

QUEST

ISSUE 2 2015

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Tech savvy schoolkids help seniors struggling with technology.

Connecting a community

Pairing tech savvy schoolkids with older people struggling with new technology has proved a perfect match in the Victorian town of Traralgon.

The idea of a service to help older people in the community with their digital devices staffed by local high school students seemed logical to Joh Lyons, project worker for the Digital Shed, a project of Traralgon Neighbourhood Learning House.

As a former secondary school teacher, she knew that many local high schools offered Community Service one day a week. She also knew that what seemed simple to high school kids – using email, setting up apps, shopping online – could be more challenging for older members of the community.

‘They treat you like you’re somebody. I don’t feel stupid asking questions, I don’t feel out of place. I’ve recommended it to all my friends,’
Lyn, 67.

Established in 2013, the Digital Shed offers a drop in service where high school students help community members with easy-to-understand technical information and advice.

The service benefits both teachers and learners, Joh says. ‘It’s a reciprocal relationship. The older people often tell stories to the kids and they tend to give lots of positive feedback, which the kids just love. They often bring cakes and things along because they are just so grateful.’

‘For the kids and particularly those who are quiet or introverted, it’s a great social activity – they become experts and it really brings them out of their shells.’ Parents notice the change too. ‘They say they notice their kids are more confident and happy and talk about the people they’ve met. A couple who were pretty disengaged at school have taken on more of a leadership role as a result of their work here.’

All tutors are trained for their role. ‘They learn how to deal with people who are courageous enough to ask for assistance – they learn that older people can feel silly asking for help so it’s important to bear that in mind, to be polite and considerate.’ But it’s rare that Joh has to take a student aside and have a word about dealing sensitively with

 <https://www.ala.asn.au>

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*Lifelong and
lifewide learning
for all Australians*

Message from the CEO



When ALA changed its name in the early 90s from the Australian Association of Adult and Community Education, part of the rationale was a desire to put the learner up front.

This is my last report in *Quest* after 5 ½ years as CEO. It won't be a farewell report, however, because I consider adult and community education not as a separate field but as a movement underpinned by a set of values. And it's a value set that I will be taking with me.

There are a number of vocal ALA members who have become my faithful correspondents, always providing encouragement for our work. I mention, in particular, Barrie Brennan and Peter Willis, who have been mentors whether they knew it or not. As I move into my next job I intend to join their ranks.

Since I announced that I was leaving, a number of people have contacted me saying how much they enjoyed this column. In particular they valued my critique of the marketisation of education and learning, and its impacts on those adults who increasingly find themselves on the wrong side of the skills divide. When ALA changed its name in the early 90s (from the Australian Association of Adult and Community Education), part of the rationale was a desire to put the learner up front. In that spirit, I believe that it's important that ALA speaks up for learners, particularly those with the least power, whether it is consistent with the current policy narrative or not.

We recently hosted Professor Alan Tuckett, outgoing President of the International Council of Adult Learning, at an event in Sydney on Intergenerational Learning and Literacy. Alan spoke about the importance of not just critiquing the neo-liberal approach to education but also

creating new and compelling narratives and ways of thinking about learning. This very much sums up the role of *Quest*; creating compelling narratives about the power of learning to transform lives – in big ways and in small, quiet ways.

Its role is also to celebrate the indefatigable spirit of those who build these learning stories in the most challenging of circumstances.

Einstein is credited with saying 'What counts can't be counted and what's counted rarely counts'. I don't believe that. I believe as a society we choose to count some things and disregard others. We choose to see some things and people and ignore others. We choose to value some knowledge and practice as important and regard other knowledge and practice as unimportant.

With that in mind, I encourage you to enjoy this issue of *Quest*, to make count what rarely gets counted. And finally, thanks to all ALA's members for their ongoing commitment to our mission of lifelong and lifewide learning for all Australians.



For quiet kids the digital shed is a great social activity.

(story continued from p. 1)

customers. 'The kids are spectacular,' she says.

'I also tell them that it's OK to not know and ask someone else. So they learn from each other and become real problem solvers.' But it's important for them to know their limits. 'Young people tend to experiment a lot when they are learning but it's best if they don't experiment on other peoples' devices. If they don't know the answer it's best to refer people to a computer shop.'

Will Snell was 13 when he started working at the Traralgon Digital Shed two years ago.

He took on the job as part of a Community Service subject at his school, Lavalla Catholic College. In that time he reckons he's taught over 100 customers how to use their digital devices more confidently.

With his flair for ICT, Will was a good candidate for the tutoring job but once he started he found that people skills were just as important. 'I'd never done anything like it before, it was completely new to me and I needed help with interacting with customers. I watched what the other helpers were doing and I learned from that. I found out you don't just have to be silent, you have to talk to people and you don't just sit there and solve the person's problem all by yourself. I show them how to do something. I'll do some talking and check that they are following me. Then I get them to do it. I help people to do things themselves.'

Will's learned as much from his customers as they have from him. 'They look at me as a teacher not just as some kid.' Some customers come as a one off to resolve a specific problem. Others like Peter and Dawn keep coming back. 'At first Dawn came for help with email but now I teach her different tools like eBay and YouTube and she's really

satisfied. She wants to keep up with her friends and I help her do that.'

Getting older has helped. 'When I started I was nowhere near as good as I am now. I'm more mature. Now when someone comes in I know it's important to ask them what they want to learn.'

Dealing with the questions and queries – everything from how to use Facebook, Gmail, eBay or operate a digital camera – has forced Will to stay a step ahead. 'They say that I'm up to anything that comes through the door. It's really good for my confidence. I'm thinking that in the future I'd like to work in technical support.'

Lyn Steele, 67, was a bit nervous about going to the Digital Shed to get help with her new tablet.

'I thought they'd be too brainy and they might talk down to me. But they made me feel really comfortable. It's been just great.'

When she arrived, she told her student helper that she needed help setting up and learning to use her tablet. 'I said to him "Now just pretend you're talking to your nanna. It'll go in one ear and out the other so you'll have to repeat yourself." He just roared laughing, he had a great sense of humour.'

Having individual help has made all the difference Lyn says. 'I love the one-on-one. They answer my specific questions which is something you sometimes don't get in a class.'

Lyn now uses her tablet daily for keeping up with her grandkids, playing games with friends and 'sticky nosing all over the world' on Google.

She's so much more confident using technology and enjoys learning new ways of using it. She's now bought a laptop as well as upgraded her phone, each time she visits the shed to get help in setting up and using her new devices.

<http://digitalshed.com.au/>

'I see one of our customers Peter as someone I can really talk to. He tells me things about how he grew up and we've really bonded,' Will, 15.

Campaigning for lifelong learning

Professor Alan Tuckett OBE, acknowledged guru of adult education, shares his views on intergenerational and lifelong learning.



Alan Tuckett is credited with inventing the term 'adult learner'.

In the northern UK city of Sunderland there's a learning centre underneath the stands at the Sunderland Football Club. Local football fans – many of whom are unemployed – can attend a literacy program, get advice on preparing a CV, attend courses on the history of the club, and learn about how and why the intense rivalry with neighbouring Newcastle began. For Professor Alan Tuckett, the centre demonstrates creative thinking about learning. 'There's a richness to the offerings at the centre, it offers multiple routes back to learning, both informal and formal. It focusses on what really matters to people.'

Governments would do well to turn that sort of thinking on the topic of intergenerational learning, Alan says. 'Policymakers tend to think of education as schooling and that's very artificial. In fact schools rely on the culture in which they operate. If kids go back home after school and no one is practising literacy they very rapidly lose the skills they've picked up at school.'

But convincing governments that seeding and enabling learning instead of owning and controlling it via the framework of the formal education system can be a challenge. And a lot of that has to do with trust, Alan says. Just look at the Scandinavian model as an example.

'In Denmark in the 19th century the country reorganised itself out of a major recession through people sitting around and talking. Small groups of ordinary people met in study circles to learn about and explore political and social issues. Today they believe fundamentally that there is a relationship between a study circle and democracy. They believe that education and learning helps society as a whole because learning encourages active citizenship. They trust it because it's worked for so long. Accountability is after the event when the government asks "What did you do with the money?"

'In contrast, in countries like the UK and Australia funding for adult education is tied to "What will you do with the money? What outcomes will you achieve?" What the increasing strength and role of finance ministries over the last twenty years has done is privilege those things with very obvious short-term outcomes and encourage mistrust of things which don't quite work like that.'

'At one point I went to the UK Treasury to talk to the Chancellor of the Exchequer about all the wider benefits of learning, the really solid research evidence about the health and wellbeing benefits, the tolerance benefits, the work benefits and so on. And one of his advisers leaned across the table and said, "You can show a very strong association but you can't show causality. You can't say which caused which." "Fair enough," I said. "But that's also true about qualifications and productivity. Since you measure productivity by wages there's no more of a formal link in causal terms. So you believe one prejudice and you don't believe another."

This devaluing of informal learning can be internalised too, Alan says. 'If we only count or notice or measure the work of people inside the waged economy then all the richness of the labour done outside of that in our communities and society is lost. Then you get people who learn but they don't see that what they've been doing and what they've been acting upon counts. Whereas once you've been involved in some kind of movement, whether it's getting a traffic light put at a busy road or saving a community centre or reversing

If you add up all the labour done communally in our society you suddenly realise what a rich, rich world there is in which work has an important place – but it's only one place.



Being involved in the community fosters learning.

a bad decision somewhere you never forget it. You have a sense of “I can change the world.”

Alan has made a career of defending and championing the benefits of adult learning, and of arguing that adult learning is about much more than workplace training and qualifications. In the early 1990s, the UK government argued for an end to funding of adult education. ‘I remember one government minister saying “Taxpayers don’t want to pay for flower arranging classes”. So we found a merchant banker who’d gone to adult education classes in flower arranging and who became a florist. He had set up a successful shop in Brixton and ended up employing half of his classmates – most of them unemployed men.’ Apart from highlighting the diversity of people undertaking adult learning for a wide range of purposes, the story of the Brixton florist demonstrates the power of adult education in bringing together people of different social classes.

‘What’s great about informal learning of the kind that adult community education offers is that it gives chances for people of very different backgrounds to mingle around a common enthusiasm. One thing that’s most frightening about where I live now is that people increasingly only bump into people like themselves. That makes it harder for people to see all the other humans in our society who are worth caring about and so it’s easier to think about migrants, refugees, or marginalised groups as the “other” rather than as “us”.’

Adult learning is like a weed that you can never get rid of. No matter how much you try to kill it off, it will always spring back.

‘Which is why I like the whole idea of intergenerational learning. Suddenly the wonderful idea is in play that on one hand you have young people going into residential homes helping older people learn technical skills which revitalises their enthusiasms and interests. And on the other hand you’ve got elders helping younger people learn about history or improve their literacy and it’s all dynamic again and creative.’

Governments change, policies are rewritten, funding waxes and wanes. ‘The trick for those of us in adult learning is somehow not to be left disabled by changes in government funding. Of course we have to influence governments to do what they can and must do. But for us community educators I think it’s important to remember they don’t take away your soul when they take away your cash. At some level we still have a responsibility to imagine solutions for tomorrow.’

Professor Alan Tuckett OBE has forty years experience of leadership roles in lifelong learning in the UK and internationally. He is credited with popularising the term ‘adult learner’ and in the 1970s helped start the UK’s national adult literacy campaign. He was chief executive of National Institute of Adult Education for 23 years, where he started Adult Learners’ Week, which has spread to 55 countries, and commissioned the independent Inquiry into the Future of Lifelong Learning. He is currently sharing the position of Professor of Education at the University of Wolverhampton.

Listen to a conversation with Professor Alan Tuckett recorded at ALA’s office recently:

<https://ala.asn.au/ala-podcasts/>

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Women take the lead

A new program encouraging women to take up tutoring in adult and community education is taking off in Western Australia.



ACE tutor Ruth O'Dwyer runs her first workshop.

When Ruth O'Dwyer saw the ad on Facebook for the ACE Women Taking the Lead program, she jumped at the chance to develop her training skills. She was one of ten women who recently completed the Linkwest program at Fremantle's The Meeting Place.

As a former professional musician and events consultant with over 14 years experience, Ruth was drawn to the idea of sharing what she knew about marketing.

'I had been involved with a range of small business people at a health and wellbeing expo I was organising and I noticed many were unsure and uncomfortable with marketing what were terrific services. I wanted to help and support people to empower them to take the next step.'

Ruth signed up hoping that she'd get some insights about the best way to teach adults and the course delivered just that. Signing up had added benefits. 'It forced me to take the idea of running workshops off my to do list and focus

and commit to spending time developing my skills and taking it more seriously.'

Ruth was confident that the course would be worthwhile. 'The teacher came highly recommended, and the course seemed really well organised.'

Over three weeks Ruth and her classmates learned how to design, develop and deliver their own workshops and gain hands-on experience as tutors. At the end each of them did a presentation to the rest of the group on topics as diverse as baby massage, everyday science and marketing for a small business.

'It was a really small group and we got to know each other over the three weeks. None of us had anything drastic to prove. It felt very comfortable.'

But once her own training was over, the prospect of running a short course with her first group of students was daunting.

'I was really nervous that I didn't have enough content. But in fact I had too much and we went over time.'

Getting to know the people in her group and what they wanted to learn about marketing helped Ruth adapt and tailor her material. Her eight adult students included an engineer wanting to work with farmers doing crop surveys; a woman setting up a permaculture business; a speaking coach and a children's author. 'They were all wanting to promote

Western Australia has the greatest gender gap when it comes to adult learning with 36.5% of women compared to 45.8% of men involved in formal and non-formal learning.



The Moody Jukebox gave Ruth practical marketing experience.

their small business so they could earn a living doing what they love.'

Ruth found the tips from ACE Women Taking the Lead helped her to develop and structure a day-long course for adults in marketing.

'I developed a model and an analogy to explain the principles and processes involved in marketing a product or a service.

'In my 20s, I was a rock musician so I used my experience of that to take them through the different stages and skills you need from getting a band together, to building a loyal following, getting an agent to help you grow your business, to selling CDs and merchandise.

'Using the rock star model helped me to contextualise the theory of marketing and make it very practical. I divided the day's content into six modules and we'd stop from time to time and I'd ask, "OK, so what stage are you at in the Rock Star model?"

'The other thing I found really useful about my training was the idea of understanding the different learning modalities – visual, touch and audio. I made sure I incorporated those wherever I could. So for kinetic learning I encouraged people to write down actions they could take, I used slides and videos for visual learning and handed around examples of marketing materials for them to handle and look at.

'I think it went really well. They all left with big smiles on their faces, and have started to engage with me on social media. There was a wonderful moment at the end where we were taking one person's business as a case study and talking about ideas for branding and developing a tagline. And the whole group were pitching in ideas and giving advice. I hadn't expected them to take it all on board so quickly. It was amazing. I was really excited.'

Ruth's looking forward to taking next steps in her own training. She's planning to develop more workshops and has signed up for a Cert IV in Training and Assessment with a view to teaching in TAFE.

The project is running at four WA centres and is funded through Grants for Women Program, Department of Local Government and Communities for community members or centre volunteers looking to develop their skills.

<https://www.linkwest.asn.au/>

The ACE Women Taking the Lead program:

- addresses the inequality of women in adult learning.
- improves confidence by providing women with training.
- provides women with clear career pathways.

Celebrating adult learners

This year the theme of Adult Learners' Week is 'Unlocking learning'.



adult
Learners'
week
1-8 SEPTEMBER

Adult Learners' Week 1-8 September, 2015

This year the theme of Adult Learners' Week is 'Unlocking learning'. This theme addresses the common misconception that learning ends with schooling. Adult Learners' Week shows the breadth of opportunities available for adults who want to learn. It also demonstrates how learning benefits you, me, our communities and society as a whole.

One of the key messages of Adult Learners' Week is that learning is a lifelong activity. Lifelong learners are adults who want to continually expand their skills, knowledge and interests. We want people to share and discuss what, how and why they are a lifelong learner.

National media campaign

Adult Learning Australia will co-ordinate a national radio, newspaper and social media campaign to promote Adult Learners' Week. This media campaign will promote the Adult Learners' Week website <http://www.adultlearnersweek.org> so that people around Australia can find out what events are happening in their local area.

Running an Adult Learners' Week event

Running an Adult Learners' Week event and ensuring it is posted to the Adult Learners' Week website allows people to discover what's going on during Adult Learners' Week in their own neighbourhood.

By adding your event to the Adult Learners' Week website, you are not only promoting your organisation's work to a far larger audience but you are helping to paint a picture of the host of adult learning activities happening around Australia.

Deciding on an event

What you can offer:

- provide short courses or taster sessions to give learners an insight into the classes you offer
- invite speakers – such as former students – to talk about the impact of learning in their lives
- encourage individual people and groups to have a go at learning
- celebrate the learning achievements of your staff/volunteers
- announce or launch a new course or new initiative
- badge open days and events with the Adult Learners' Week branding.

Publicity

Our Adult Learners' Week online toolkit will give you lots of tips on planning the promotion and publicity for your campaign in the local media. Incorporate photography into your planning. You can use photos of your event in social media and on your website as well as sending them to local media.

Website and social media

You can publish press releases, images and updates about your organisation's activities on your website before, during and after Adult Learners' Week.

Post your activities to the Adult Learners' Week Facebook page and Twitter presence.

Our Adult Learners' Week theme is all about encouraging adults to identify ways in which they are a lifelong learner and to share this with friends. Events are a great way to demonstrate this. Encourage participants at your event to share their experience of being a #lifelonglearner through their networks.

Competitions, prizes, tips and tools

We'll be announcing all sorts of activities, prizes and helpful tips as well as providing all the branding and promotional material you'll need for a great Adult Learners' Week. Our revamped Adult Learners' Week website will be live on June 30 – <http://www.adultlearnersweek.org>

Are you an ALA member?

Becoming a member of Adult Learning Australia is a fantastic way to support lifelong and lifewide learning across Australia.

To find out more about all the benefits of an ALA membership, go to:

<https://www.ala.asn.au/join-now>



Adult Learning Australia

What's involved?

Adult Learners' Week 2015

- will bring together organisations across the country to offer thousands of opportunities for all Australians to learn something new
- aims to celebrate lifelong learning and increase awareness of adult learning opportunities across Australia
- demonstrates the dynamic personal, social and professional benefits of adult learning through a range of celebrations, activities and events across every state and territory
- has adopted the theme 'Unlocking learning' which will be the underlying element for all events and promotional materials
- is co-ordinated by Adult Learning Australia, the peak body for adult and community education.

Who can take part?

Any organisation involved in adult education and training can get involved in Adult Learners' Week including:

- Neighbourhood houses
- Community centres
- Libraries
- Training organisations
- Employers
- Not for profit organisations
- TAFE colleges

Why take part?

Here are just some reasons to get involved in Adult Learners' Week:

- To raise awareness of classes, events and your organisation as a whole
- To promote your organisation in the local media
- To raise awareness of the benefits of adult learning
- To recruit new learners
- To demonstrate the benefits and positive impact of learning to funding agencies and local politicians
- To build relationships with other organisations in your area
- To demonstrate the impact that learning has on people's lives and celebrate the achievements of adult learners

Take better camera phone photos

It's truer than ever that a picture is worth a thousand words. And with cameras in our phones there's no excuse.



Here's some tips for getting some great shots.

1. Look sharp

Focus the picture so that the main subject of the photo is sharp and clear. Avoid taking photos with the camera phone held out at arm's length. Keep your elbows close to your sides using the screen like a viewfinder and make sure the lens is clean.

2. Keep still

Keep your camera still by steadying your elbows on something solid. Remember to keep still for a couple of seconds after you've clicked the shutter to avoid blur.

3. Think ahead

Plan what sorts of photos you want to take. Think about where and when you'll take them and who you want in the frame.

4. Take charge

Don't be afraid to ask people to move around for a better photo. For example, with photos of guests at an event you might ask a group of people to stand in a particular spot or formation.

5. Move in close

Zooming in with a phone camera can mean you lose picture quality. Move yourself in closer to the subject instead to get the photo you want.

6. Look behind your subject

A distracting or ugly background

can spoil a good picture. Position people against a simple uncluttered background and make sure that whatever is happening behind them adds to rather than detracts from your picture.

7. Watch that light

As a rule of thumb, keep the light behind you and not behind your subject.

8. Snap away

Don't just take one photo. Try different angles and composition. Experiment with new perspectives and angles. Try taking photos up high looking down, down low looking up, up close and way back. You'll learn heaps! It's great practise and gives you a wider variety to choose from when it comes to selecting photos you want to use or share.

9. Keep learning

Start analysing photos you admire, identify why the picture works for you and what tips you can pick up to improve your own. Don't be afraid to borrow ideas.

10. Add with apps

You can add functionality to your camera with downloadable apps that give you more control and a wider range of settings for your photos.

11. Get permission

Ask permission before you take someone's photo and get their OK before you publish it. Send them a copy of the photo with a thank you note or email.

On your website, in social media, on promotional materials and displays, good quality pictures can tell a powerful story about your organisation and its people.



Meet the Board

Recent elections have brought some fresh faces to the ALA Board. Here's a chance to learn a little more about some of our newer Board members.



Chris McCall (Vic)

I manage the Yarraville Community Centre (YCC) in the inner west of Melbourne. We are a medium sized not for profit delivering a broad range of programs and services. We work with the most disadvantaged in our community with over 1000 adult learners coming through our doors to study in a language, literacy or general adult education program. Working in the community and adult education sector allows me to see lifelong learning in action every day.

I really fell into working in the community sector. In my 40s, after staying home looking after my three children I started coordinating a toy library and was asked by one of the members to work at YCC as a very part time admin officer. That was the beginning of what ended up becoming my passion.

Over the next few years I worked part time and built up my skills and returned to study to complete a Graduate Diploma in Community Education at Monash.

As someone who left school early, I am an advocate for and passionate believer in everyone having access to education over their lifetime. No one should be denied access to education no matter their age or circumstance.

Since I started work in the community sector, I've been on the boards of community based organisations,

managed a neighbourhood house, set up an RTO, managed adult education programs, been part of the working group to establish the Moonee Valley/Maribyrnong LLEN, managed youth and Work for the Dole programs and sourced large grants for programs and services.

As an ALA board member, I want to represent community providers delivering adult education, advocate on behalf of members to ensure that lifelong learning remains at the forefront of government policy and ensure that people of all ages have access to affordable and relevant education.

Dr Robbie Lloyd (NSW)

I'm based at Skillslink Training (formerly Port Macquarie Community College) where I work as Community Relationships Manager. I have over 40 years experience working in all levels of education, from early childhood to tertiary and business education and training. I've been disheartened by the narrowing focus on accreditation and qualifications as measures of success and I'm passionate about the potential



for adult education to support people learning throughout their lives. I have a passion for adult education and community-based experiential learning and I see adult community education as a bastion for person-centred learning where imagination and creativity can flourish. I'm concerned that the funding of questionable private sector providers and a lock-step and inflexible vocational

Get to know your local Board member as well as the rest of the ALA Board members on the ALA website at: <https://ala.asn.au/about-us/ala-board/>

training system has limited and diminished opportunities for both learners and employers.

I've also been involved in mental health and disability support reform over the past twenty years and I have spent 25 years working with Indigenous communities on development for culture, business and reconciliation. All this makes ALA a great place for me to make a contribution and I look forward to helping to expand ALA's work across the nation and into Asia Pacific in the coming years.

I continue learning in my own life by listening to elders and younger people from an array of cultures, by reading voraciously (an eclectic range of fiction and non-fiction), watching films and engaging in conversation with friends all over the world about how to be alert and receptive to new knowledge.



Malcolm Lobban (SA)

In 1998 after 15 years in resource management with the Australian Public Service, I made a major career change. For the past 18 years I have been working in the field of Education, Disability, Careers and Counselling.

I have been legally blind since I was 19, and I have over 30 years experience in the workforce as a person with a disability. I'm a staunch advocate for disability rights, anti-discrimination policy and associated legislation.

I hold a Bachelor of Applied Science and First Class Honours degrees in Disability Studies, a Graduate Bachelor's degree in Special Education and a Diploma of Languages (German) from Flinders University, as well as a Graduate Certificate in Career Counselling from UniSA. I am currently in the final stages of the EdD program. I am planning to complete my thesis 'Education for all ... careers for some? Second-chance education for disadvantaged adult learners' by the end of 2015.

I have a passion for lifelong and lifewide learning, especially supporting the disenfranchised adult second-chance learner, and I have taught in the disability employment, community not-for-profit, ACE, TAFESA, university, and DECD sectors with these students.

A passionate supporter of the 'underdog', I am currently employed as a student counsellor in the New Arrivals sector, working with young refugees, migrants and international students learning English prior to entering mainstream secondary education.

I continue to learn. I play in a band, take singing lessons and have a long list of things I want to do 'post doc'. These include learning another language, learning another instrument, taking an Asian cooking class and building an Aquaponics system for sustainable food production.

Photo Credit: [Board room](#) by [K2 Space](#), CC BY 2.0

QUEST

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