

ADULT LEARNERS' WEEK THE NATIONAL STRATEGY 2003

Statement of intent

This document has been developed by the Adult Learners' Week National Management Team (Adult Learning Australia [ALA]). It sets out the approach that ALA intends to take towards the national aspects of Adult Learners' Week.

It is important to note that the references to State and Territory activities are not prescriptive, rather they suggest ways of developing an effective and cohesive national campaign, whilst allowing room to address State-specific issues and for regional 'flavours'.

However, we do see value in the adoption of national branding elements, in using the national website, and in sharing planning information regularly.

This strategy has been informed by wide consultation with a range of key stakeholders, including State representatives, learning providers, marketing specialists, literacy specialists and learners, as well as by the results of the AC Nielsen NCVER evaluation of Adult Learners' Week in 2001 and 2002.

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February 2003

- Contents-

1. OVERVIEW
2. THE NATIONAL STRATEGY FOR ADULT LEARNERS' WEEK 2003
 - 2.1 Audiences
 - 2.2 Administration
 - 2.2.1 Role of the National Management Team
 - 2.2.2 Role of State Co-ordinators
 - 2.2.3 The National Management Team
 - 2.2.4 ALA as Post-box
 - 2.2.5 National Planning timeline
 - 2.3 Promotional Campaign
 - 2.3.1 National & State-based campaigns
 - 2.3.2 Focus
 - 2.3.3 Tagline
 - 2.3.4 Images
 - 2.3.5 Medium & copy
 - 2.3.6 Call to action
 - 2.4 Campaign support
 - 2.4.1 National Adult Learners' Week website
 - 2.4.2 Online Adult Learners' Week calendar
 - 2.4.3 1300#
 - 2.4.4 Reading Writing Hotline
 - 2.4.5 Learning audit tool
 - 2.4.6 Adult Learners' Week kit for learning providers
 - 2.5 Other key national elements
 - 2.5.1 Research
 - 2.5.2 Seminar:
 - 2.5.3 Competitions
 - 2.5.4 National Awards
 - 2.5.5 National Launch activity
 - 2.5.6 International Guests
 - 2.5.7 Learn at Work Day
 - 2.5.8 Learners' Forum
 - 2.5.9 Launch of Learning Communities website
 - 2.5.10 Publications
 - 2.5.11 Evaluation

1. OVERVIEW

Adult Learners' Week

Adult Learners' Week is an international festival of adult learning. It has been celebrated in Australia since 1995.

In Australia the purpose of Adult Learners' Week is to celebrate and promote all forms of adult learning. As such, the Week seeks to convey positive messages about the range and value of adult learning to individuals within the community, to policy-makers, to the private sector and to the media.

The Week also provides a focus for informed discussion about the current provision of adult learning in Australia and an opportunity to consider what improvements are needed to take Australia forward.

The Week operates on three-tiers of activity. At its core, the Week consists of hundreds of community-level events designed to promote the benefits of learning, and the specific opportunities for participation available within local communities.

Each State and Territory government receives funding from ANTA to assist with Adult Learners' Week activities in their States. Many States and Territories forward this money onto community learning organisations in the form of small grants. The State and Territory governments also stage high profile State-based activities such as launches, award ceremonies, seminars, Breakfasts, Lunches and Dinners.

ANTA provides funding to address national aspects of the Week. This money allows the development of consistent branding, a national approach to the media, and national activities such as competitions and international guest tours.

At present, and for the foreseeable future (at least until 2005), the national management of Adult Learners' Week rests with Adult Learning Australia, a national non-government organisation whose mission is to promote and foster the value of learning.

Background

Over the past few years, participation in Adult Learners' Week by Australia's learning community has increased. The ACNielsen evaluation of the Week has also found that awareness of the Week, both as an event and in terms of specific publicity, is relatively high and increasing.

Concurrent with this increase in participation and recognition of Adult Learners' Week has been a concerted effort by ALA to sharpen the focus of Adult Learners' Week and to clarify key aspects of its management. This process has been undertaken to maximise use of resources and reduce wastage through duplication of efforts. Clarity and focus have also assisted in attaining greater engagement in the Week by the media.

2. THE NATIONAL VISION FOR ADULT LEARNERS' WEEK 2003

2.1 Audiences

The audience for Adult Learners' Week is, at its broadest, the entire Australian population. This may be broken into three areas:

- Learning providers;
- The general public (Active learners and lapsed learners);
- Leaders (Government ministers, policy-makers, Business leaders, the media).

Different messages need to be conveyed to these audiences about, or through, Adult Learners' Week:

- Learning providers need to be shown the benefits of participating in the Week and be given advice and support to enable them to use the Week most effectively;
- The general public is given messages throughout the Week about the benefits to career, health and well-being that stem from continued engagement in learning activities;
- The Leaders are made aware, through the Week, of the enormous value to the community of current learning activities and are encouraged to consider the potential for this value (in terms of economic productivity, social capital and community cohesion) to increase with further strategic investments.

2.2 Administration

2.2.1 Role of the National Management Team: The National Management Team (Adult Learning Australia) will focus its efforts on speaking to, and about, the learner.

This will mean that national campaign efforts will celebrate the achievements of current learners and will convey the benefits of active participation in learning to lapsed learners.

The national campaign will also highlight the needs of learners seeking, in particular, to convey these needs to learning providers and policy makers, directly and through the media.

In essence, then, we see the role of the national campaign to promote widely, and in broad terms, the nature and benefits of learning.

2.2.2 Role of State Co-ordinators: The national management team acknowledges that, in a federal system, each state and territory has different policy foci and, hence, different priorities for Adult Learners' Week. We would like to build a national approach to Adult Learners' Week that allows for the different State policy directions while maintaining some level of national cohesion for the campaign.

For State and Territory governments, Adult Learners' Week has become a valuable opportunity to promote the work that they have done in the area of adult learning, and to strengthen their relationships with the learning providers in their States.

Given this, it seems sensible for State co-ordination efforts to focus on the learning provider communities in their States, to offer assistance to learning providers so as to allow better promotion of their services, and to provide policy forums in which the

learning community can come together to build for the future, as well as celebrating achievement through the awards process.

In essence then, we see the States' focus as being on using Adult Learners' Week as a vehicle to promote and develop existing learning products and services.

2.2.3 The National Management Team

In the past, the national co-ordination of Adult Learners' Week has largely fallen to one staff member within ALA with direction from the Executive Director of ALA. In 2003 and beyond, the various duties involved in the management of the national Adult Learners' Week campaign will be shared among more ALA staff, allowing for greater productivity from available resources.

The roles and responsibilities of ALA national office staff with respect to the national management of Adult Learners' Week will be as follows:

- **Executive Director:** Provide overall direction and advice; build and strengthen relationships with strategic partners.
- **Communications Manager:** Develop and co-ordinate all aspects of the media campaign, including the production of national campaign materials; placement of CSAs and editorial; liaison with the media; management of key promotional events and Adult Learners' Week national activities, including media exposure for the international guests. Adopting an idea piloted by Western Australia in 2002, marketing students will be engaged to assist with aspects of the publicity campaign.
- **Research Manager:** Develop networks and partnerships, and uncover research, especially with regards to the focus and key national activities; conduct planning consultations and post-Adult Learners' Week evaluations; help devise the national competitions and awards; manage key events such as the seminar, learners' forum and help develop the international guests' speaking program.
- **Innovative Projects Manager:** Provide liaison with Learning Communities; assist with the development of Learners' Forums.
- **Website Manager:** Update and trouble shoot for the Adult Learners' Week website.
- **Business Manager:** Manage and monitor budgets; develop and manage relationship with sponsors; monitor contractual requirements.
- **Membership officer:** Will liaise with ALA members to support them in their participation in Adult Learners' Week.
- **Administrative Assistant & temporary staff:** Will be involved in undertaking administrative tasks, such as mail outs or telephone surveying, as required.

The key contact point for State and Territory Co-ordinators and learning providers will be, once appointed, the Communications Manager.

2.2.4 ALA as Post-box: ANTA has proposed that ALA be engaged to act as a 'post-box' for the States' Adult Learners' Week grant money. In the proposal ALA would take over, from ANTA, the task of sending out letters offering the grant, receiving from the States and Territories their proposals, forwarding the money and collecting the acquittals. The distribution of the funds would be determined by ANTA based upon the population model previously used.

The finer details of this proposal are still be worked out by ANTA and will require careful attention to accountability issues.

2.2.5 Indicative national planning timeline:

February-March:	<ul style="list-style-type: none"> Consultation Process (including State & Territory ACE units) Put campaign development out to tender Appointment of Communications Manager Finalisation of National Business plan
March-April:	<ul style="list-style-type: none"> Development of national promotional materials Development of media strategy & initiation of long-term media strategies Development of website Development and promotion of competitions Initiate planning for key national events (including International guest tour)
May-July:	<ul style="list-style-type: none"> Continue key events-planning Stage information literacy seminar in conjunction with ALIA Prepare and initiate mid-range media strategies (including placement of CSAs & other electronic media)
August:	<ul style="list-style-type: none"> Finalise and promote key national events Intensive media liaison (especially focused on interviews)
September:	<ul style="list-style-type: none"> Adult Learners' Week: Monday 1 – Sunday 7 September Launch of National Awards process Announcement of national competition winners
September-December:	<ul style="list-style-type: none"> Production of Adult Learners' Week publications Evaluations of Adult Learners' Week 2003

2.3 Promotional Campaign

2.3.1 National & State-based campaigns: In keeping with the above differentiation in focus for National and State Co-ordination efforts, the following strategies are proposed:

To unify efforts and strengthen the profile, all Adult Learners' Week promotional and other material, whether produced at the local, state or national level will be required to carry basic national branding elements. This will involve, at minimum, the Adult Learners' Week script logo introduced in 2002, and the address for the national website. Promotions for Adult Learners' Week should also have aspects, such as colour or design approach, in common with the national campaign.

State and Territories will be provided with branding elements, and other generic national campaign elements, to allow them to develop paper-based promotional materials relevant to individual State's interests and needs. Responsibility for production and distribution of these materials will rest with the States but templates will be made available on the website.

We will consult closely with the designers to ensure there is flexibility in the templates to allow State branding while retaining the recognisable national look.

ALA will focus on the development and dissemination of the national promotion (including any print and electronic material). The national management team will also develop products (raw footage, media releases, advertorials, opportunities for interviews) for placement in a wide range of media across the nation. The national management team will liaise directly with media outlets to place these promotions in the most strategic manner possible but will keep the States informed of developments. The States' media/communications teams will be asked to keep in close touch with the media manager to avoid duplication or mixed messages to the media and to maximise advertising dollars.

As outlined earlier, all national campaign promotional efforts will be of a broad generic nature, focusing on raising awareness of the nature and benefits of learning for all Australians.

2.3.2 Focus: The AC Nielsen NCVER evaluation has shown that having a specific focus for the Adult Learners' Week campaign efforts did not reduce the impact of the campaign with respect to other, non-target audiences, and that, within the focus audience, awareness was raised considerably. (This was in part because of the skilful images produced by AdcorpGreen.) From a management point of view, having an annual focus for the national Adult Learners' Week campaign efforts, provides a solid grounding for what can otherwise be a vague concept or message and, as such, a focused campaign allows for better communication with potential strategic partners and the media.

The proposed national focus this year is on **literacy**. This focus has been selected because:

- around 45% of Australian adults have inadequate literacy to cope in a sophisticated economy (source: OECD, International Adult Literacy Survey (IALS) 1999);
- 2003 marks the commencement of the International Decade of Literacy;
- it will allow for a better concordance with National Literacy and Numeracy Week which takes place at the same time as Adult Learners' Week, but which focuses on early years of school;
- it offers a broad umbrella focus under which a number of issues – such as indigenous learning, IT literacy, older people's learning, multicultural communities – can be discussed;
- It gives people a tangible reason why they might need to return to learning (to upgrade their literacy skills so that they can participate in a complex and changing world).

It is important to stress that the literacy focus will include not just basic literacy and numeracy skills, but other literacies such as information literacy, financial literacy, legal literacy, media literacy, visual literacy and specialised work-based literacies.

This broad approach is in keeping with contemporary thinking about literacy as being broad and contextual; it is about enabling people to participate in the discourses that impact on their lives.

In this context some statements from the Australian Council of Adult Literacy (ACAL), the peak body for Adult Literacy practitioners, are useful (the following extracts are taken from the Frequently Asked Questions page of the ACAL website: <http://www.acal.edu.au/faq.shtml#faq1>):

What will being literate mean in Australia in the 21st century?

It means being able to participate as a citizen in a democracy, understanding and fulfilling one's role, being able to assess one's needs, having one's say and responding to the views and actions of others by engaging in the range of literacy/communication practices required in the public domain.

It means operating effectively in one's workplace, participating confidently in its routines and practices, interacting appropriately with others according to workplace roles and relationships, reading, writing and speaking the many different types of texts generated within that particular field of work and accurately employing its particular use of language (discourse).

If there is no workplace it means being able to effectively use a broad range of literacy and communication practices in order to successfully negotiate the job market, and community services and their associated bureaucracies.

How is literacy learned?

Education and literacy are not synonymous. Schooling provides a good start in life but it is through continually reading and writing the everyday materials around you, and interacting socially that you learn and practise these skills. The more sophisticated the communication needs of a society, the greater level of literacy that will be required by its citizens.

As a result there is an increasing need to provide opportunities for people to return for formal instruction from time to time during the course of their lives, so that they can continue to acquire and improve their literacy in response to unpredictable social and economic change. Educational institutions at all levels: early childhood and primary and secondary schools, and the vocational and higher education sectors all have a responsibility to induct individuals to forms of literacy in use.*

* to which we would add ACE and less formal learning environments

State and Territory Coordinators will be asked to use Adult Learners' Week 2003 to highlight the products and services that they, and the learning providers in the State, offer to assist the general public increase competencies in the full range of literacies.

It would be useful too for State and Territories to promote the learning products and services that may not specifically relate to improving literacy, but for which low levels of literacy would not be a barrier. The strategy here is to show that low literacy levels are not a barrier to participation in learning. Through engagement in learning activities for which high level literacy is not required, people may feel more confident in pursuing other learning activities that would address their literacy problems.

2.3.3 Tagline: The annual tagline has proved an effective way of capturing the focus of the campaign, while allowing for a broad range of sub-foci within the larger picture. It also helps keep the campaign fresh each year.

The national tagline proposed for 2003 is: *Understand Your World*. This tagline shows that learning is a deep and profound activity. It highlights the literacy focus by showing why literacy is important. The tagline also alludes to the need for continued participation in learning in a rapidly changing and complex world.

The development of the tagline and its placement on promotional material will be further explored, taking into account that some States have taglines they already use in their materials. It will be essential to employ the tagline so that it registers in the audience's mind. Dual slogans may dilute the message.

2.3.4 Images: The AC Nielsen NCVER evaluation of the Adult Learners' Week campaign has shown that the use of real learners has been very successful as the audience feels reassured by the fact that people 'like them' have 'been there' and 'been successful'. There has also been a very positive response to the use of older faces in the campaign as this conveys the message that age is not a barrier to learning.

Given the successes of the recent 'faces' campaigns, and given the increasing focus on the learning needs of older people, it may be a good idea for the national Adult Learners' Week campaign materials in 2003 to maintain the image of the older learner.

The use of more famous people as learning champions will also be investigated more rigorously than in previous years. The use of sporting stars, especially, will be explored. However, like the search for sponsorship, the search for celebrities who are able to promote learning and who are willing to do so for free can be time consuming. The use of local champions might be a more effective strategy and, as such, will also be explored. ALA will be seeking the cooperation of the States in identifying and recruiting champions.

2.3.5 Medium & copy: The specific nature and content of the promotional efforts have yet to be determined although given the focus of the campaign this year and given the demonstrated impact of broadcast media, it is likely that national campaign efforts will include the use of TV and radio. However, in response to the AC Nielsen observation that the campaign should now focus on penetrating more deeply into target areas, rather than striving for increases in recognition across the broad community, more subtle ways of disseminating the Adult Learners' Week message and affecting change will also be explored.

2.3.6 Call to action: The call to action in the national campaign will remain as it has been for the past few years. That is, the campaign will encourage people to consider the benefits that participation in learning can have with respect to their own lives as well as that of the community. The campaign will encourage people to follow up these considerations by actively seeking out and, making contact with, the relevant learning opportunities in their area. In this, the various Adult Learners' Week promotional activities staged by local learning providers are vital because they make the process of learners exploring their options that much easier.

2.4 Campaign support

As discussed above, the main call to action is for people to actively seek out learning opportunities appropriate to their needs. There are a number of support mechanisms to assist in this process:

2.4.1 National Adult Learners' Week website: The national website provides clear information about the nature and purpose of Adult Learners' Week, as well as generalised information about what adult learning is. Through links to national and state-based online directories it serves as a portal to more specific local information.

The website also serves as a central reference point for State co-ordinators and local learning providers, offering insights into the national campaign focus, giving advice for localised marketing strategies, and providing access to contact numbers and emails as well as campaign materials (including CSAs and branding elements).

Feedback from the ACNielsen NCVER evaluation and other sources suggests that the current range of information available through the Adult Learners' Week is of value to users, and the breath and presentation of the information has been praised. The navigability of the website, however, has been raised as an area of concern, and this will be addressed in the early months of 2003.

2.4.2 Online Adult Learners' Week calendar: The online calendar is a live database of all Adult Learners' Week activities happening around the country. Event entries can be added directly to the calendar by event co-ordinators online through a simple, guided process. For ease-of-use, the calendar can be viewed as a complete national list or as a State-specific listing. There is also a search function to allow better navigation.

Arranged by event location, the calendar provides members of the public a way of seeing what activities are on offer in their local area. The listing also provides an invaluable resource to the media. Moreover, it offers one of the few quantifiable measures of Adult Learners' Week reach and rates of provider participation.

Because it is such a useful resource, State and Co-ordinators will be asked to convey to the learning providers in their State the value of including *all* their Adult Learners' Week activities on this calendar at the earliest possible stage. In 2002 some difficulty was caused by local learning providers promoting the 1300 phone number as a contact point, but not supplying event information on the calendar, making it difficult for the 1300 operator to provide information about some Adult Learners' Week activities.

Some refinement of the data-entry process will be undertaken to ensure that entries consistently carry the essential information, such as event location, which is used to sort the calendar entries for display.

2.4.3 1300#: A 1300 telephone number acts as a conduit to other phone numbers. It means that a call may be made from anywhere in Australia for the cost of a local call, and can be diverted to a range of different answering points that may be changed strategically throughout the year. The 1300 number was introduced in 2001. The number was again used in 2002 but usage rates for the number were significantly lower than in the previous year. The reason for this is not clear, but may be attributed to people obtaining information through direct contact with local learning providers.

The continuation of the 1300# is an issue that has not been resolved. It may make more sense, given that State and Territories will be developing their own campaign material, for them to use their own numbers. There is a need, however, for some contact point to appear on national material. For this, the 1300# could be used, with calls coming to ALA in Canberra and then dealt with as necessary – this may include referral to State coordinators, use of the online-directories (including the Adult Learners' Week calendar), or general advice about planning learning pathways.

As with previous years, in answering calls to the 1300# ALA can only provide a referral service and general advice, it does not provide information about specific courses nor does it recommend specific providers.

2.4.4 Reading Writing Hotline: Discussions are being conducted with the Reading Writing Hotline to gauge their ability to handle an increase in phone calls as a response to the Adult Learners' Week focus and to explore how we might help each other meet our common goals.

2.4.5 Learning audit tool: To assist people to better understand their learning needs, and to better plan a learning pathway, ALA is investigating the feasibility of developing a Learning Audit Tool. If feasible, the Tool may be launched during Adult Learners' Week, offering the potential for a tangible 'product' for distribution through the Week.

2.4.6 Adult Learners' Week kit for learning providers: To help learning providers get the most from ALW, ALA will prepare a kit of useful advice about marketing, talking with the media and so on. It will outline what Adult Learners' Week seeks to achieve on the national level, as well as the benefits it can offer local participants in the Week. The kit will be available from the website or be made available in hard copy to learning providers who request it.

2.5 Other key national elements

In addition to the development and management of a national campaign that promotes the nature and benefits of learning, ALA will co-ordinate a number of activities that will help meet the national goals of Adult Learners' Week:

2.5.1 Research: There is a need to support the Adult Learners' Week campaign focus with the latest research. This is of use not only in preparing strategies and developing promotional content, but it is invaluable when engaging the media. While resources do not allow original research to be undertaken, the collation of existing research, collection of information from people working in the relevant areas and the building of networks are all important tasks to help strengthen the campaign.

2.5.2 Seminar: ALA is exploring staging precursor events to ALW during Library Week in May. This might involved a seminar on information literacy.

2.5.3 Competitions: Competitions allow people to become involved in Adult Learners' Week before and during the Week itself. It is also a valuable tool for uncovering stories for use in the media and on the website.

Two national competitions are proposed this year. The first is a writing competition that would be conducted among school-aged children. The children would be asked to submit a piece of writing relating to what learning their parents (and/or other adults in their lives) are undertaking. If of sufficient quality, the stories could combine to form a publication.

The second competition, a photo competition, will be built around Learn@Work Day. Using the model of the 'Day in a Life' coffee-table books, the competition will ask adults to take pictures of the different learning activities that take place in the workplace. If of sufficient quality, the photos could be used in subsequent publications or promotions.

2.5.4 National Awards: Awards are a powerful tool to celebrate and validate the efforts of individuals. The awards process also helps uncover stories of best practise that can be used in the media and in future promotions.

Each State and Territory conduct their own Adult Learners' Week awards. Awards for outstanding learners, tutors and providers seem standard across the States. In addition to these core awards, States and Territories offer different awards designed to reflect their current priorities.

It is proposed that the States and Territories continue to develop, manage and promote their State-based awards as was introduced in 2002.

In 2003 the re-introduction of National Awards is proposed. Three or four awards will be offered, one recognising an inspirational learner, one recognising an inspirational senior learner (over 65 years of age), and the third recognising an inspirational learning facilitator (individual or team). An additional one recognising businesses that support a wide range of learning activity may also be considered.

To avoid replication of the States' efforts, to decrease the potential for confusion, and to take advantage of the enthusiasm for learning created by the Week itself, the National Award process will be launched during the Week. Award winners will be selected and announced early in the following year at an event that can also be used to launch the Adult Learners' Week 2004 planning process. Moreover, the winners announced in early 2004 can be used in the 2004 campaign.

While the full terms and conditions of the national awards have yet to be worked out, an effort will be made to keep the nomination process as simple as possible.

2.5.5 National Launch activity: Most States and Territories have an activity to launch Adult Learners' Week in their State. The national management team does not wish to duplicate or overshadow these State efforts, and it especially does not wish to take media focus away from these by staging a rival national launch at the same time. However, there is a need for some activity to bring attention to the Week and its national themes.

The nature and timing for this national launch activity will be developed in consultation with media experts. In contrast to the often formal nature of the State launches we will explore the potential for a more informal activity such as performance festival or family picnic day. It may also be opportune to link the national activity with the launch of Literacy and Numeracy Week.

2.5.6 International Guests: The international guests have proved to be an invaluable tool in gaining media exposure during the Week. The guests also provide a catalyst for discussion around topics pertinent to Adult Learners' Week themes. Finally, the international guests offer opportunities for Australian innovations and achievements to be showcased overseas, and for international ties to be created or strengthened.

The guests for 2003 have yet to be determined, however, ALA is keen to invite someone from the Asia Pacific region, especially someone with literacy focus, and also someone who can talk about learning in the context of the workplace. Their ability to engage with the media will be an important criterion in selection.

In response to various requests and comments about the itinerary of previous guests, ALA will take full management of the guests' tours. This will mean that the guests will be not be offered to State and Territory co-ordinators as a matter of course, but as appropriate to the individual guest's area of expertise and presentation style. Some reimbursement of the costs of the international guests will be sought from those States staging events involving the international guests.

Efforts will be made, where possible, for guests to visit regional centres. To allow for a more relaxed, less demanding schedule, as well as offering an opportunity for pre-Week publicity, the potential for bringing the guests out for two weeks will be investigated.

If State or Territory Coordinators are unable to use the guests, they will be encouraged to source and pay for other guests, domestic or international, that better suit their purposes.

2.5.7 Learn@Work Day: To encourage business leaders to become more active champions of learning, especially in and through the workplace, a Learn@Work Day will be reintroduced. Through partnership with key business leaders, it is hoped that the Day will turn the spotlight on the opportunities for learning at and through work, as well as make the case to Australia's business community that money spent on work-place learning is an investment not an expense. It will also be designed to attract media attention and to highlight that work can be fun as well as beneficial, thus encouraging more reluctant learners to have a go.

The nature, promotion and management of the Learn@Work Day will be determined in consultation with key members of the business community.

2.5.8 Learners' Forum: Taking a lead from the UK model there is potential to stage, during Adult Learners' Week 2003, some kind of forum – whether virtual or actual – that empowers committed learners to not only celebrate their experience as learners but raise their concerns.

Such a forum would allow the voice of the adult learner be heard in an environment thus far dominated by policy-makers and learning providers. The forum would also be an opportunity to empower learners to become lobbyists and/or offer some insights into the different learning methodologies and the notion that learners have rights. As this is a new idea to Australia work would need to be done in helping learners find their voice. Australia's public libraries and/or the learning communities may be ideal partners in this activity. The forums could provide activities in which federal politicians could become involved.

2.5.9 Launch of Learning Communities website at Parliament House: The ALA National Office contribution to ALW is likely to be the launch of the learning communities website currently under development..

2.5.10 Publications: A publication or publications may be developed from material gathered from the various Adult Learners' Week activities as a way of extending the value of the Week. The content of the publications may include the competition entries, seminar proceedings, and/or research undertaken around the Adult Learners' Week focus on literacy.

2.5.11 Evaluation: To continue effective development of the Week in response to changing conditions, the measurement of achievements is vital. Indicators such as usage of the website the 1300#, and the online calendar offer a guide to trends and, through that, a comparative indication of success. Additional evaluations, such as telephone surveying and face to face meetings also offer valuable feedback, especially from members of the learning provider community, how well the Week is meeting their needs. These evaluations will continue in 2003.

To help extend the life of the recently complete ACNielsen NCVER evaluation of Adult Learners' Week, the possibility of asking a couple of key questions through national omnibus surveys is being considered, so that areas such as awareness of Adult Learners' Week and its messages can be monitored.