

ASEM LIFELONG LEARNING HUB
Research Network 4: National Strategies for Lifelong Learning

‘ENGAGING YOUNG PEOPLE IN LIFELONG LEARNING: ASIA AND EUROPEAN POLICIES & PRACTICES’



Conference to be held at RMIT in Melbourne, 2015

1 December - 2 December



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries





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PROGRAM

RESEARCH NETWORK 4: NATIONAL STRATEGIES FOR LIFELONG LEARNING

'ENGAGING YOUNG PEOPLE IN LIFELONG LEARNING– ASIA AND EUROPEAN POLICIES AND PRACTICES'

Tuesday 1 December 2015		
8.00	9.00	Registration Venue: Foyer of RMIT Building 13
9.00	9.45	Welcome to Conference Venue: Lecture Theatre, 13.03.09
		Chair: Bruce Wilson, Director EU Centre, RMIT Welcome: Paul Gough, Deputy Vice Chancellor, RMIT Ole Neustrup, Deputy Head of Mission for Denmark to Australia and New Zealand Claus Holm, Chair, ASEM Lifelong Learning Hub Michael Osborne, Co-Convenor, RN 4

9.45	Plenary Session 1 Room: Lecture Theatre, 13.03.09 Chair: Allie Clemans, Faculty of Education, Monash University	What's the problem with engaging young people in lifelong learning? 1. In what ways does lifelong learning influence engagement for young people? 2. What are the different transitions experienced by young people from school to work and beyond? 3. In what ways can we develop lifelong learning for young people in and out of school?
	Conversation Facilitator: Robbie Guevara, RMIT and ASPBAE	Participants to share with one other on one or more of the above questions. Some participants will be invited to summarise their conversations in plenary setting.
	Chair: Allie Clemans	Panel: Invited to respond to the conversations <ul style="list-style-type: none"> • Calum Lindsay-Field, FYA • Peter-Clinton Faoese, ACE Aotearoa • Nancye Harrison, Banyule Nillumbik Local Learning & Employment Network • Fernando Ianni, Roxburgh Park Secondary College • Lucas Walsh, Monash University • Johann Osbakk, ASEFYLS • Ms Sofia Ribeiro, ARC4

10.45	Morning Tea Venue: Multipurpose Room 13.03.07
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11.15	Keynote Presentations Room: Lecture Theatre, 13.03.09 Chair: Mike Osborne	Young People And Engagement In Learning
	Alan France, University of Auckland	Privileging the Privileged: Education and Training in the 21st Century
	Lata Narayan, Tata Institute of Social Sciences (TISS)	An Asian Perspective on Young People and Engagement in Learning



12.45	Lunch Venue: Multipurpose Room 13.03.07
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1.30	Parallel Workshops Room: 13.03.11 Chair: tbc	Lifelong Learning and Young People in Practice
	Peter-Clinton Faoese, ACE Aotearoa	Engaging young people in education governance
	Fernando Ianni, Roxburgh Park Secondary College	The Gateway: Recovering engagement
	Calum Lindsay-Field, FYA	Foundation for Young Australians
2.35	Parallel Workshops Room: 13.03.12 Chair: tbc	Lifelong Learning and Young People - Policy and Research
	Anne Newton, Monash University	Young Vocational Learners' Perspectives On Their Generic Employability Skills
	Lucas Walsh, Monash University	Are young people prepared well enough for work?
	Hayley McQuire, ASPBAE Australia	Engaging young people through Learning Cities

3.35	Afternoon tea Venue: Multipurpose Room 13.03.07
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4.00	Plenary Session Room: Lecture Theatre, 13.03.09 Chair: Allie Clemans	Policy and practice Insights around problems
	Facilitator: Robbie Guevara	Whole group sharing of feedback from workshops (3 minutes per workshop)
4.30	Keynote presentations Room: Lecture Theatre, 13.03.09 Chair: Rob Strathdee, RMIT	Lifelong Learning and young peoples' engagement: Global and Victorian challenges
	Susan Hopgood, Education International	The Global Perspective: the Sustainable Development Goals
	Gill Callister, Victorian Department of Education and Training	The Victorian Perspective: Young People and Engagement in Lifelong Learning



Wednesday 2 December 2015:		
9.00	Research Presentations Room: Lecture Theatre 13.03.07 Chair: Claus Holm	Engaging Young People in Lifelong Learning– Researching policies and practices in Asia and Europe
	Mike Osborne Robbie Guevara	Welcome, key issues for the Research Network
9.30	Keynote Presentations Room: Lecture Theatre, 13.03.09 Chair: Claus Holm	Engaging Young People in Lifelong Learning–Research Perspectives
	Johanna Wyn, University of Melbourne	Life-long learning and the New Adulthood: Reflections on the experiences of generations X and Y in Australia
	Lamphoune Luangxay, The University of Queensland	Rethinking youth and Adult literacy: evidence from Laos
10.45	Morning tea Venue: Multipurpose Room 13.03.07	

11.00	Researcher Presentations Room: Lecture Theatre, 13.03.09 Chair: Mike Osborne	
	Zenaida Quezada-Reyes, Philippine Normal University	Engaging the Filipino Youth Towards Development
	H. Yamat and N. Maarof Universiti Kebangsaan	Education for Sustainable Development through University-Community Youth Champions
	Irina Maslo, Uni. of Latvia; Z. Q. Reyes, Normal University; V. Zuzeviciutee, M. Romeris University; P. Adinarayana Reddy, S. Venkateswara University & D. Uma Devi, Sri Padmavati Women's University	Supporting the Engagement and Reintegration of 18-24 Year Old Early School-Leavers in Lifelong Learning: Evidence-based recommendations for Targeted Holistic Preventive, Compensatory and Monitoring strategy development
	Peter Mayo, University of Malta	Engaging the Glocal: EU's Mantras, National Strategy and the Struggle for Lifelong Learning as a Public Good
	Sumalee Sungsi, Sukhothai Thammathirat Open University, Thailand	Developing a Learning Resource Centre in a Factory for Enhancing Lifelong Learning Opportunity for Workers in Thailand



Wednesday 2 December 2015: Continued		
12.45	Research Network Discussion Room: 13.03.05 Chair: Mike Osborne	Where is the research agenda pointing us? Prospects and possibilities
	RN4 members	Closed session for collective discussion amongst Research Network 4 members
1.30	Lunch Venue: Multipurpose Room 13.03.07	
2.15-4.15	RN 4 Business Meeting Room: 13.03. 05 Chair: Mike Osborne	Future Research Activities
	RN4 members	Discussion about research activities

BIOGRAPHIES OF KEYNOTE PRESENTERS, 1 DECEMBER 2015



Professor Alan France completed both his undergraduate and post-graduate studies at the University of Sheffield. He completed his doctorate in 1994. In 2001, after working at Sheffield and Warwick Universities as a Research Fellow, he was appointed as Lecturer in Applied Sociology at the University of Sheffield.

He played an instrumental role in the 2002 establishment of the Centre for the Study of Childhood and Youth which brought together fourteen university departments spread across five university faculties and involved a wide number of international academic partners. In 2001 he was successful in winning a multimillion pound ESRC Research grant. In 2006 he was appointed Professor of Social Policy and Director of the Centre for Research in Social Policy (CRSP).

He was appointed as Professor of Sociology at the University of Auckland in November 2010. He was HOD of Sociology between July 2011 and December 2013. In his role as Associate Dean he continues to work at the University of Auckland. He is also working on his upcoming book, *Understanding Youth in Global Crisis*, and is a member of both the Journal of Youth Studies Editorial Board and the Youth Justice Editorial Board.



Dr Lata Narayan has been a faculty member at Tata Institute of Social Sciences (TISS) Mumbai, India, since 1984. She joined the Unit for Child and Youth Research in 1984. In 2006 she shifted to the School of Social Work, Centre for Equity for Women, Children and Families. She shifted once again in 2011 to the Centre for Lifelong Learning.

She is interested in issues related to youth, child rights, social work, education, peace and human rights. Her areas of research cover children, youth, social work and human rights.

Dr Narayan continues to teach and research at TISS. She is co-convenor of a TISS Field Action Project, *Humanity United in M-Ward*. She also serves on the boards of many NGO's including YUVA, LAYA, MelJol and Aflatoun.



Ms Susan Hopgood is both President of Education International (EI) and the Federal Secretary of the Australian Education Union (AEU).

In 1974 Ms Hopgood started her career teaching mathematics in Victorian secondary schools. She joined what is now the AEU as a young teacher, and became an active member and union representative. In 1985 she began working with the union in the position of women's officer, a job she held until 1993.

Since then, Ms Hopgood has held a number of positions in the education union, such as branch general secretary, AEU federal women's officer, and deputy federal secretary. She was elected federal secretary of the AEU in 2006, the first woman to achieve that position. She has also been involved in the Council of Pacific Education, holding the position of vice-president

from 1998 to 2006.

In her work at EI, Ms Hopgood is active at both international and regional levels. She was elected as an EI vice-president at the EI World Congress in Thailand (2001) and was re-elected in Brazil (2004) and in Germany (2007). She was appointed as president in 2009. In 2011, she was elected as president at the EI World Congress in South Africa. Active at the regional level, Ms Hopgood was elected vice-chairperson of EI's Asia-Pacific Regional Committee in 2000, and was twice re-elected, in 2003 and 2006.



Ms Gill Callister has dedicated her career to improving public policy and service delivery.

She is Secretary of the Department of Education and Training, Victoria (2015-present). As Secretary, Ms Callister manages a \$12 billion budget and leads 2,300 corporate staff to deliver and improve early childhood, school education, and vocational and higher education services across Victoria. She employs a further 55,000 staff in government schools.

Prior to joining the Department, Ms Callister was the Secretary of the Victorian Department of Human Services (2009-2014), where she was responsible for the delivery of child protection, disability, youth, housing and family violence services. This followed a range of senior roles in the Victorian Public Service and a ten-year stint in the community sector working with children, young people and families.

Ms Callister is President of the Institute of Public Administration Australia, Victoria. Her leadership in public policy was recognised in 2013 when she was named in the Australian Financial Review's 100 Women of Influence, and received a Sir James Wolfensohn Public Service Scholarship to attend Harvard University's Kennedy School of Government.

BIOGRAPHIES OF WORKSHOP PRESENTERS, 1 DECEMBER 2015



Mr Peter-Clinton Faoese works at Adult and Community Education (ACE) Aotearoa, New Zealand. In his role at ACE Aotearoa he contributes to transforming communities through education, enabling life through learning, and giving a voice for adult learners.

Mr Faoese has an impressive track record of youth and community development work behind him. He started the Chosen program, a program aimed at helping at risk youths and stopping antisocial behaviour. He also established the Whakaoho (Awaken) program. Running for three hours twice a week, the Whakaoho program merges child, youth and adult education. At the heart of the program is enabling people to have dreams and then equipping them with the tools, knowledge and support networks to achieve them.

Mr Faoese's community development and education work has extended beyond New Zealand. In 2013 he was sponsored to attend an ASPBAE Basic Leadership Development Course, in Myanmar. During the course he was able to contribute to discussion focused on overcoming the inequalities in education that are the result of gender, faith, culture or income.

He is an elected member of the Petone Community Board of Hutt City Council and also serves on the Boards of Trustees for Hutt Valley High School.



Mr Fernando Ianni is the principal of Roxburgh Park Secondary College, a coeducation state secondary school in Roxburgh Park, Victoria.

In his role as principal Mr Ianni actively works to promote a safe and supportive learning environment for year 7-12 students from a range of different socioeconomic and cultural backgrounds. On a daily basis he helps ensure that all students can reach their full potential by being provided with opportunities for their academic, individual and social development.

Mr Ianni has played an instrumental part in securing a \$4.5 million governmental grant to establish the Trades Training Centre program. The program extends across Craigieburn Secondary School, Gladstone Park Secondary College, Mount Ridley College and Roxburgh Park Secondary School. It will provide essential educational programs for post-16-year-old students wanting to follow a vocational pathway.

He is also a committee member of the Hume Whittlesea Local Learning and Employment Network, in which he works at the grassroots level to assist young people complete Year 12 or its equivalent and improve transition outcomes for 10-19 year olds.



Mr Calum Lindsay-Field works for the Foundation for Young Australians (FYA).

He joined FYA in 2012 in an education policy role and has since worked across many parts of the organisation, including the Centre for New Public Education (CNPE), in which he focused on media analysis and policy research. His current role at FYA is in the Public Affairs team, supporting FYA's media, government and policy engagement.

Prior to joining FYA, Mr Lindsay-Field was a teacher assistant for several years at Fitzroy Community School. He holds a Bachelor of Arts from the University of Melbourne, majoring in Politics and Philosophy.

He is passionate about policy and how young people can have greater input into public policy.

Anne Newton works in the Faculty of Education at Monash University, Clayton Campus. Her research areas include educational policy, curriculum theory and adult education.



Associate Professor Lucas Walsh is Associate Dean in the Faculty of Education at Monash University, Berwick.

Associate Professor Walsh was previously Director of Research and Evaluation at the Foundation for Young Australians (FYA). He has worked in corporate, government and not-for-profit sectors. He has held four research fellowships and managed the International Baccalaureate's Online Curriculum Centre in the UK. He has been invited to advise local, state and federal governments.

Associate Professor Walsh has published books, book chapters, conference proceedings and several journal articles among other works. His research has covered a diverse range of areas, including: youth transitions, wellbeing, and economic, political, social and cultural participation; international education; flexible learning; developing joined approaches to addressing the needs and challenges of disadvantaged young people; creating cultures of diversity; human rights; and technology.



Ms Hayley McQuire is the Capacity Support and Advocacy Advisor at Asia South Pacific Association for Basic and Adult Education (ASPBAE), Canberra. She provides capacity support to national education coalitions in the South Pacific, predominantly to Papua New Guinea, Vanuatu and the Solomon Islands. She is also an Australian Representative on the Youth Advocacy Group (YAG) for the United Nations Global Education First Initiative. Through YAG she contributes to representing and giving voice to the views of youth around the world on education.

Heavily involved with the Indigenous community, Ms McQuire has worked for the Australian Indigenous Communications Association, Australian Indigenous Leadership Centre, and the Centre for Rural and Remote Mental Health. In her roles she has contributed to facilitating Indigenous health, leadership, education, media representation and general

wellbeing.

Her passions include arts and culture, community development, advocacy, human and civil rights, equal access and opportunity to education, and lifelong learning.

She was an OXFAM Change Course Participant in October 2012 and was awarded the UNICEF Australia Young Ambassador in June 2013.



Mike Osborne is Professor of Adult and Lifelong Learning at the University of Glasgow and Leader of the Research and Teaching Group (RTG) in Social Justice, Place and Lifelong Education. He is Director of the Centre for Research and Development in Adult and Lifelong Learning within the Faculty of Education and Co-director of the PASCAL Observatory on Place Management, Social Capital and Lifelong Learning. He co-convenes Research Network 4 of the ASEM LLLHub. He is experienced in adult education, VET and Higher Education research, development and evaluation.

He is one of the PIs within the ESRC funded research centre on Urban Big Data within which he co-ordinates projects on education, place and disadvantage and on learning city metrics. He is also the Glasgow University co-ordinator of two new projects on learning communities of practice (DISCUSS) and university adult learning (LETAE) for the EC.



Professor Johanna Wyn is director of the Youth Research Centre at the University of Melbourne and a member of the Academy of Social Sciences Australia. She also leads the Life Patterns longitudinal research program and the Building Futures for Young Australians project, as well as being a research leader for the Collaborative Research Network.

She has a strong research track record of competitive research grants, and with consultancies and tenders from a range of stakeholders, including government departments, foundations and the private sector. Professor Wyn is engaged in multidisciplinary and multimethod research on young people's lives, exploring the ways in which young people navigate their lives in a changing world. She focuses on areas such as education, family life, gender, wellbeing, work, relationships and inequality.

Her work is directed at contributing to the formation of policies that recognise young people as practicing citizens, cultural creators and active agents in learning and wellbeing. She is interested in developing new research and policy approaches to chronic patterns of disadvantage amongst youth.

Life-long learning and the New Adulthood: Reflections on the experiences of generations X and Y in Australia

Over the last quarter of a century there have been significant changes in young people's participation in and uses of education. These changes have been particularly evident in the Asia-Pacific region, where government policies have placed a priority on expanding and extending educational participation, to ensure national prosperity in a context of new global labour markets. Drawing on a range of data, including the Australian longitudinal study of youth (Life Patterns), Professor Wyn presents evidence that these changes make lifelong learning especially relevant to young people. This is because although educational qualifications have arguably never been more important for securing employment, paradoxically labour markets increasingly offer part-time, precarious forms of employment, even for the highly credentialed. Wyn discusses the ways in which young people are responding to the challenge of gaining the benefits of their investments in education in workplaces, including the trend towards further education. She argues that a 'new adulthood' has emerged, characterised amongst other things by the understanding that education is 'lifelong'.



Mr Laphoune Luangxay is a PhD candidate studying at the University of Queensland's School of Education. His research project is titled Literacy Practices in Lao PDR. This research is mainly motivated by his experience working with potential literacy learners for more than ten years.

Before coming to Australia, Mr Luangxay worked for the Ministry of Education and Sport in Laos PDR as a literacy practitioner and policymaker of adult literacy. Through his work at the Ministry, Mr Luangxay helped protect and promote the right of every citizen to quality, equitable, culture-based, and complete basic education.

Before studying at the University of Queensland he studied at both Nagoya City University in Japan, as well as the National University of Laos.

Rethinking Youth and Adult Literacy: Evidence from Lao PDR

Lao PDR – Lao People's Democratic Republic – has implemented Literacy for All influenced by the conceptual understanding that literacy is a fundamental tool for life contributing to social and economic development and political participation. Just recently the Lao government officially declared achieving the literacy for all population aged between 15 – 40 years old. However, my ethnographic study found that literacy had little influence in life quality of the literacy participants.

From the evidence, I will argue that the literacy per se has no meaning to social and economic performance. I will also argue that the Lao youth and adult literacy programme does not take local contexts into consideration and the importance of literacy within the social, economic and political conditions in which literacy practices occur, but it is too much dependent on gaining the international legitimacy.

I employ critical theoretical lenses to view this dependency as the impact of imperialism and the domination of multi-dominated power layers.

My analysis will suggest that critical consciousness should be built in literacy participants, policymakers, and educators in order to improve youth and adult literacy to maximise benefits and reflect participants' needs in a globalised world.



ABSTRACTS FOR RN4 RESEARCH PRESENTATIONS

Supporting the Engagement and Reintegration of 18-24 Year Old Early School-Leavers in Lifelong Learning: Evidence-based recommendations for Targeted Holistic Preventive, Compensatory and Monitoring strategy development

Authors: Irina Maslo (University of Latvia), Zenaida Q. Reyes (Normal University, Philippines), Vaiva Zuzeviciute (Mykolas Romeris University, Lithuania), P. Adinarayana Reddy (Venkateswara University, India) & D. Uma Devi (Sri Padmavati Women's University, India)

With the collaborative study about identification and analysis of new challenges and opportunities which impacts a participation of low skilled adults (aged 18-24) in Lifelong Learning (LLL) aimed the elaboration of evidence-based recommendations for Latvian Ministry of Education and Science for development of new National LLL strategies 2015 - 2020 Latvia ensured the participation in Asia–Europe Lifelong Learning Meeting (ASEM LLL Hub) fourth research network “National lifelong learning strategies” in 2011 - 2014. The study was conducted in close collaboration with evening schools, local and regional environment, and national authority bodies in a comparative Asian and European Life-Long Learning (ASEM LLL) perspective creating dialogue between researchers and educational policy makers.

The proposal of the report is to present and discuss evidence-based conclusions and recommendations for targeted holistic educational, social well-being, employment, health and economic strategy on preventing early school leaving in relation to ASEM HUB LLL 2015 initiative of Renewing the Agenda for Lifelong Learning through new strategies for investing in education for learning in a changing educational landscape, elaborated in collaboration with ASEM experts from India, Lithuania and Philippines.

The evidences showed the scope, methodology and benefits of early warning system and the detailed set of preventive, compensatory and monitoring measures needed what will be presented at the conference as the implications of balanced socio-cultural ecological constructivist system of support sub-systems of first-, second-, vocational education and prior-learning validation to transform the reasons to leave school early (domain reasons: necessity to manage/combine work and education; unsuccessful in learning; negative learning experience; necessity to study at the own pace and place; underdevelopment of lifelong learning skills; willingness to learn for and through life and work) in a new opportunities to engage the learning and re-integrate in education according to Europe 2020 flagship initiatives which emphasizes the need to improve quality and equity in education and training in order to provide younger people with opportunity to become lifelong learners in digital knowledge society.



Engaging the Glocal: EU's Mantras, National Strategy and the Struggle for Lifelong Learning as a Public Good

Author: Peter Mayo (University of Malta)

This paper draws on a national Lifelong Learning (LL) strategy document to argue that not all EU member states are ready to give up on a more broadened social and community-oriented form of LL, at least in their policy document discourse, and can appeal, in their policy interpretations, to the 'democratic imaginary' whereby learning, is still primarily conceived as a public good.

The paper theoretically explores the way the concept of lifelong education/learning developed over the years, from the expansive humanist UNESCO rendering to the more economic one promoted by the OECD and the EU. Building on the Maltese national LL strategy document and previous experiences in the area, I argue, recognising the 'limit situations' (Freire, 1970) encountered in Malta in the past, for local reinterpretations of LL that can combine economic imperatives, as per EU directions, with the idea of LL more generally, as a public good. It can do so by drawing on the best critical traditions of the education field.



Engaging the Filipino Youth towards Development

Author: Zenaida Quezada-Reyes, PhD (Philippine Normal University Manila, Philippines)

The Philippine population is considered as a young country in terms of its demographic structure. About 30% (10-25 years) of the population are young Filipinos. Having this data, policies and programs for young people are important components of Philippine development framework. Addressing the needs and tapping the potentials of young Filipinos will help secure the present and future development of the country. This paper examines the policies on the Filipino youth including implementation through the executive arm of the Philippine government-i.e. the National Youth Commission, Department of Education and Department of Social Work and Community Development. The situation of Filipino youth will be shown to contextualize the policies of the government about the youth. This paper highlights the critical analysis of programs and projects of various government and non-government institutions in the light of existing policies about the Filipino youth. The initiative of the Philippine Normal University to educate the out-of-school youth through its Massive Online-Offline Adaptive Learning Program in partnership with non-government institutions will illustrate one model of developing the potentials of young Filipinos.



Education for Sustainable Development through University-Community Youth Champions

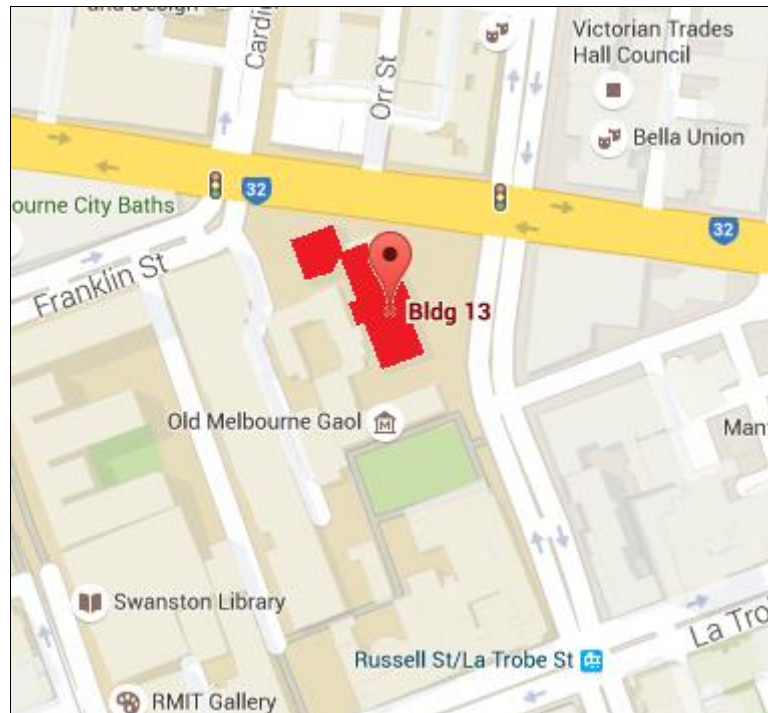
Authors: Hamidah Yamat & Nooreiny Maarof (Universiti Kebangsaan, Malaysia)

One of Malaysia's goals in achieving the status of a developed nation by the year 2020 is to attain a high-income economy. This can be realized through an advanced human capital development based on sustainable knowledge and skills. In *The Enculturation of Lifelong Learning for Malaysia 2011-2020 Blueprint* by the Ministry of Higher Education, lifelong learning is the third pillar of human capital development. This is evidence of the government's strong commitment in ensuring lifelong learning becomes a part of the education of the nation's citizens. A strategy in the enculturation of lifelong learning in the Higher Education Strategic Plan: Beyond 2020 includes the enhancement of public awareness and participation in lifelong learning. Institutions of higher learning such as universities are encouraged to form partnerships with the community in extending services and education for the young. This provides great opportunities for academics and the community to work closely in addressing educational issues and needs of the community. This collaboration enables the engagement of youths in the community to participate in various activities, decision-making, and leadership roles that benefit themselves and their community. These activities and partnerships with the young people serve as learning experiences that helped to develop positive identities and individual potential. Thus, the transformation of a community can only occur and be sustained when the community is empowered. This involvement between university and community forms part of *Education for Sustainable Development* (ESD) initiative that allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape his or her future. This paper describes a programme conducted to help empower the community and to acculturate lifelong learning among youth *champions*. A total of 20 youth *champions* were selected from 150 young people identified as potential leaders after undergoing three stages of screening. Their average age was 16 and they were students from three rural secondary schools. The programme involved three stages of making the *champions* aware of their roles toward the community, developing teamwork and leadership, and providing the needed knowledge and skills required of youth champions. The findings indicated a change in mind-sets among the youths as they began to realize their roles in transforming and sustaining change in their community. The champions also indicated a need for more knowledge and skills to lead and transform their community as well as for a wider understanding of enculturation of lifelong learning from the community.

CONFERENCE VENUE

The conference will take place at:

**RMIT City Campus, Building 13 (Emily McPherson), level 3
405 Russell Street
Melbourne VIC 3000**



MONDAY NIGHT WELCOME EVENT

Time: 5.30 – 7.30

Where: Father's Office

249 Little Lonsdale Street (refer to map on page 25)

TUESDAY NIGHT SOCIAL EVENT

Time: 5.30 – 7.30

Where: Rooftop, Level 12, Building 80

445 Swanston Street (refer to map on page 25)



GENERAL INFORMATION

ACCOMMODATION

BRADY HOTELS

Brady Hotels Central Melbourne
30 Little Latrobe Street
Melbourne, VICTORIA 3000

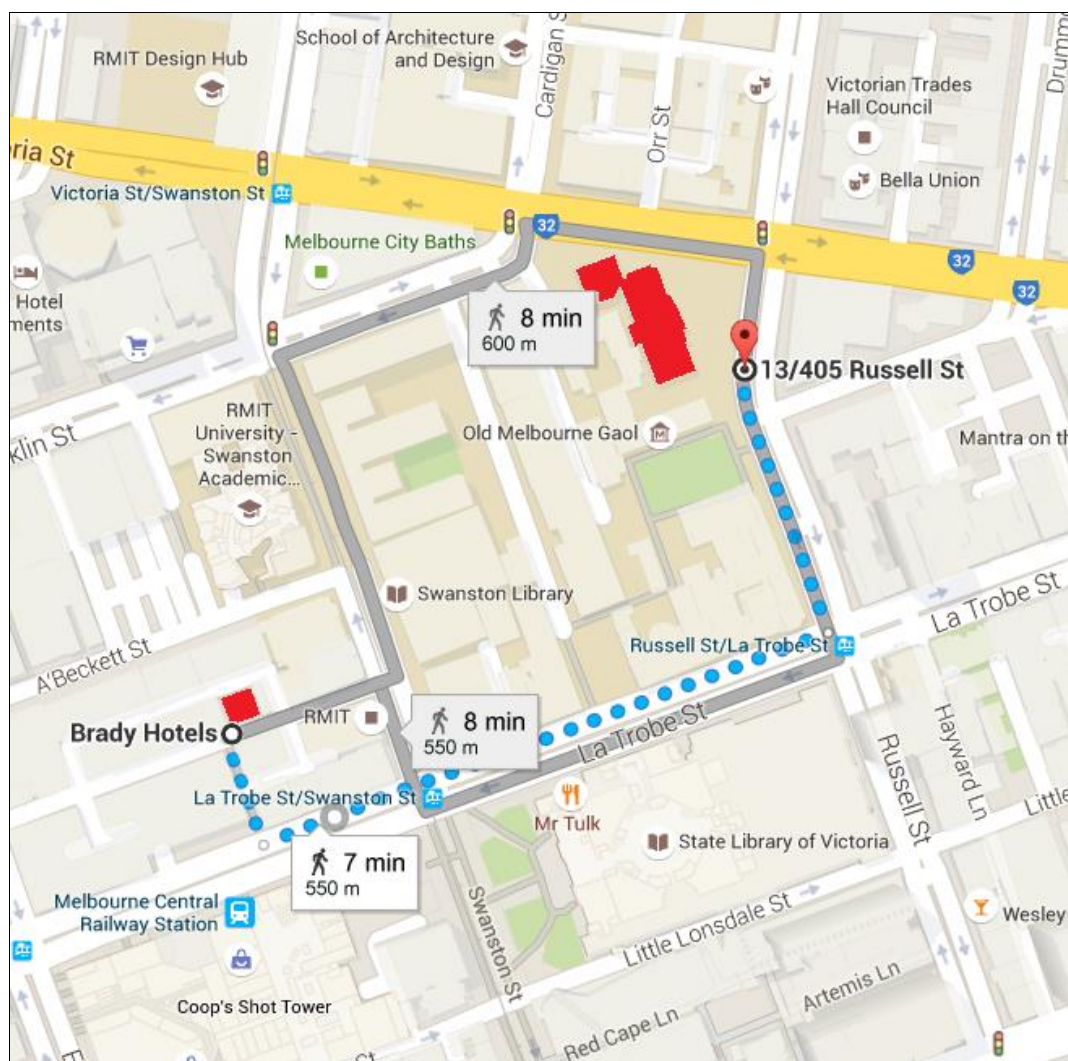
Phone: (03) 9650 9888

<http://www.bradyhotels.com.au/>

FIND US IN MELBOURNE CBD

Located in the heart of Melbourne CBD, with easy access to public transport hubs, Brady Hotels puts the world's most liveable city right at your doorstep.

Our boutique 4.5 star hotel is just steps away from Melbourne Central train station, as well as from the Free City Circle Tram stop and the Tram stop for Routes 1, 3, 3a, 5, 6, 8, 16, 64, 67 and 72. As of January 1st 2015, all trams in the CBD are free of charge making us an even more attractive location for your Melbourne visit





AIRPORT TRANSFERS

Melbourne Airport is located approximately 20 kilometres north the city. The most direct route is via the Tullamarine Freeway. The Freeway towards the city end of the journey becomes a tollway. The fastest way to the city or the airport is either via taxi or bus, with the most inexpensive being by bus.



Skybus travels Melbourne Airport to City (Southern Cross Station) 24 hours, 7 days a week with one departing every 10-15 minutes. Tickets are \$18 one-way / \$36 return (as at March 2015) - this is around one-third the cost of a taxi fare. On arrival at the city depot they provide free transfer to your city accommodation. No need to queue as tickets may be purchased online or kerbside.

TAXI SERVICE, FARES AND SURCHARGES AT MELBOURNE AIRPORT

Melbourne's taxis are a convenient way to get from the airport to your destination. You can catch a taxi from designated taxi ranks, unless you have pre-booked one. Taxi ranks are located on the ground floor outside Terminals 1 and between Terminal 2 and 3. Terminal 4 will operate a taxi rank from the transport hub when it opens later this year.

Fares and surcharges

Taxi fares vary based on distance, location and time of travel. Additional charges apply on some public holidays, when booking in advance, making an electronic payment, using toll roads, or when your taxi has five or more passengers. For more information visit taxi.vic.gov.au/fares.

Using a taxi from the airport taxi rank incurs an additional \$2.70 fee that may be passed on to you.

Estimated cost of a (one way) taxi fare from the Airport to the Hotel would be between AUD \$54.00 - AUD \$60.00

Prebooked Taxis

If you have pre-booked a taxi to pick you up from the airport, the driver will park in the short term carpark and should meet you at the baggage carousel.

Using a pre-booked taxi or hire car (see below) from the airport incurs an additional airport \$3 fee that may be passed on to you.

VISAs

It is the responsibility of individual delegates to ensure your documentation (visas, travel authorities) is correct and complete before you arrive in Australia. <http://www.dfat.gov.au/visas/>

INSURANCE

Participants carry their own risk for personal injury or loss of property, including baggage, during the conference. We strongly recommend that at the time of booking your travel, you take out a travel insurance policy. This policy should take into account loss of deposit of cancellation, medical insurance, loss or damage of personal property, and financial loss incurred through disruption to accommodation or travel arrangements due to business failures, strikes or other industrial action. The organisers are in no way responsible for any claims concerning insurance.



EXPECTED ARRIVAL AND REGISTRATION

The Conference will start on Tuesday 1 December 2015 at 9:00am and end in the afternoon Wednesday 2 December at 4:30pm

Registration will commence in the foyer of Building 13 from 8:30am on Tuesday 30 November 2015 (see map of RMIT City Campus provided)

MEALS

Morning tea, afternoon tea and lunch at the conference are provided on Tuesday 1st and Wednesday 2nd of December, sponsored by ASPBAE.

GENERAL INFORMATION

Melbourne Time Zone Difference

Melbourne is located in the Australian "Eastern Time" zone.

-:- Standard Time difference to UTC/Greenwich Mean Time: +10 hours.

-:- Daylight Saving Time difference to UTC/Greenwich Mean Time: +11 hours

Currency

Australia has a decimal system with 100 cents to the dollar (AUD\$). Coins have values of 5, 10, 20 and 50 cents, and \$1 and \$2; notes have values of \$5, \$10, \$20, \$50 and \$100.

The currency is the Australian dollar (AUD\$). Automated teller machines (ATMs) compatible with most international credit cards are readily available in main cities. Foreign currencies are exchangeable at banks and international airports. All international hotels offer exchange facilities for foreign currency and travellers' cheques. Business travellers, especially those travelling from developing countries, may have problems changing less widely accepted currencies. It is best to operate with a recognised credit card or travellers' cheques. All major credit cards are accepted.

Taxes: Goods & Services (GST)

There is a 10% Goods and Services tax.

Departure Tax

Departure tax is included in the cost of air tickets.

Tipping

Tipping is not a general custom in Australia, and is at your discretion. If you receive good service you may choose to tip 10% at cafes and restaurants. In taxis, no more than rounding off the fare to the next dollar is generally followed.

Additional Information: Duty Free

The following items may be imported into Australia by persons over 18 years of age without incurring customs duty:

- 50 cigarettes or 50g of tobacco or cigars.
- 2.25l of any alcoholic liquor.
- Articles for personal hygiene and clothing, not including perfume or fur apparel.
- Other goods to a value of A\$900 (A\$450 if under 18).



Note: The Australian government has introduced limits on the amount of liquids, aerosols and gels that can be taken through the screening point for people flying to and from Australia. You may carry these on board in your hand-luggage only if they are no more than 100ml and in a sealed plastic bag. Larger amounts may be taken in your checked-in luggage. Exceptions apply for medicines and baby products. Check with your airline before travelling. More details are available from the Australian Customs Service (www.customs.gov.au).

Prohibited Imports

There are very strict regulations against the import of non-prescribed drugs, weapons, firearms, wildlife, domestic animals and foodstuffs (including meat, poultry and dairy; plants or parts of plants [including fruit, nuts and seeds]; animal products [including wool, skins and eggs] and any equipment used with domestic animals) and other potential sources of disease and pestilence (such as vaccines or viruses). There are severe penalties for drug trafficking.

Electricity

Australian Power Points use 3-Pin Plugs - an earthing pin that points downward, and two flat pins above that form an upside down V-shape. (see picture) Australian Power Points output 240/250 Volt AC 50Hz.



Multi-purpose Adaptors for international appliances can be easily purchased from Electrical Retailers throughout Melbourne.

Drinking Water

It is perfectly safe to drink water straight from the tap in Australia. However, for those who prefer bottled mineral water, local supermarkets and grocers usually carry a sizeable selection.

Safety

Australia is one of the safest destinations in the world, but you should observe the same precautions with your personal safety and possessions as you would in any other country or at home.

Triple Zero (000) is Australia's primary Emergency Call Service number and should be used to access emergency assistance from all telephones (landline, mobile phones and payphones) in the first instance.

Smoking

You are not able to smoke in public buildings and enclosed workplaces (this includes RMIT University grounds, restaurants/cafes, licensed premises and shopping centres). Smoking is also prohibited at covered areas of train platforms, bus and tram shelters, at underage 'music/dance' events and enclosed licensed premises (including gaming rooms).

Smoking is permitted in outdoor dining or drinking areas, unless the outdoor area has a roof, as well as walls that cover more than 75% of the wall area.

Weather

Despite its small size, the Victorian climate varies across the state. The north is much drier and warmer weather than the south. Australia's seasons are the reverse of those in the northern hemisphere. The climate can be characterised as warm to hot in summer (December to February), mild in autumn (March to May), cold and damp in winter (June to August), and cool in spring (September to November).



Further information on Australian culture and tourist attractions can be found at:
<http://www.australia.com>

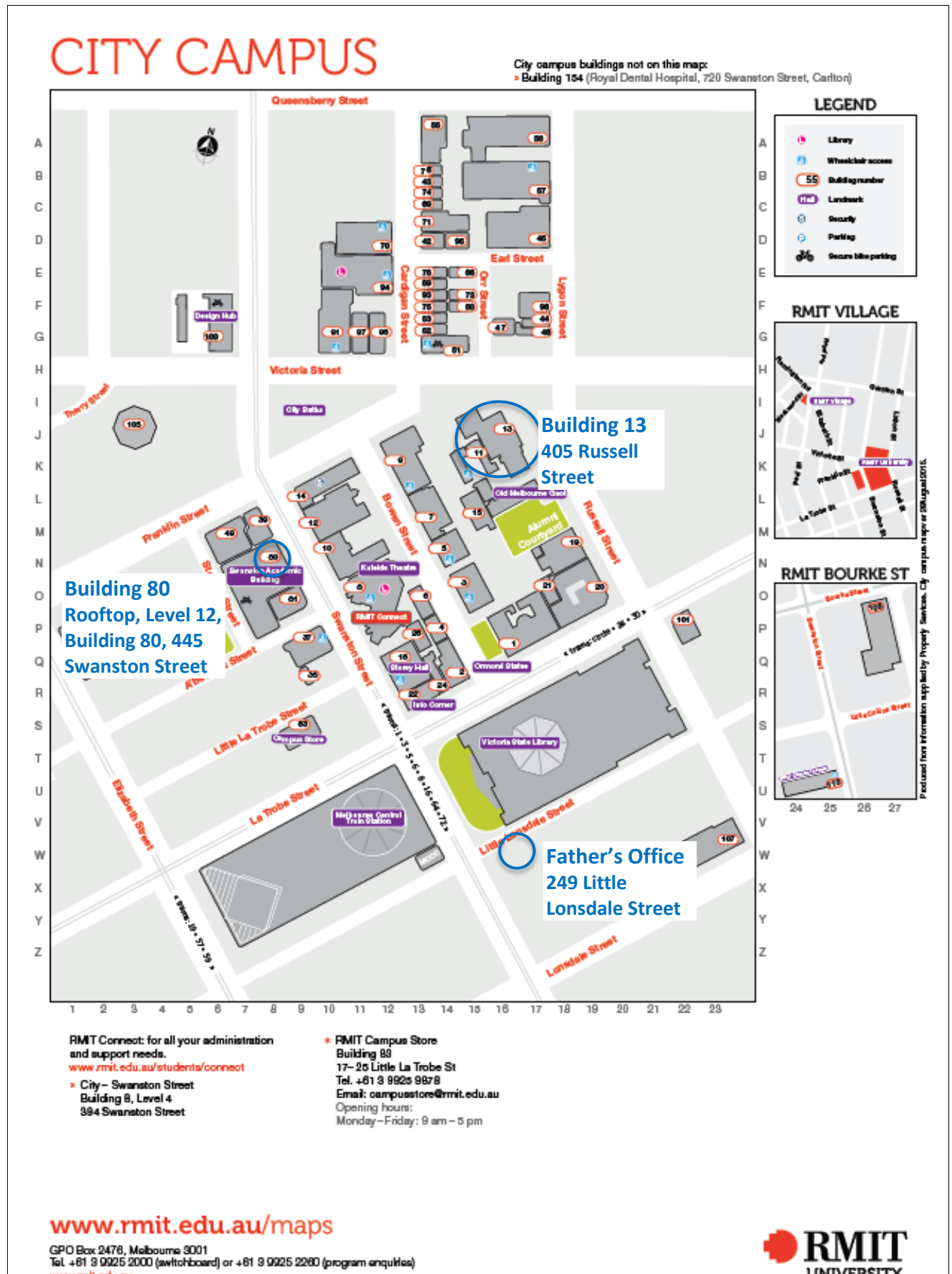
CONTACT DETAILS

Should you require further clarifications, please do not hesitate to contact:

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See Map of RMIT City Campus







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