

QUEST

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Café with a conscience

Hobart's social enterprise Hamlet Café is a stepping stone for people looking for work in the hospitality industry.

If you call in to Hobart's busy Hamlet Café on any Monday morning you're likely to be served by Alix, a lively and popular staff member who is greeted enthusiastically by regulars pausing to pick up a coffee on their way to work.

Until she started work at Hamlet Café, Alix's disability had been a barrier to finding work. Now she is thriving.

Hamlet Café is a not for profit social enterprise that aims to provide Tasmanians who have had trouble finding work with hands on training in hospitality skills, confidence and practical work experience.

'One of the things we do here is try to make connections with our local community from the food we source; to who we employ; to how we treat our customers.'

Hamlet café manager and co-founder Emily Briffa.

The cafe opened in February 2016. Manager and co-founder Emily Briffa says its goal was to offer experience and training in hospitality to 20 newly arrived migrants and long-term unemployed people.

Just six months on, 25 trained volunteers have left the café for paid work in a range of jobs in both hospitality and beyond. 'We were blown away,' Emily says.

An approach from a parent got them thinking about expanding their volunteer pool. 'A woman approached us who had a daughter who had Downs Syndrome and she asked us to see if we could help get her daughter some work experience. We decided to take her on and we found that it was a beautiful opportunity for us to work with people with mental or physical disabilities.'

Statistics are just one part of the story of success, Emily says. 'Stats are all well and good but it's the quality of life gains that make all the difference.'

'Our aim is to build a sense of community, a space that is safe where people can grow and evolve and begin a new chapter of their lives. Both our volunteers and their parents

(Story continues on p. 3)

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**Adult
Learning
Australia**

*Lifelong and
lifewide learning
for all Australians*

Message from the CEO



The newly released Community Council for Australia's report *The Australia We Want* states 'Not-for-profits are at the heart of our communities; building connection, nurturing spiritual and cultural expression, supporting the vulnerable and enhancing the productivity of all Australians'.

Welcome to the last edition of *Quest* for 2016 and my first as CEO of Adult Learning Australia (ALA).

In my first few weeks I have been busy meeting with the many dedicated people and organisations in the sector committed to lifelong and lifewide learning. There are so many inspiring stories out there. I have had the privilege of hearing about some of the transformations that have taken place in people's lives because of their involvement with adult and community education. It is important that we celebrate the great work that we do and share our expertise with others to enact possibilities and create social change. I was reminded of the level of human resilience again when listening to the case studies presented at the October ALA forum in Canberra on mental health, where I acted as MC.

I am a passionate advocate for sharing stories and ensuring opportunities for us to learn from one another. As a community development practitioner and social justice advocate I have worked in both government and the community sector; taught at TAFE and lectured at University for different periods throughout my career.

It is an interesting and challenging time for me to come into the adult learning space; there are fast paced changes occurring at many levels that will impact on us all. In periods of hardship and transition it is helpful to have a core set of ethics or values in place as a reference point. In 2013, I travelled to the UNESCO University of Peace in Costa Rica to study a program on Education for Sustainable Development (ESD) using the Earth Charter.

The Earth Charter came out of UNESCO in the 90s. It states that, 'we urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community'. For me, at least, the Earth Charter provides an ethical framework from which to view the world and our place in it. It serves as a moral compass to drive action for possibilities and hope.

In this edition of *Quest* you will find examples of possibilities and hope; including the volunteer training program at Tasmania's Hamlet cafe to the Pathways to Education project in Adelaide, supporting women subject to domestic violence to find new connections and meaning through education.

The ACE sector is a key pillar of the not for profit sector; it fosters opportunities, leadership and partnerships to ensure a more just and sustainable future.

December 10 is United Human Rights Day. The right to education is not only a human right but learning is essential to health and wellbeing. This was confirmed recently, when I had the good fortune of hearing First nation speaker, Chief Wilton Littlechild, from Canada, tell us at the Lowitja Institute conference in Melbourne, that 'Yes, people want to learn but they want to learn differently'. This is what adult learning is all about!

I look forward to representing ALA and I am keen to hear from any of you by email or phone in the future.

Jenny Macaffer
CEO

<http://www.earthcharter.org/discover/the-earth-charter/>



Working at the cafe has brought volunteer Doug out of his shell.

(story continued from p. 1)

think what we're doing here is amazing. We have volunteers who work here as well as in paid jobs because they love being here. They make friends, they meet new people, and quite a few of the parents have told me they never thought their child would be as independent as they see them being here.

'We treat everyone the same here apart from the fact that some require one-on-one attention. It's a beautiful experience for the volunteers we have working for us because quite often they have been stuck in jobs that are quite monotonous and not necessarily very socially engaging, whereas working in hospitality you get to meet all sorts of people every day and it's highly social.'

The community also benefits from the social enterprise. 'Our customers are exposed to people they don't generally see working in hospitality.'

As part of their training volunteers come in for a few hours in either the mornings or afternoons and shadow an experienced staff member.

'They might like to work in the kitchen or out front. So if they

'Each time I go back it feels a lot more comfortable and I feel more familiar and I notice staff don't feel they have to prompt or remind me how to do things anymore. It's been good to take charge and just develop through practise.'

Doug, Hamlet volunteer.

want to work in the kitchen they start with prep out back. If they want to work out front they start by taking out orders, taking out coffees, and then moving on up so they are working independently.

'Our four stage training program is totally dependent on the skill level of the volunteers. Some high needs volunteers get a separate program. We provide people with training in basic skills such as showing up on time, wearing a uniform, and working as a team.

'We work with a few different organisations such as Parkside Foundation and Epic Assist who send their clients through to get work experience with us. Each week, we send them updates on how people are going and any issues that arise or ways they can offer support and assistance.'

Not all of their volunteers will go on to full time work in hospitality. 'Some people's ADHD or autism might prevent them from working full time in a café or restaurant but working with us at Hamlet provides them with a real confidence boost, occupies their time in a really positive way and connects them with other people.'

Emily would love to see more businesses trying this approach. 'I think providing work experience to people from all walks of life is really important especially in Tassie there's such a sense of community here so why not try to help each other out as much as we possibly can?'

The Tasmanian Government recently backed Hamlet Café with a \$80,000 grant to take an additional 50 people facing



Growth in tourism and hospitality in Tasmania go hand in hand.

barriers to unemployment, including 10 with disabilities. Hamlet Café is one of 27 projects sharing in \$2.46 million worth of funding as part of the Government's Training and Work Pathway Program.

Doug took a break from work in the community service sector two years ago and has found it hard to get anything other than casual work so his confidence has taken a bit of a beating. Doug was nervous on his first day at Hamlet Café. 'I tend to be a bit shy and reserved.'

But the staff soon put him at ease. 'They are very friendly and approachable and they don't make a big deal if you make mistakes. If you muck up they say, "It's fine, it's just part of the learning process. Next time, try it this way." They really encourage you to get back on the horse and have another go.'

Having another go for Doug has meant learning the ropes in the café rather than in the kitchen. 'I do front of house mostly so I've had training in taking orders, waiting on and serving people. At the moment they are teaching me how to be a barista and the ins and outs of the coffee machine.'

One month in and Doug is much more confident than when he started. 'I've learned new skills like carrying a tray with three coffees on it and not spilling any, and bridging, which is where you carry two plates on one arm. I can use the till and handle money, as well as use the tablet, paywave and that sort of thing.'

'I like the relaxed atmosphere of the Hamlet team. They see their role as helping and encouraging and teaching so it's a very safe and comfortable space to go to. I also like the free lunch I get during my shift,' Dough laughs. 'I'm enjoying working my way through the menu.'

When he saw a story in the local news about Hamlet Café, Doug volunteered as a way of getting back into the community again. A single parent, Doug currently works two shifts a week to fit in around his childcare responsibilities.

Doug says Hamlet has helped him come out of his shell. 'I've been a bit socially isolated since I haven't been working so I really like the networking, getting to know the Hamlet team and the other volunteers and seeing the familiar faces of regular customers. It's been great in helping me break out of that bubble of isolation where for a long while I've only seen a limited number of people.'

'I'm hoping to get into the hospitality industry locally. I've taken my resume around before but without experience employers are not that excited to hear from you. With recent and relevant experience and a reference from Emily who I'm hoping will vouch for me I think I've got a much better chance. Hobart's a small town and the hospitality industry is even smaller so I'm hoping I'll benefit from those contacts.'

<http://www.hamlet.org.au>

Photo credit:

Salamanca Market by Jes Mugley, CC BY-SA 2.0

'Last weekend I had my first day off in months and I ended up being here all day finishing a few maintenance jobs I wanted to get done. I can't keep away. I absolutely love this place and I can't imagine doing anything else with my life.'

Hamlet Café manager and co-founder Emily Briffa.

Tips for volunteer numeracy tutors

As well as having a good working relationship with their adult learners, volunteer numeracy tutors need enthusiasm, inventiveness and a handy toolkit of techniques, strategies and resources to make their sessions interesting.



Here's our tips for adult numeracy tutors.

1 Focus on real world examples

Build numeracy activities around the interests and needs of your students, whether it's how to understand a payslip, measure doses of medication or how to split a bill at a restaurant. Finding out what your learner wants to know is a great way to get the most of your time together.

2 Keep basic reference books handy

If you're teaching numeracy and it's been a while since you were in a maths class, you might be stumped by some of the curly questions learners ask. Be prepared by keeping a reference book close by.

3 Give learners a HB pencil

Encourage adult learners to use a soft HB pencil so they can rub out any errors easily and effectively. Keeping their pages neat and correct has a psychological pay off too because it's easier for learners to focus on their successful answers rather than being reminded of their mistakes.

4 Use local bus and train timetables

Understanding public transport timetables is an important life skill especially for learners who rely on local buses and trains to get around. Timetables demand a range of maths skills and familiarity with numerical concepts that include comparing arrival times, understanding 12 and 24 hour time systems, and choosing the right routes.

5 Keep it physical

For people with low level numeracy, numbers on a page don't mean much. Using arithmetic blocks or different coloured paper clips is a practical way to demonstrate addition, subtraction and multiplication. Being able to physically manipulate objects to demonstrate maths concepts can be a powerful learning aid.

6 Counterfeit counting

Use play money to practise and perfect cash handling skills. Combine this with catalogues from local shops to give the learner the chance to practise shopping for items of interest.

7 Play games

Encourage learners to play number games using flashcards or Uno between sessions to practise their numeracy skills, have fun and reinforce what they've learned in their sessions with you.

8 Measure up

Rulers and tape measures are great visual aids for doing mental arithmetic and very handy for older learners to get the hang of metric and imperial measurements.

9 Calculate

Using calculators is a great way to improve a learner's number skills, estimation and problem solving skills. They're also readily available. Anyone with a mobile phone has a calculator in their pocket.

10 Collect junk mail

It's free, colourful and full of practical examples of everyday maths. Learners can cut them up to make shopping lists, practise their budgeting skills and calculate discounts and percentages off.

Photo credit:

Tutor support by Jorg Weingrill, CC BY 2.0

These tips are from a recent ALA webinar by Merv Gardner, who has a long history of training adult numeracy and literacy volunteers. A recording of the webinar is available for ALA members at:

<https://www.ala.asn.au/professional-development/webinars/>

Bringing the classroom to the shelter

An education program in domestic violence shelters is helping women on the path to recovery.



When Rhiannon joined a support group for survivors of domestic violence in Adelaide's western suburbs her confidence was at an all time low.

On her own with her baby daughter, 23 year old Rhiannon was facing what seemed like an overwhelming task of putting her life back together after a traumatic few years.

She'd been a confident and outgoing student at high school and when she graduated she had her heart set on being a motor mechanic and seemed closer to her goal when she got a job at the Holden plant. But she was laid off after a year. Twelve months later she got a job at a dry cleaning company and was proud that within three weeks she was managing her own shop. But her partner didn't like her working and became controlling and violent, showing up at her work and making scenes. 'I started not going to work, or I went and then left early'. Rhiannon soon lost that job too.

In 2013, Rhiannon reluctantly moved from Adelaide with her partner to a small country town. But her partner soon lost his job and after the birth of their daughter, his violence got worse. Over the next few years, Rhiannon lost her confidence as well as her independence.

It wasn't until Rhiannon's family and friends threw her a surprise 22nd birthday party when she visited Adelaide that her secret came out. That morning Rhiannon's partner had beaten her up and by the time she arrived in town there was no hiding the bruises.

The police referred Rhiannon to a shelter in Adelaide's western suburbs. When she arrived, like so many other women who have been in abusive relationships, Rhiannon felt depressed and disempowered and isolated by her

experiences of living with a violent partner.

Meeting women who had had similar experiences made a huge difference. 'I thrived in that environment,' Rhiannon says.

During one of the early meetings of the support group community development manager and convenor of the group Bianca Peta told the women about a new Pathways to Education pilot program that was about to start at the shelter.

'I got really excited and I said, "You don't have to say any more, I'm in!" I was really motivated. I felt I needed direction and felt it pulling me', Rhiannon says.

Rhiannon says the course reminded her how much she loved learning. 'I found it easy to understand and digest new information and it was fun. What I most loved about it was the connection with the lecturer and the other women. Plus Bianca was there to remove any barriers. My problem was childcare. But Bianca got my daughter a place in daycare and that made it much easier.'

Still there were times when Rhiannon was 'a mess'. 'There were a couple of days when I woke up feeling like crap and not

'We are very lucky in SA to have Women's Ed, which was born of the women's liberation movement in the 1970s. It has a long tradition of giving women a safe place to explore and study, and in the process break down their isolation, and make new friends.'

Bianca Peta, Western Adelaide Domestic Violence Service.



Improving a woman's communications skills has an impact on her relationships with children and family.

knowing why and I didn't feel like going but Bianca rang and said, "Get out of bed, you better be here."

Some activities were particularly challenging. 'We had to get a friend or family member to write down ten nice things about us and we weren't allowed to read it until the last class. Most of us couldn't read it out loud because it was hard to hear good things about ourselves.'

'I learned that everything that I feel is normal and that others feel the same way and I'm not alone. You have these thoughts in the back of your mind that you'd never speak out loud. But during the course no one held back. We'd just blurt stuff out and everyone would laugh and say, "Wow do you think that too?" It was really good.'

'We were great at supporting each other. If one of us missed a class we'd organise to meet in a café and update one another and go through the handouts so that no one got left behind.'

'I've got more confidence now than I have ever had in my life.' Rhiannon is optimistic about her future. She has

'We need to stop thinking about shelters as places that just offer a roof and a bed, but places where we can help women break the cycle of violence, to make plans for their careers, their futures and their financial independence.'

Bianca Peta, Western Adelaide Domestic Violence Service.

continued studies at Port Adelaide TAFE in the Certificate IV in Women's Education with the aim of doing a Diploma of Community Services next year.

'I'd love to go to uni and do social work so I can do something like Bianca does. I'd love to train police cadets in domestic violence; gives talks at high school and offer support groups to women like me. But first I have to be completely healed.' She laughs. 'I'm almost there!'

Bianca Peta runs a range of support programs and activities for women living with or leaving abusive relationships. She knows how difficult it can be for women to venture beyond the security that a shelter has to offer.

'I talked to women in our domestic violence support groups about breaking the cycle of dependence, about trying TAFE and further education but for women worried about their safety, who are uncertain and full of self doubt, the idea of going to programs or courses in the general community can make them incredibly anxious.'

Four years ago Bianca began exploring ways to bring education inside the shelters so women could learn in an environment where they felt secure. It was a process that involved investigating funding, building relationships and having lots of conversations with TAFE SA as well as women who had been victims of domestic violence.

'So many said they wanted to improve the way they communicated with their families and children, and it was a skill that would help them re-establish their lives.'

'Women's Education TAFE SA with its emphasis on empowerment, confidence building and finance skills seemed the perfect fit. We chose a core subject in Certificate II in Women's Education called Communicating Effectively for Women because it covered personal development,



'I've got more confidence now than I have ever had in my life.'

assertiveness training, positive self talk and identity and had an emphasis on self determination and self direction. It was a subject that enabled the women to build on what they had lost.

'The idea was to offer it as a taster so women could try it out and see if they liked it and if they did they could transfer to a TAFE campus where they could continue their studies and look further ahead to the future.'

The group included women from a broad range of backgrounds. 'We had highly qualified women who had lost their jobs because of domestic violence through a loss of confidence or because her partner demanded she quit. Some had certificates in childcare or beauty therapy, some had left school at 15 and were dependent on Centrelink. It was a real mix.'

TAFE lecturer Helaine Costello, with 40 years experience in Women's Ed created a great learning environment. 'It was important to have a really safe and supported space where women could share their opinions and thoughts and answer questions.' Bianca was on hand to offer practical and emotional support.

'In week one, they were all pretty quiet, silent, unsure, anxious. The next week when Helaine asked their opinion on something a few hands went up hesitantly in response. By week 8 all were participating and totally transformed. You could see them thinking, "I can have an opinion; I can be heard; my views are accepted without criticism or judgement".'

'Watching that transformation over 8 weeks just blew me away. It was very emotional,' Bianca says.

'The women loved it and wanted to go on once it finished.

It brought them feelings of exhilaration and confidence, it improved their social skills, and really built up the support they offered each other.

'It was really amazing to watch it develop from week to week. We extended it to 15 weeks to provide women with every opportunity to pass the subject. There were lots of reasons they couldn't make it to class; for example, family or magistrate's court appointments; lack of money or no childcare. We provided everything they needed to help them including a study pack, paper, pens, lunch, taxi and petrol vouchers.

'The course offered them the chance to look at their goals in life, how they can break the cycle of financial dependence and the women just grabbed it and ran with it.

'Improving their confidence and communication skills has helped the women to re-establish themselves, to move on, make plans and better choices. One woman who was homeless has found a job, another whose child was in care has had her returned, and most who took part have continued to study.

'It was an absolute game changer.'

The Pathways to Education pilot program is a collaboration between Central and Limestone Coast's Domestic Violence Services, and TAFE SA's Women's Education. The pilot won SA's adult learning program of the year.

Photo credit:

[Woman at window](#) by [Axel Tweng](#), CC BY-SA 2.0

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Lifting off with Linfox

A partnership between Kensington Neighbourhood House and Linfox offers industry training and a pathway to better paid and more stable work.



Learner Abdulrahman Moalim with education coordinator Rebecca Smith.

Before she could prepare her students for their forklift theory test, Kensington Neighbourhood House teacher Louise Cindric decided she'd better do the training herself.

At Linfox Operational Training (LOT) in Laverton in Melbourne's west and with the guidance of LOT trainer Stephen Kilmartin, Louise sat the written test and took her turn driving the forklift.

Meanwhile process worker Abdulrahman Moalim arranged to take time off work to attend the four day training program at Kensington Neighbourhood House (KNC) that he hoped would help him gain his Forklift Truck Licence. 'Prepare for work in warehousing' is a pre-accredited program that prepares learners to take the 'Licence to Operate a Forklift Truck' and gain their High Risk Work Licence.

Back at the neighbourhood house, Louise and education co-ordinator Rebecca Smith worked on the Linfox study guide, adapting it for adult learners who come from CALD backgrounds as well as for those who may have had interrupted schooling. They added pictures, links to videos, explanations, and vocabulary lists, to familiarise students with the material.

Abdulrahman was nervous about the course and worried that four days preparation before the written exam and practical driving test would not be enough. But Louise's

insights into the test and practical experience were invaluable Abdulrahman says. 'She prepared us for what to expect, and she knew what we needed to focus on. She is a wonderful teacher.'

Linfox HR staff visited during the program to give learners an idea of where warehouse work can lead and to talk about opportunities available in the transport and logistics sector.

After four days of study and many practice quizzes, it was time for the students to leave Kensington and go to Linfox Operational Training to undertake their accredited course.

This involves a two and a half hour written test requiring students to write short answers to 58 questions of which they can only get three 'non critical' questions wrong. The practical forklift driving assessment had students zigzagging between traffic cones, lifting pallets, lowering them again and steering the forklift through and around a series of obstacles to demonstrate both their practical handling skills as well as their awareness of all aspects of workplace safety.

By the time the test came around, Abdulrahman was feeling pretty confident having spent a full day at the LOT facility with experienced industry trainers. Still the exam was demanding with the written test and then the assessors asking him to comment or elaborate on his answers during the assessment process.

'I'm very proud to have passed,' Abdulrahman says, 'having this licence has opened another door of opportunity for me.' His supervisor has been positive about him getting his licence. He's hoping that his workplace will provide more opportunity for him to practise his forklift driving skills, and that will lead to more interesting work as well as better pay.

Rebecca Smith says that many residents in Kensington and surrounding areas have overseas logistics experience but don't have the qualifications needed to get work in the industry here. By offering intensive test preparation,

Kensington Neighbourhood House have been recognised for their excellence and innovation in adult education and were winners of the Community Training Provider of the Year 2016 in the Victorian Government Training Awards.



Tutor Louise takes her turn on the forklift.

Kensington Neighbourhood House are able to give students like Abdulrahman a much better chance of gaining an essential workplace qualification.

And passing the exam and getting a forklift licence opens up new possibilities. 'Seek.com advertise almost a thousand forklift driving positions a week so demand for forklift drivers is steady,' Rebecca says. 'For people already

employed in packing or processing, this course is a pathway to more stable and better paid work.'

The ACFE funded course ran for the first time in August and again in September and the KNH plans to offer it again in 2017. As part of their partnership with KNH, Linfox offer students heavily discounted rates on their training and testing fees.

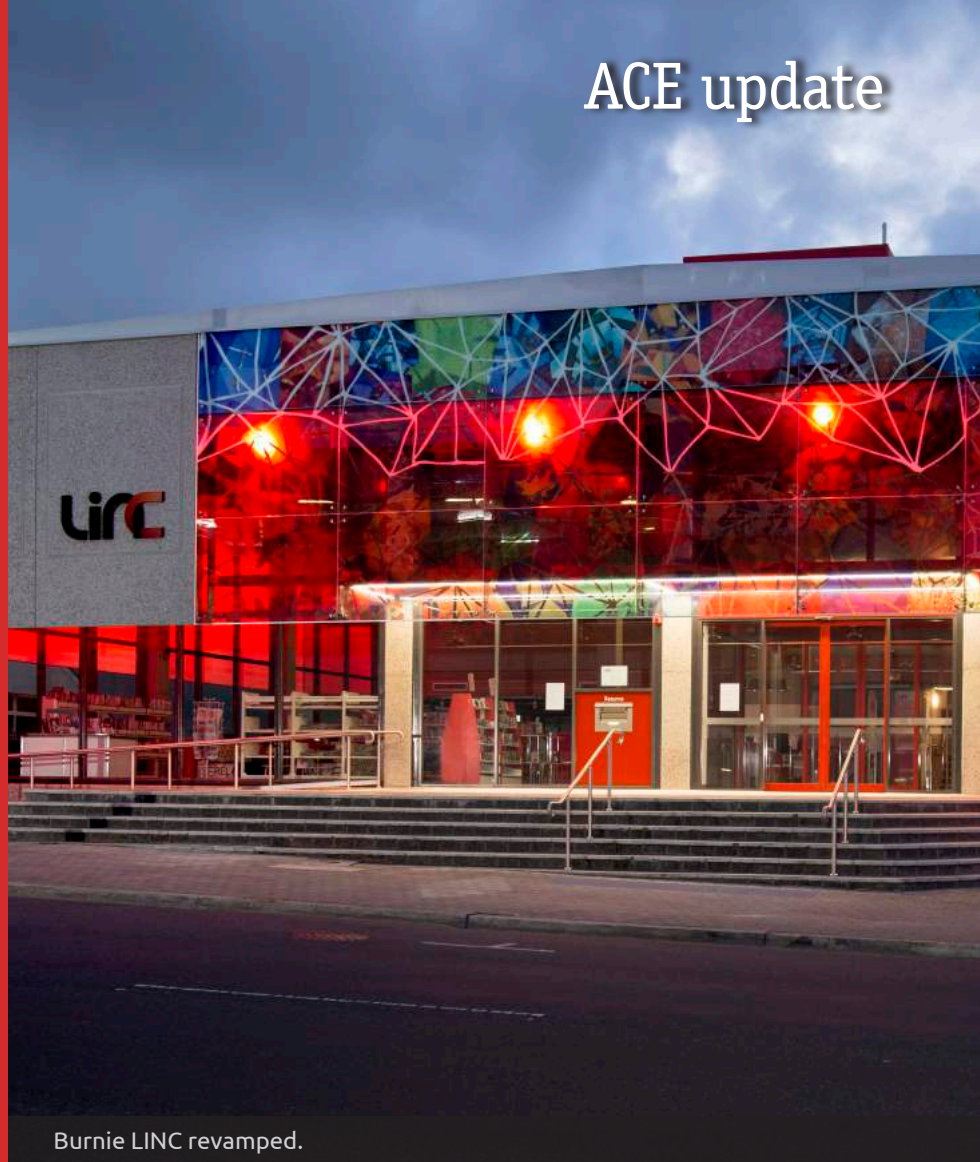
<http://www.kensingtonneighbourhoodhouse.com>



AUSTRALIAN JOURNAL OF ADULT LEARNING

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Adult and community education news from around Australia



Burnie LINC revamped.

The peak body for community, neighbourhood and learning centres in **Western Australia**, LinkWest merged with the Association for WA Community Resource Centres (AWACRC).

Community Resource Centres which are all in regional and remote WA communities are now delivering some accredited training including software courses, Farm Office Management courses, AusChem, Forklift, First Aid, HR-MC drivers training and more.

LinkWest has produced a video and toolkit about mergers based on their own experiences and learning.

<http://www.linkwest.asn.au/documents/item/1258>

In the **ACT**, applicants for the 2017 ACT Adult Community Education (ACE) Grants Program are soon to receive news of the progress of their applications. The 2017 ACE Grants Program provides up to \$20,000 to support quality adult and community learning opportunities in a range of formal and informal settings using flexible and student-centred activities.

In **South Australia**, Community Centres SA (CCSA) have been busy organising free Wellbeing and Resilience Training to members and ACE providers in 2017. This positive psychology initiative aims to teach participants skills and strategies to improve both personal and community wellbeing.

In **New South Wales**, Newcastle Permanent Charitable Foundation announced almost \$800,000 worth of funding for social infrastructure projects in rural and regional parts of the state. Recipients include Orange Women's Shed awarded funds towards a permanent home and Western College for a pilot project for 12 young people who for family, financial or employment reasons have not taken the step to tertiary education. The state government announced \$27m over four years for free training programs for Iraqi and Syrian refugees to help them find a job.

In **Tasmania** the 26TEN campaign for adult literacy and numeracy celebrated its 4th birthday in October with a week-long celebration. Tasmania is the only state with a ten-year strategy to lift adult literacy and numeracy skills. This year, 26TEN's campaign focusses on the theme, Read, write, count – online. This theme recognised that many Tasmanians cannot get online because they don't have the literacy and numeracy skills they need in a technology rich world.

There's been a groundswell of interest this year from well beyond the LINC Tasmania network with 30 new 26TEN members and 335 new supporters since this time last year.

During 26TEN week, many media outlets gave the campaign time and space with radio presenters getting on board and encouraging those needing help to 'drop into your local LINC'. 26TEN week included fun events to help

people get comfortable with digital literacy, including competitions and games. A highlight was a reception at Government House for members and supporters hosted by Her Excellency Professor the Honourable Kate Warner, AM, Governor of Tasmania, and Mr Richard Warner.

New 26TEN Coalition members were also announced during 26TEN week. This includes key individuals from the health, community and adult learning sectors.

The revamped Burnie LINC opened for business after a \$2.8m makeover. Officially opened by Jeremy Rockliff, Minister for Education and Training on 4th November, the new look LINC includes eight state of the art meeting and workshop spaces, a revamped children's area and parenting room, device charge bars, a 'chill out' space and improved amenities for staff. The Digi glass is a large vibrant feature that is visible from the inside and outside, and is lit up at night. The glass panels are part of the 'art in public' component of the redevelopment.

In **Victoria**, the new Minister for Training and Skills is the Hon. Gayle Tierney MLC. Partnerships with community training providers will increase with the Victorian Government's announcement of a \$20 million expansion of the Reconnect program and increased support for high needs learners.

Nationally, the federal Department of Social Services Volunteer Grants provide \$1-\$5000 that organisations and community groups can use to help their volunteers and in particular those who help disadvantaged Australian communities and encourage inclusion of vulnerable people in community life: <https://www.dss.gov.au/grants/grants/funding-open-for-application/volunteer-grants-2016>

An international exchange and conference 'Getting of wisdom – Learning in later life' focusses on a new and exciting field of research. The Conferences runs from 12-18 Feb 2017 and is unique collaboration between researchers in Europe, Australia & New Zealand. ALA is one of the sponsors.

More information:
<https://www.ala.asn.au/getting-wisdom-learning-later-life/>

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