature and value of adult learning. We will be doing this both nationally and internationally and we will continue to remind policy makers of the wider benefits of learning. Our engagement here with departments other than education is, we believe, crucial and to this extent we hope to muster support for a national declaration on adult learning.

I extend my thanks to the ALA Board for their on-going support in our efforts to progress the cause of Adult Learning. To the retiring board members, I extend on behalf of the wider membership, our thanks to you. To our new board members taking up their positions, I extend our welcome.

Finally I pay tribute to Ron Anderson and his team, particularly our Visiting Research Fellows, for a great effort in difficult circumstances. I look forward to working with all concerned to further ALA's mission in the coming year.

**Garry John Traynor, President**

Adult Learning Australia is a national body representing organisations and individuals in the adult learning field. Our members, in all States and Territories, reflect the diversity of adult learning.

They include adult educators in universities and TAFEs, community education providers, community workers, librarians, individual tutors and trainers, volunteers and students.

ALA communicates with members and many stakeholders through its quarterly magazine *Quest*, the *Australian Journal of Adult Learning (AJAL)* which is published three times a year, the ALA website [www.ala.asn.au](http://www.ala.asn.au) and the Learning Communities Catalyst website [www.lcc.edu.au](http://www.lcc.edu.au).

#### Discussion points arising from the inaugural Council

##### Meeting November 2004 included:

- the key question is how can we do the work of the Association more efficiently/effectively?
- need to embed the Council meeting into the Conference
- could we use roundtable to explore issues?

#### Membership Summary by State and Type

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	O/seas	Totals
Individual	11	76	9	29	30	5	33	11	4	208
Organisation	8	42	3	8	11	6	46	9	3	136
Online	3	14	0	3	2	2	2	2	1	35
MALA		0		1						1
Life		4		1						5
<b>Totals</b>	<b>22</b>	<b>136</b>	<b>12</b>	<b>42</b>	<b>43</b>	<b>13</b>	<b>87</b>	<b>22</b>	<b>8</b>	<b>385</b>

#### Membership

The Board developed two strategies to effectively engage the membership under the new national structure. Firstly a mechanism was formulated as a basis for members to come together around their special interests. These ALA NETWORKS of special interest were operationalised throughout the country during 2004-05. Building on this first strategy was a second one aimed at encouraging a voice from the special interest groups to inform the Board around future policy directions. To this end a Council structure was proposed for each national conference to provide a forum for the collective voice of members. The first Council meeting was held at the 2004 Conference in South Australia.

- the need to develop a range of networks across the broad field of adult learning. For example Aboriginal, ACE, Prison Education, and Research
- It was felt given appropriate support such networks would evolve over time.

#### Round Table Meeting

During the reporting period the *You can too* submission (which explored some of the issues around adult learning) was completed and well received by the Department of Education, Science and Training (DEST). Garry Traynor and Ron Anderson attended the Minister's Round Table meeting as a follow up to the submission. Garry was invited to speak at the event on the subject of having a government policy on Lifelong Learning.

## advocating and promoting accessible quality learning



ALA President Garry Traynor (R) congratulates Howard Hillam from Charles O'Neill House on winning the program of the year award, watched by Peter Kelly (Charles O'Neil House), and Anne Baly (DEST) Photo: edwinniz@senet.com.au



Matthew Walters, a NZ guest, speaking at the ALA conference final plenary

### ALA National Awards

The national awards were presented by Ann Baly from the Department of Education, Science and Training and were built upon a collaborative partnership between the Department of Education, Science and Training; the Australian National Training Authority; and Adult Learning Australia. They were the highlight of the 44th Adult Learning Australia Conference dinner held in the ballroom of the Stamford Grand Hotel Glenelg SA.

Winner of the Australian Adult Education Program of the Year went to **Charles O'Neill House**, an innovative St Vincent de Paul education project in Crown Street, Surry Hills. The runner up was **LEEF Community Garden**, developed from ideas generated by young adult students with intellectual disabilities. The winner of the Australian Education Provider of the Year was **Workplace Education Adelaide TAFE**. The runner up was **St George & Sutherland Community College**.

The Australian Adult Educator of the Year was **Mrs Kathy Mason**, who has designed, taught and led training programs for telephone counsellors for Lifeline Australia for the past 12 years. The runner up was **Mrs Debra Quinnell**, manager of Can-Braille, the business arm of the Canberra Blind Society. The winner of the Australian Indigenous Community Provider of the Year was **Booroongen Djugun College** and the runner up was the **Northern Territory Department of Health, Community Services, Interactive Communications and Management Support Systems Unit (IC&MSS Unit)**.

### ALA Annual Conference

The 2004 Annual Conference, Bridging Cultures, held in Glenelg SA provided some exciting challenges and brought together educators and learners from throughout Australia, as well as some overseas guests, eager to share their ideas and research, meet and enjoy the company of others who work or are interested in adult learning and to learn from one another.

Keynote speakers included Joy de Leo OAM JP who argued in her thought-provoking address that the richness of diverse communities adds to deepen knowledge and experience. Kevin Liston, Director of the Australian Refugee Association gave views of the refugee's world and graphically described the long journey of refugees – from homes in a foreign country to their experiences in refugee camps and finally to resettlement.

International guests at the conference included Marjean Buckner, President of the American Association for Adult and Continuing Education. New Zealand guests were Jodi Maniapoto from Literacy Aotearoa and Matthew Walters from the Aranui High School in Christchurch

A total of thirty-five workshops and poster presentations were delivered during the conference, covering four major strands of the Bridging Cultures theme. There was also good representation for the strands of Indigenous Learning and Intergenerational Learning. The conference concluded with a wonderful social function with around 140 guests enjoying a three course dinner and live entertainment by a three-piece jazz group.

### ALA-ANTA Innovation Research Grant 2005

The ALA-ANTA Innovation Research Grant 2005 made up to \$5,000 for projects available to an ALA member to undertake a research project designed to uncover innovative practice in a specified area of adult learning and to provide a resource for other practitioners in the field.

ALA received ten high quality applications for the Research Grant. A selection panel of two internal and two external members ranked the ten applications in order of merit. The panel agreed unanimously that the project outline developed by Cheryl Lewis-Fitzgerald, RMIT Learning Networks (the Researcher) met the criteria and spirit of the ALA-ANTA Innovation Research Grant and intersected with a number of other current interests that Adult Learning Australia has.

This proposal focused on supporting trainers who work with non-traditional learners and how non-formal training which is autonomous can lead to accredited training. This work was based on the research conducted by the Researcher for her Masters of Education Degree entitled, *The Gentle Transformation: The Non-Formal Learning Milieu*.

The utilisation of the non-formal learning milieu has been very successful for marginalised learners (economically disadvantaged, as well as socially disadvantaged – ie recovering addicts). This environment enabled learners to develop an enthusiasm and confidence for learning while also being flexible, self-paced and one that focused on the needs of the individual.

The manual is in two major parts. There is the book, which gives an introduction, and overview of non-formal learning and the background to the 486 Heutagogy (the methodology behind successful non-formal learning). The CD Rom that accompanies this book contains further information on topics, practical exercises, tools you can use, a glossary of terms, and other resources for you to use as required.

This manual was designed to be a practical tool for facilitators and trainers working in this field, in particular, with non-traditional learners. As well as planning, delivering and reviewing autonomous (self-directed) non-formal learning, the manual also includes how to conduct assessment and Recognition of Current Competences (RCC)/Recognition of Prior Learning (RPL) so learners gain accreditation for the skills acquired in this environment. The manual also offers support and recourses for the facilitator/trainer.



### Research Projects

ALA engaged several Visiting Research Fellows during the reporting period. Peter Kearns, a consultant with a special interest in lifelong learning directed a project on generating a national conversation on future directions for lifelong learning in Australia.

The initial web based discussion paper entitled, *Future Directions for Lifelong Learning in Australia*, led a final report, *Achieving Australia as an Inclusive Learning Society*. An electronic copy is available to members on the website at [www.ala.asn.au](http://www.ala.asn.au).

Peter Kearns' national consultations also drew on research undertaken by London University which revealed the wider social and economic benefits of learning across a range of sectors. Three aspects of capital were highlighted, namely Social Capital; Human Capital and Identity Capital.

Kris Newton another Visiting Research Fellow undertook research into the ACE sector and small business – needs and opportunities by examining how the ACE sector might better meet the identified learning/training/professional development needs of small business.

The final report, entitled *Playing the Strong Suit: Adult Community Education & Small Business* makes recommendations on guidelines for good practice for ACE providers in their dealings with the small business clients as well as future clients. A copy of the report is available to members on the website at [www.ala.asn.au](http://www.ala.asn.au).

Dr John McIntyre and Dr Barry Golding also provided policy and other advice to the Executive Director during the reporting period.

### ALA Research Grant 2005

A small research grant was awarded to the Hume Global Learning Village to develop an evaluation strategy which would map the progress of Learning Together 2004/2005 – a strategy plan with key actions. Evaluation was an important part of the process and was tracked at the beginning. The Researcher was Dr Leone Wheeler, RMIT University, who is the convenor of the research committee for the Hume Global Learning Village.

A draft evaluation document was presented to ALA in mid June 2005. The report documented the development of the Hume Global Learning Village and outlined some of the evaluation's key learnings. Key themes reported on were:

- The importance of leadership from the local government to drive the development of the learning community
- The common vision for the development of Hume as a learning community
- The passionate leadership and team at Hume City Learning Department who coordinate and broker the activities developed in the Learning Together
- The development of the learning community relies on connections, networks and partnerships
- Sustainability was linked to resourcing and this is why it is important to have local government on side
- Lifelong learning underpins the development of a learning community
- Participation and celebration were key elements.

The evaluation document will be a valuable framework tool for other learning communities.

### Learning Community Catalyst

An Australian Government Department of Education, Science and Training (DEST) funded project provided an opportunity to review the Learning Community Catalyst website in the period July 2004 to June 2005. The purpose of the project was to respond to a recognised need to provide better information and communication of resources available to learning communities. A review of the website provided a wealth of constructive feedback and overwhelming support for the innovative first ever Australian Learning Communities resource website! A total of 113 participants contributed their views representing over 20 geographical communities and regions across New South Wales, Queensland, Victoria, Tasmania, Australian Capital Territory, Northern Territory and Western Australia. Participants were drawn from a diverse range of metropolitan through to rural and isolated communities.



The review was successful in achieving its four objectives:

1. Reviewing current satisfaction levels of the website.
2. Identifying a range of changes and additional tools.
3. Encouraging a diverse sector engagement in Learning Community discussions.
4. Encouraging Local Government and Business input.

The new look and redeveloped Catalyst Website was launched on 5 July 2005 during the 2005 ALW National Launch in Canberra.

### E-Learning Creative Community Partnerships

The E-Learning Creative Community Partnerships project aimed to create sustainable demand for, and use of, e-learning in communities. The project provided an exciting and innovative platform to enhance and grow community capacity building through effective skills development and to reach under-represented and disadvantaged client groups.

The funding has been made available through E-learning Creative Community Partnerships, which was an initiative of the 2005 Australian Flexible Learning Framework in partnership with Adult Learning Australia.

Eight community projects were selected out of forty one applications. They were:

- Central West Community College, NSW
- IMPACT Make Your Mark (Bundaberg Region Learning Community Group), QLD
- Milang Old School House Community Centre, SA
- Wodonga Institute of TAFE, VIC
- Tasmanian Communities Online, TAS
- Leongatha Education Precinct, VIC
- CHARTTES Advisory Council, NT
- Challenger TAFE, Peel Campus, WA

The selected communities have been implementing their plans and their experiences will be used to inform and engage other community and regional development initiatives on a broader scale.



**International**

**Tsunami Fundraiser**

Over 150 guests attended a gala dinner in February 2005 at Olims Hotel Canberra to raise much needed funds for Tsunami relief and community building in Aceh, Indonesia. The dinner was organised by the Asia South Pacific Bureau of Adult Education (ASPBAE) in partnership with ALA. Over \$22,000 was raised through the night's auction, ticket sales and donations. Funds went directly to the Centre for Women's Resource Development (Pusat Pengembangan Sumberdaya Wanita – PPSW). Funds were also donated by our colleagues from AAACE in the USA.



Maria Khan, Secretary-General of ASPBAE with Sandra Morrison, President of ASPBAE at the tsunami fundraising dinner held in Canberra.

**Lifelong Learning and APEC**

In July 2004, John Cross (former Research Manager ALA) and Anne Baly from DEST represented Australia at an Asia-Pacific Economic Co-operation (APEC) symposium on lifelong learning.

Conference speakers spoke about the weight governments in Taiwan have given to lifelong learning referring to laws in Taiwan ensuring learning opportunities are available to all employees. This legislation reflects the key challenges the government has identified facing Taiwan in the 21st century.

**ASPBAE's Festival of Learning and 40th Anniversary Celebration**

In December 2004 Mary Hannan attended the ASPBAE Festival of Learning in Yogyakarta Indonesia. This event would also celebrate ASPBAE's 40th Anniversary bringing together 150 participants representing South East Asia and the Pacific who utilised the learning space to collectively reflect on the lessons of ASPBAE's forty year history, analyse the current global and regional challenges and deliberate on ASPBAE's future course. The Festival theme, Learning is Freedom underscored the realities and challenges faced by millions of citizens in the current global and regional context. The Festival was a week-long program which consisted of two (2) sets of concurrent regional workshops. The workshops and conversations drew participant's attention to the fact that access to meaningful and empowering learning opportunities have the immense potential to liberate men and women.

The Festival of Learning indeed provided an opportunity to celebrate the unique position that ASPBAE finds itself, forty years after its inception – and participants celebrated in a new found vibrancy.



The Confucius Temple, Taipei. Confucius temples, can be found all over China. Also known as Confucian schools, the temples have traditionally served as centers for Confucian study and education in general.



Mary Hannan at ASPBAE's Festival of Learning and 40th Anniversary Celebration in Yogyakarta.

## developing and influencing policy on adult learning

**ACE Forum**

Gleeson Consulting was engaged by ALA to coordinate and facilitate a two day forum in Canberra in April 2005 to bring together stakeholders in Adult and Community Education from every Australian State and Territory.

The objective of the Forum was to formulate a definition of Adult and Community Education which would serve to promote ACE to the Federal Government and researchers. The Forum also aimed to explore strategies which would lead to increased recognition of ACE as well as recognition of its value to individuals, communities and the nation as a whole.



Dr Kaye Bowman speaking at the ACE Forum held in Canberra in April 2005.

**Flexible Learning Advisory Group (FLAG)**

Adult Learning Australia has continued to represent ACE interests on the national Flexible Learning Advisory Group (FLAG). The 2005 Australian Flexible Learning Framework (2005 Framework) is a national strategy collaboratively funded and managed by the Australian Government and all States and Territories.

The Flexible Learning Advisory Group (FLAG) provided strategic direction and support to the 2005 Framework. It was made up of a strategically-focused group of senior vocational education and training (VET) personnel advising:

- the Department of Education, Science and Training (DEST)
- the Australian Information and Communications Technology in Education Committee (AICTEC)

on national issues related to the directions and priorities for flexible learning in VET, with particular reference to e-learning. Rita Bennink, Board Member has continued in the role of ACE Representative on FLAG. Rita also chaired the Reference Group for the 2005 E-learning Creative Community Partnerships project. This was one of fifteen projects within the 2005 Australian Flexible Learning Framework, managed by Adult Learning Australia. Further details are available under projects at: <http://www.flexiblelearning.net.au>.

**Seniors Portal Forum for Lifelong – Lifewide Learning**

Mary Hannan, Assistant Executive Director (Innovative Projects) representing Adult Learning Australia, was a panel member on a Lifelong – Lifewide Learning Q&A Forum during the reporting period.

The Seniors Portal ([www.seniors.gov.au](http://www.seniors.gov.au)) was one of eighteen customer-focused portals that made up the Australian Government's portals framework, launched in 2000 as part of the Government On-Line Strategy.

The Seniors Portal was recently re-developed in 2004 as the Australian Government's flagship site for older Australians. One of its important features was the Seniors Portal Online Community which involved four exciting interactive features based on the needs and interests, highlighted by the seniors community. The Lifelong – Lifewide Learning Q&A Forum approached adult learning from many perspectives: formal learning, informal learning and non-formal learning. Mary was joined on the Forum by Dorothy Braxton, founder of U3A Online, Barbara Pamphilon, University of Canberra and Gloria Robbins, Volunteers for Isolated Students Education.

**Presentations**

The following research papers and presentations were undertaken in the reporting period and most are available on our website [www.ala.asn.au](http://www.ala.asn.au).

**Adult Learning:** Removing barriers, not creating them (John Cross)

**How far can we stretch?** Flexible learning for community service workers in Far West NSW (ALA-ANTA Innovation Research Grant report from the Centre for Community Welfare Training)

**Funding and certainty** in community-based organisations (Gary Traynor, presentation to the AAACE Conference, Louisville, Kentucky)

**Towards a Learning Revolution in Australia:** Consultation Paper on Future Directions for Lifelong Learning (Peter Kearns)

**Playing the Strong Suit:** Adult Community Education & Small Business (Kris Newton)

**Achieving Australia as an Inclusive Learning Society** (Peter Kearns)

**RPL and mature age job seekers** (ALA-ANTA Innovation Research Grant report by Roslyn Cameron)

**Learning Communities Catalyst** (Mary Hannan, presentation at the Australian Learning Community Networks Conference)

**ALA invited by DEST** for meeting with Chilean delegation on lifelong learning

**Intergenerational Learning** – (Ron Anderson Radio National ABC program Presentation).



### Adult Learners' Week 2004

Adult Learners' Week (ALW) 2004 was celebrated around the country with the most events and activities ever recorded. Surveys conducted by ACNielsen and ALA revealed awareness in the Adult and Community Education (ACE) and adult learning communities were at an all time high.

Media interest in ALW resulted in hundreds of print articles and radio interviews being conducted across the country. ALW was celebrated with a diverse variety of activities, events and ceremonies Australia-wide. Themes of ALW 2004, *Intergenerational learning and sharing between the generations* were embraced by many organisers of ALW events.

### Intergenerational Learning and sharing between the generations

Proston State School, Queensland opened its doors at an Adult Learning Open Day during the ALW celebrations. The Open Day brought together adult learners in the community with school students involving them in a variety of fun and interesting activities. Sessions included baking breads, working with wood, arts and crafts, an internet café, soap and card making.

ALW coordinator, Heather Carfoot said, "The students and adult learners worked together in the sessions and it really was a sharing between the generations."

ALA Executive Director, Ron Anderson said, "Over the years I have worked with many school communities and many intentionally, or otherwise, still have barriers between themselves and the wider community. This initiative by Proston transcends all of that."



The International Guest Speaker for Adult Learners' Week 2004 was Dr David McConnell B.Ed., M.Sc.,

### Australia warmly welcomes international guest speaker

ALA invited international guest speaker Dr David McConnell to take part in ALW celebrations in 2004. Dr McConnell, representing Age Concern, Northern Ireland, was heavily involved in providing advice and support for intergenerational programs during the reporting period. Travelling extensively across Australia he delivered presentations, conducted workshops, attended launches and captured Australia's attention in the print and radio media.

During his visit he said he was "struck by the number of issues we have in common including an ageing society, concerns about literacy levels and young people unequipped for the world of work."

Events during the Week attracted a wide cross section of adult community learners and the intergenerational theme also drew people together from fields such as volunteering, aged-care, local government and those concerned with ageing issues. The Australian guest speaker was Mr Peter Thompson, presenter Radio National who conducted workshops during ALW on the balance between work and life.



Sharing between the generations (picture is courtesy of Proston State School).

## celebrating the joy of learning

**Balancing Life, Learning and Work**

There was a range of formal events held throughout the country to celebrate ALW 2004. Two are featured here:

The City of Hobson's Bay, situated on Port Phillip Bay is a remarkable adult learning community. Hobson's Bay Council's City Plan recognises the importance of lifelong learning and is committed to nurturing a strong, active, proud, diverse, sustainable and empowered community.

During ALW staff from the Hobson's Bay City Council and Library organised events in various locations across the region including Altona Green, Altona North, Newport and Seabrook. One of the highlights was the Learn @ Work Day workshop hosted by Hobson's Bay City Council (HBCC). The theme of the workshop was the "balance between work and life in today's society," presented by Peter Thompson, from the Radio National's Breakfast Program and the ALW 2004 Australian Guest Speaker.

Neighbourhood Development Officer, Tamara Churchill said, "The main driving factor for hosting a Learn @ Work Day event in 2004 was to promote and celebrate the concept of lifelong learning amongst Council staff."



Staff from Hobson's Bay City Council and ALW Guest Speaker, Peter Thompson (picture courtesy of HBCC)

**Building Networks**

The Executive Director, staff and Board members represented Adult Learning Australia at the following conferences:

- AAACE Conference (USA)
- Australian Learning Communities Conference (third)
- ASPBAE Festival of Learning and 40th Anniversary Celebration
- ACE Aotearoa Conference (NZ)
- Adult Learners' Week National Programme
- APEC Symposium, Taiwan

**Queensland ALW Award winners**

As part of ALW, Queensland gave recognition to outstanding adult learners and providers in an awards ceremony presented by Noel Whittaker, author, financial guru and lifelong learner at the Granite Belt Community Learning Centre in Stanthorpe on Wednesday 1 September 2004. This year's ceremony was watched (with the help of modern technology) by people in Chinchilla, Maryborough, Yeppoon, Charleville, Pittsworth and Cloncurry at their local learning centres.

Winners of the 2004 Queensland ALW Awards were: Virginia Thorley, (breastfeeding scholarship and research) as Outstanding learner; Patrice Calleja (Teacher, Modern Jive); Greenslopes Private Hospital, Outstanding workplace; SeniorNet Association Inc. for Outstanding provider. The Outstanding program went to the Access Unit, Faculty of Aboriginal and Torres and Strait Islander Studies for their training offered to learners. The Access Unit is located at the Tropical North Qld Institute of TAFE.



Front row, L-R: Tracy Anlezark; Jennifer Trevino; Ginny Gerlach; Virginia Thorley; Kerry Page from Greenslopes Private Hospital. Back row, L-R: Denis Beasley from SeniorNet Association Inc; Douglas Tait from the Tropical North Qld Institute of TAFE's Faculty of Aboriginal and Torres Strait Islander Studies Access Unit; Patrice Calleja.

**HOUSTON & HANNA**  
CHARTERED ACCOUNTANT

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**INDEPENDENT AUDIT REPORT TO THE MEMBERS OF  
ADULT LEARNING AUSTRALIA INCORPORATED  
FOR THE YEAR ENDED 30<sup>TH</sup> JUNE, 2005**

**Scope.**

I have audited the attached financial statements of Adult Learning Australia Incorporated (The Association) for the year ended 30th June 2005. The Committee is responsible for the preparation and presentation of the financial statements and the information they contain. I have conducted an independent audit of these financial statements in order to express an opinion on them to the members of the Association.

My audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance as to whether the financial statements are free of material misstatement. The procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial statements, and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial statements are presented fairly in accordance with Australian Accounting Standards and Statutory requirements so as to present a view which is consistent with our understanding of the Association's position and the results of its operations.

The audit opinion in this report has been formed on the above basis.

**Audit Opinion.**

In my opinion,

- (a) The financial statements of the Association are properly drawn up
- (i) So as to give a true and fair view of matters required by subsection 72(2) of the Associations Incorporation Act 1991 to be dealt with in the financial statements
  - (ii) in accordance with the provisions of the Associations Incorporation Act 1991; and
  - (iii) in accordance with proper accounting standards, being Applicable Accounting Standards
- (b) I have obtained all the information and explanations required;
- (c) Proper accounting records have been kept by the Association as required by the Act; and
- (d) The audit was conducted in accordance with the rules of

Adult Learning Australia Incorporated.

  
\_\_\_\_\_  
Kim Hanna FCA  
Registered Company Auditor  
Date: 19/8/05

A complete set of accounts is available from the National Office upon request.

<b>ADULT LEARNING AUSTRALIA INC</b>			
<b>STATEMENT OF FINANCIAL PERFORMANCE</b>			
<b>FOR THE YEAR ENDED 30 JUNE 2005</b>			
	Note	2005 \$	2004 \$
<b>REVENUE</b>			
Revenue from ordinary activities	2	1,342,249	1,413,465
<b>EXPENSES</b>			
Project expenses	17	(734,309 )	(793,587 )
Employee benefits expense		(321,693 )	(351,373 )
Depreciation expense		(6,772 )	(11,796 )
Other expenses from ordinary activities	3	(257,491 )	(249,734 )
Surplus from ordinary activities	12	<u>21,984</u>	<u>6,975</u>
<b>TOTAL CHANGE IN MEMBERS' FUNDS</b>		<u><u>21,984</u></u>	<u><u>6,975</u></u>

The accompanying notes form part of this financial report

**ADULT LEARNING AUSTRALIA INC**  
**STATEMENT OF FINANCIAL POSITION**  
**AS AT 30 JUNE 2005**

	Note	2005 \$	2004 \$
<b>CURRENT ASSETS</b>	4	820,550	569,251
Cash assets	5	21,387	170
Receivables	6	<u>82,016</u>	<u>3,035</u>
Other assets		<u>923,953</u>	<u>572,456</u>
<b>TOTAL CURRENT ASSETS</b>			
<b>NON-CURRENT ASSETS</b>	7	417	417
Other financial assets	8	<u>17,366</u>	<u>17,708</u>
Property, plant and equipment		<u>17,783</u>	<u>18,125</u>
<b>TOTAL NON-CURRENT ASSETS</b>			
<b>TOTAL ASSETS</b>		<u>941,736</u>	<u>590,581</u>
<b>CURRENT LIABILITIES</b>	9	64,291	1,640
Payables	10	41,187	32,395
Provisions	11	<u>640,577</u>	<u>375,936</u>
Other		<u>746,055</u>	<u>409,971</u>
<b>TOTAL CURRENT LIABILITIES</b>			
<b>NON-CURRENT LIABILITIES</b>	10	<u>3,528</u>	<u>10,441</u>
Provisions		<u>3,528</u>	<u>10,441</u>
<b>TOTAL NON-CURRENT LIABILITIES</b>			
<b>TOTAL LIABILITIES</b>		<u>749,583</u>	<u>420,412</u>
<b>NET ASSETS</b>		<u>192,153</u>	<u>170,169</u>
<b>MEMBERS' FUNDS</b>	12	<u>192,153</u>	<u>170,169</u>
Accumulated surpluses		<u>192,153</u>	<u>170,169</u>

The accompanying notes form part of this financial report

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