

QUEST

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IN THIS ISSUE

- ◆ Don't judge a book by its cover
- ◆ Message from the CEO
- ◆ Hands on at Hawthorn hackerspace
- ◆ Aboriginal literacy program flourishes
- ◆ New head for International Council for Adult Education
- ◆ Adult Learners' Week a hit

TIPS AND TRENDS

- ◆ Internet safety

Don't judge a book by its cover

The first Human Library in Australia – where you can 'borrow' people instead of books – is flourishing in Lismore, New South Wales.

The worldwide movement in which human books are loaned out to tell people their stories began in Denmark in 2000 and has proved a powerful way to break down prejudice and build empathy and compassion.

At Lismore among the human books you can take out on loan are a submarine captain, a homeless person, a local historian and a Sudanese refugee. All of them will tell you their fascinating life story.

'Hearing someone's story opens up people's eyes and generates understanding. A reader might run into a book in the street later and stop for a chat, or invite the person to come and talk to their club or group. It brings the community together.'

Lucy Kinsley, Area Librarian at Richmond Tweed Regional Library, kicked off the first Human Library at the Lismore branch in 2007 as a one-off event. 'It was amazing, it was packed!' It was so popular that the library made it a regular monthly event and expanded the range of books for loan. The service has been made mobile – visiting schools, community events and other libraries in NSW and interstate.

Currently the library has 25 human books for loan. Human books are trained before they're ready to be borrowed. 'We get them to talk to other books about their experiences. We also tell people they only have to answer questions they want to answer. It's their story, their life. So we teach them to say if necessary, "I'm sorry, that chapter's closed."'

So what makes a bestseller? 'Bestsellers are people with interesting, different stories. For example, we have a Sudanese man who is very popular. He tells people his first hand account of life during war and how he walked through two African states and his long journey to life here in Australia.' He's Lucy's favourite book too.

'He's brought up his family, his younger brothers and sisters, and he's studying too. He's an inspiration.

(story continues on p. 3)

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

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*Lifelong and
lifewide learning
for all Australians*

Message from the CEO



Adult Learners' Week highlighted just how important the learning that takes place outside of formal institutions is to learners and communities. It also demonstrated just how vibrant, creative and committed our adult and community education sector is.

This is my first contribution to Quest as the new Chief Executive Officer of Adult Learning Australia. The past few months have been busy, to say the least, but it's a great time to be involved in an organisation that has such a rich history in advocating for lifelong and lifewide learning in Australia.

Lifelong and lifewide learning benefits not just the individuals involved, but also their communities and society as a whole. I am very passionate about the sector, having been involved in not for profit vocational education and training for over 20 years, delivering programs and leading organisations that connect early school leavers, the disadvantaged and adults with learning and development opportunities.

Quest highlights examples of the innovative environments that learning communities champion by thinking outside the square.

Einstein once defined insanity as doing the same thing over and over again but expecting different results. Adult and community education providers are different because they consistently demonstrate just how innovative they can be when it comes to engaging learners through experimenting, thinking creatively and continually improving.

In this edition of Quest, we take a look at human libraries, where people make themselves available to share their life experiences for the benefit of others. We also check out the Connected Community HackerSpace. This converted garage provides a space for people to share knowledge and engage in peer education in a creative environment.

We profile the great work of the Literacy for Life Foundation, which is working to improve literacy in Indigenous communities and advocating for a greater understanding of the issues associated with low literacy and inequality.

Adult Learning Australia will continue to advocate for even greater attention to adult and community education, to influence policy discussion at both state and national levels, and to promote community-based and alternative education settings on behalf of the broad sector that we represent.

In late September, as the year draws to a close, we will undertake a review of ALA's 2011–2015 corporate strategy. In developing our next strategic plan, we will be drawing on the strong foundations already in place through the input and support of our members and stakeholders.

I look forward to the opportunities that lie ahead and I am keen to hear from you so please feel free to contact me through the office or via email.

Stephen Dunn
Chief Executive Officer



The Human Library brings the community of the country town of Lismore together.



Lucy Kinsley with multicultural award for first Australian Human Library.



Luz Press shares her story as a migrant.

(story continued from p. 1)

'People volunteer to be books because they think they have something worth sharing or something that they think might help someone else. For example, there's a woman who shares her experiences of having a child with mental illness. By telling other people about it and about the services and support she was able to get for herself and her child, she breaks down the isolation other people in similar situations might be feeling.'

For the books, being part of the Human Library can open doors. 'Lismore is a multicultural place and it is tolerant of different views but it's still a small country town and it can be very hard to get in as a local and break down that barrier. So this is a great first step.'

'It's such a great experience for both books and readers.'

Luz Press has been a human book since 2007 and has been borrowed hundreds of times since then. 'It's a way of giving back to the community and making people aware of what life is like for a migrant in a new country.'

Luz's story is about the Philippines and its people. Luz says despite the big Filipino community in and around Lismore local people seem to know little about the country or its culture.

In her 30 minutes, Luz covers three topics. 'One, how Filipino people live, eat, care for their elderly, and the education and social security system. Second, I emphasise that Filipino people are like everyone else: regardless of colour or religion, we want to be respected and like to be heard.'

'Lastly, I give people recipes and food to taste. I make chicken adobo cooked with garlic and ginger, it's very good. And for most people it's a new taste because our cooking is different, it a blend of different influences, including the Spanish.'

'You don't normally get the opportunity to talk to people this way. People live busy lives, they're busy with work, they've got children and family and friends to keep up with so there's not usually time to go beyond these limited conversations,' says Roz Roden.

'Sometimes with readers it's a two-way process where they ask me questions and we go back and forth. It's great when people learn about my culture and country.'

Luz recommends being a human book. 'It's good to participate and not just be an observer. It's a great way for people to understand that the different stories we tell make us unique as individuals.'

Roz Roden borrowed her first human book in 2014 after she moved out of town and found herself missing the company. 'I went from working in a socially demanding position in the community to working alone on my farm, pulling out lantana and finding myself very socially isolated.'

Having spent a long time living in Sydney she missed its diversity of culture. The first human book she borrowed was Luz Press.

'After I sat down she said "You can ask me anything you like." I asked lots of questions and she was very forthcoming and open about her life.'

'I found her pride in her history and culture invigorating. She told me how European trade and missionaries moved through the Philippines and how society changed as a result. She had done a lot of research on the historical background of her own personal story and it was fascinating. She had a map of the Philippines and I had no idea it was made up of so many islands.'

Roz subsequently borrowed a second book, a man living with HIV. 'I'd only really known of HIV as being a death sentence from the 1980s but now because of changes to medication it's a matter of living and managing the illness and having hope and a fruitful life. So it was great for me to get that perspective.'

'The man had this real commitment to getting the message out there to support people in the same situation. I thought he was a very brave and noble person. He was so honest with me.'

'You have a more emotional reaction to a human book. With a human book there's the physical experience – the eye contact and body language makes it more powerful.'

Roz says she'd definitely recommend borrowing Human Library books to others. 'It's important to push boundaries and learn something new. Books contain facts but a human book can change lives.'

Photo credit: [Human Library](#) by [University of Essex](#), CC-BY 2.0

Hands on at Hawthorn hackerspace

Hacker or makerspaces are the latest in a long tradition of community spaces that offer opportunities for informal learning.



Building a community of like-minded enthusiasts.

On a dark winter's night in Melbourne's Hawthorn, a lime green perspex door trimmed with LED lights up a cobbled laneway. The Connected Community HackerSpace (CCHS) in the converted garage welcomes people who want to work on DIY technology or artistic projects. Over 50 members have access to space, tools, technology and to a community of like-minded enthusiasts.

Inside a handful of members are working together and individually on a range of DIY projects. At one table, Tim is building a device that uses sensors and internet connectivity to send information. If an elderly or frail person carrying the device in their pocket has a fall, it can send a message via email or social media to alert health professionals or family.

At the lathe, Andrew, a web developer by day, is enjoying learning more traditional machine shop skills that he missed out on at school to make a scribe that can etch plastic, a far better alternative than a permanent marker.

Founder Andy Gelme says you don't need to be a technical whizz or a computer nerd to join. Members don't need any qualifications other than the desire to experiment in building a solution to a problem. 'You need to be a self starter and there are always other people in the community who can help you over hurdles.'

Project ideas can be relatively straightforward and offer lots of chances to learn new skills. 'It might be something as simple as "How can I measure the amount of water in my rainwater tank?"'

Learning by making is a hands-on process. First there's the process of experimenting, seeing what works and what doesn't, adapting your approach and trying again.

'Our goal is to empower people to experiment and figure out the way to make the project work within the budget they've got and the tools available,' Andy says.

The range of tools and machinery available is growing all the time and includes 3D printers, specialist electronics equipment, laser cutters, CNC mills, power tools and lathes.

The CCHS idea started in Andy's garage in 2009 and took off from there. 'Anyone who wants to learn or share knowledge is welcome.'

An ongoing challenge is overcoming the negative connotations of the word 'hackerspace'. Andy says it's disappointing that the word 'hacking' is so misunderstood. Many people think of hackers as cyber criminals breaking into computer systems, stealing online passwords and breaking into bank accounts. In fact the term also refers to creative people who adapt and alter existing technology to solve unique problems or adapt a piece of equipment to use it in a new way.

Whether they are working on an individual or a group project, each member is there to learn as well as teach. Then there's sharing what you know with others, and in group projects, collaborating and communicating to solving problems.

Hackerspaces, sometimes called makerspaces or fablabs, are places where people gather to invent, create and learn through creative DIY. Hackerspaces emerged in the early 1990s and today there are over 1200 worldwide, with around 20 in Australia.



Andy Gelme demonstrating the LIFX lightbulb.

Andy says the diversity of the people who are part of the community is amazing. 'We have people who know heaps about programming but zero about electronics and vice versa. We've got people who've retired from an industry who have decades of knowledge and experience and are fantastic contributors. So you can come here to work on projects with all sorts of people from hobbyists to professionals and there's this real crossover of knowledge and skills between everybody.'

Being a member has its responsibilities. 'People make the place work. We encourage an expectation that you come along to both learn and contribute as much as you can.'

Hackerspaces like CCHS are open to anyone with an interest in modifying, making, improving or inventing things, regardless of gender.

Members differ in age, educational backgrounds and ability but women are still underrepresented, Andy says. One woman has been an enthusiastic member, combining craft with electronics to make high-tech soft toys. 'We'd love to see more women here. We're always working on outreach, we're trying to make it a welcoming and comfortable space and removing any barriers to entry.'

One group project team that included Andy Gelme invented LIFX, the first WiFi-enabled LED lightbulb controlled via smartphone. After a successful Kickstarter campaign the concept has since been sold to a US company.

Open days and workshops are one way the CCHS promotes itself and recruits new enthusiasts. On family days, NodeBots and Minecraft hacks are popular.

Hackerspaces have become popular since the internet has made the technology and knowledge for DIY projects more available than it's ever been. At the same time, especially in cities, the lack of space means fewer people have the room to set up a home workshop.

Andy says the opportunity to socialise is just as important as access to the technology and tools. 'Some people have a much better set up at home but they come here because they feel valued. They feel they can contribute something to others.'

Preparing their new space also had a bonding effect. Members donated furniture and equipment. 'We really worked together on getting the place the way we wanted it and it really built a sense of community.'

You just have to look around to see that the building itself has been hacked. Members have adapted and shaped it for their needs, from designing and installing the fluorescent plexiglass door to let in light and air to the shelving, benches, 3D printers and security system. A member-built card reader attached to the milling machine only allows the machine to be turned on and operated by members who've completed the required safety training.

<http://www.hackmelbourne.org/>

Aboriginal literacy program flourishes

A whole-of-community adult literacy campaign based on a revolutionary Cuban education method is having life-changing results in Indigenous communities in outback NSW.



Celebrating achievements at graduation day in Bourke.

The first pilot of the Cuban-designed mass literacy education program conducted in Wilcannia in 2012 helped reduce crime and increase school attendance. Now it's flourishing in Bourke and Enngonia and is about to begin in Brewarrina.

Professor Jack Beetson, Executive Director of the Literacy for Life Foundation, which coordinates the program, says it's the community's involvement in the preparation and delivery of the campaign that distinguishes this project from other models and makes it well suited for Indigenous communities.

The first stage of the three-phase program engages the community with household surveys and discussion about literacy. 'Local people go door to door to do a household survey and visit everyone so everyone starts to talk about literacy. And once everyone starts to talk about it, the shame diminishes.'

In the second phase, local Aboriginal people who are employed and trained as tutors run 13 weeks of reading and writing lessons for learners based on a set of DVDs. The final stage is 12 weeks of activities to help people consolidate their literacy skills and take next steps – whether it's to find work, do further training, be involved in providing services to their community or be more involved with their family.

'A lot of parents and grandparents are happy to do it so they can help the kids and grandkids with their homework.'

Illiteracy rates amongst Aboriginal Australians are estimated at around 40–50% and even higher in some regional and remote areas. Poor literacy adds to disadvantage, making it

'Literacy for Life is a campaign not a course. A course has a positive effect on an individual whereas a campaign has a positive effect on the whole community.'

more difficult for people to find work, manage their health, be involved with their child's schooling and participate in the management of their communities.

Classes aim to bring students to a minimum of level one and a maximum of level two as measured by the Australian Core Skills Framework (ACSF).

Jack says literacy is a fundamental human right. 'One of most basic human rights is the right to learn. To be literate is everybody's right and it's the responsibility of the literate person to attend to that.'

Part of that responsibility is getting behind any campaign that will help people to learn to read and write. 'People feel ashamed of not being able to read and write, so learning from your own is very important.'

'Literacy is one of the most empowering things you can give to people,' Jack says. 'It gives Aboriginal people the ability to take control of their lives as individuals, families and communities.' It's a critical part of breaking down inequality and building a society in which everyone can participate.

Literacy for Life began in Bourke in September 2013 and by the end of last year 81 people graduated and the campaign had an 80% completion rate.

Jack says the campaign has had an impact on the crime rate. 'There's been a significant reduction in the number of Aboriginal people engaged with the criminal justice system. Just months before the campaign began Bourke was described in the papers as the most dangerous town on earth. Now the Local Area Police Commander wants us to stay at least another five years.'

Eighty per cent of Aboriginal people in court in Bourke are there for traffic offences, usually for driving without a licence. 'If you can't read you can't get a driver's licence.'



Jack Beetson at Brewarrina launch.

You also can't do the training to get an OH&S white card to work in building, mining or construction. Learning to read bridges the gap between unemployment and employment. With a driving licence and white card you've got more work opportunities, better quality of life and you're less likely to end up in court.

'Everybody in Bourke is raving about the campaign, from the shopkeepers to bankers to tradespeople as well as the Aboriginal community. Everyone notices the change it's made to the town.'

The results at Enngonia, where the campaign began in March 2014, tell a similar story, with parents as well as kids more engaged with school. 'The principal of the Enngonia local school says it's been life-changing for her because parents are now asking about their children's report cards, they're reading to their kids at home. She's seen a big improvement in the children's reading as a result. The parents are communicating much more with the school, and coming along to help and take part in school events, all of which they've never done before.'

The involvement of the community has been critical in the success of the project, Jack says. 'The community is trained so that once we step back they can run it on their own. That defines the difference between honourable and dishonourable programs. This model promotes independence, where the Aboriginal community takes ownership and runs it. The alternative model is relying on

external trainers who don't live in the community who have a 'fly in, fly out' approach, which promotes dependency.'

'Our approach does wonders for the whole community and encourages other people to get involved.'

The local Aboriginal people employed as teachers may be in paid work for the first time in their lives and they love the work because they can see the impact of it every day.

'The economic consequences are enormous. The jury's been in for 50 years on the link between literacy and better health. Once people become literate, their health improves. For example, they're more likely to benefit from medications because they can read the dosage instructions.'

'I think it's one of the most extraordinary and rewarding things I've been involved in in my life. I play a very hands-on role in community engagement. I bring together the Aboriginal and non-Aboriginal people in town. It's a peace building role in some ways. No one can disagree that learning to read and write is a good thing so it's a matter of finding ways of working together.'

You just have to attend one of the graduation ceremonies to get a sense of how important literacy is to people, Jack says.

'When graduates read their story out at this very public event there isn't a dry eye in the house.'

The Literacy for Life Foundation was formed in 2013 and is a partnership between national health research body The Lowitja Institute, the University of New England, and construction company Brookfield Multiplex.

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

Photo credit:

[Brewarrina launch photos](#) by [LFLF/Ursulla Beetson](#)

[Graduation Day](#) by [Edwina Pickles](#)

'Low literacy affects everyone in the community. It affects the economy, the health system, the legal system. People with low literacy are far more likely to need and access a whole range of other services.'

New head for International Council for Adult Education

Activist for Indigenous adult education, Associate Professor Sandy Morrison of Waikato University New Zealand has been elected head of the International Council for Adult Education (ICAE).



When she was a girl Sandy Morrison didn't enjoy singing and performing on stage with her family for an audience of tourists wanting a taste of Maori culture. 'Reading books was my escape. In books I was able to discover other worlds and I got hooked on learning.'

Sandy was the first in her family to graduate from university and knows from first-hand experience how you become an example for others to follow. 'Your family and friends see the benefit of education and they can see you have better opportunities. For example, you don't have to work a job that involves night shift or low pay. The education revolution starts in your own circles with people you know. It has a ripple effect.'

Sandy is only the second woman to head up the ICAE, a global network that advocates for adult learning as a universal human right.

ICAE promotes adult learning as an important tool for informed participation in civil society and sustainable development. The Council is comprised of seven regional organisations from across the globe representing more than 800 NGOs in more than 75 countries.

Before being elected earlier this year, Sandy spent four years as President of the Asia South Pacific Association for Basic and Adult Education (ASPBAE). It was an experience that gave her valuable international insight into the diverse communities of the Asia Pacific. 'During my time in office I think I brought a strong and Indigenous Māori perspective to adult education and was able to enhance and validate culturally diverse approaches to adult learning. The opportunity arose to increase ASPBAE's international exposure and shift our direction into advocacy more. This gave us new programmes at local and grass roots level while allowing us to affirm a rights-based approach to adult education.'

Sandy has vivid memories of her first encounter with the organisation she now leads. 'I went to my first special assembly meeting for ICAE in Manila in 1999. At that time I was new member of ASPBAE. I had been involved in our own Maori educational revolution and here I was meeting people from around the world concerned about human rights and justice – things I believed in most avidly. We all had seen the transformation adult education could bring. I felt this amazing synergy and felt that I was in the right place with the right people. It is a privilege for me to serve ICAE as President and the time I had in ASPBAE at its presidential helm has given me solid experience for the work to come.'

In 2009 Sandy was inducted into the University of Oklahoma's International Adult and Continuing Education Hall of Fame, which honours leaders in the field.

'One of my beliefs is every generation has its mark to make in the community and in the world. It's a privilege to be elected President to create change and improve life for many, many others. And that's serious stuff and I don't take it lightly. I believe in the privilege of service, that it's a privilege to represent people who have been marginalised or invisible. It's a privilege to be their voice, their face and to represent their realities at the table.'

Being a tribal woman is useful when it comes to keeping in touch with the communities she represents. Whether it's

From her years of involvement in tribal education and the revitalisation of Maori language and culture, Sandy has a long commitment to causes that bring to visibility groups that have been ignored.



The International Council for Adult Education Executive Committee.

with a community in a forest in south Malaysia or a village in China, Sandy says she's learned to keep her antenna up and perfect the art of listening hard. 'My listening skills have improved incredibly. I listen to what's said and what's not said, I try to ensure that nothing's lost in translation but at the same time I'm aware of how other communities are contextually informed and there are some contexts that I am still learning about. I rely on the Executive Council who have representatives from regions around the world and I ask them for advice.'

Sandy has two major goals for the next four years. 'First, I want to reaffirm and strengthen that access to good quality education is a human right.

'Secondly, I want to achieve greater recognition of the importance of education in sustainable development and this means taking into consideration the rights of women and those vulnerable groups. For example, the number of illiterate people is still unacceptable.'

ICAE was created in 1973 with a specific mandate to advocate for youth and adult learning and education as a universal human right. It has 7 regional bodies – Africa, Arab Region, Asia, Caribbean, Europe, Latin America and North America.

Finding ways to support communities whose education systems have been all but destroyed by natural disasters is a major challenge and at times can be overwhelming. 'The recent earthquakes in Nepal have destroyed many schools and although the relief effort has been great, we've had to come up with new ideas and ways of best supporting

the community to rebuild the education system in partnership with them. In Vanuatu, which was hit recently by cyclones, our focus follows the lead of our agencies on the ground.'

Heading up a global organisation as well as holding down a full-time job and balancing the needs of friends and family can be a juggling act. Keeping a perspective is important, Sandy says. 'When it gets

stressful, I go to the gym or I cuddle a baby. There's nothing like changing a nappy to give you a reality check.

'There are small and incremental ways you can create change. A colleague of mine told me once "A small flicker of a candle can brighten the darkest room." And I've never forgotten that. Change can happen every day in small ways and lead to big changes. Many small flickers of candles can create a constellation. I believe that we have the power to make big changes from small ones.'

<http://www.icae2.org/>



Giving voice to the voiceless

Internet safety

We use the internet every day for work as well as play. Whether you go online to shop or socialise, conduct business or do your banking it's important to protect yourself from cyber attacks.



Here's some tips for safety online.

1. Strengthen your passwords

Avoid passwords that are short and easy to remember. Create a long and strong password that's at least 10 characters that includes upper and lower case letters, numbers and symbols. Develop different passwords for each account and change them regularly.

2. Use protection

Protect your computer against viruses, spyware and unauthorised access by installing a security system that identifies and screens out threats. Keep your antivirus and browser software up-to-date to keep your computer and its contents safe.

3. Make backing up a habit

Whether you use an external hard drive or cloud services, make backing up files and folders part of your routine.

4. Be wary of strangers

Exercise caution when you get messages or contacts from people you don't know and especially if they invite you to click or download files.

5. Sign out

Make sure you log off if you're using a shared or public computer or WiFi hotspot so that no one else can access your social media accounts or personal information.

Test how many of your personal details are available online by typing your name and address into Google. Change any passwords that contain information that is publicly available about you.

6. Look closely at bank emails

Banks generally don't do business via email and will never ask you for private information or send you a link asking for your login, password or credit card details.

7. Remain sceptical

Don't be fooled by hard luck stories, unexpected job offers or news that you're a prizewinner – they are usually followed by requests for money.

8. Check vendor security

When you buy or bank online, make sure the site you're using is secure. A secure website address will always begin with 'https://', not 'http://' and will show the image of a closed padlock (usually in the bottom right of your browser display).

9. Be careful what you share

In social media networks, think about what information you share and who you are sharing with. Set your online profile to private or friends only. Protect your private information – date of birth, address, travel plans – the same way you would protect your bank account details.

10. Educate others

At home or at work, show people you live or work with ways to stay safe online. Stay up to date by subscribing to alerts from the government's:

[Stay Smart Online.](#)

Adult Learners' Week a hit



Senator, the Hon., Simon Birmingham and Vice President of ALA Paul Mulroney.

The launch of Adult Learners' Week in Adelaide kicked off seven days of celebrations across Australia. Senator the Hon Simon Birmingham, Assistant Minister of Education and Training, officially launched 2015 Adult Learners' Week at Thebarton Community Centre on September 2nd.

Over 400 events were held around the country in libraries and loungerooms, classrooms and community centres, indoors and outdoors. Many Australians took part in events from bellydancing to blogging, job hunting to jogging, literacy to languages in a week long festival of adult learning.



Sharing photos of ALW events was a great part of this year's celebrations.

Stephen Dunn, CEO of ALA said this year's Adult Learners' Week, which marked the 20th anniversary of the annual celebrations in Australia had been a huge success.

'Public discussions about education tend to centre around institutions such as schools and universities. Adult Learners' Week is a chance to turn the spotlight on and celebrate the whole range of learning that goes on outside of formal institutions.'

'Adult Learners' Week was a terrific opportunity to raise awareness of the diverse activities that happen under the umbrella of adult learning. And it was also a great way to demonstrate what a difference learning can make – not just to our minds, but to our health, our well-being, our job prospects, and our social connectedness.

'Adult Learners' Week promotes the idea that learning doesn't finish with school or university but is a lifelong process. The array of events this year gave the public a great chance to explore what's on offer in their local communities and to get excited about learning something new.'

Prizes for best events

People who've been away from school for a long time, or who've had poor experiences of schooling often thrive in the less formal setting of adult and community education. However it can be difficult to reach people who've had negative experiences of school or who been unable access educational opportunities in the past.

Adult Learners' Week events aimed at attracting hard to reach learners were singled out for prizes in this year's celebrations.



The #unlockinglearning competition generated a terrific range of adult learner stories

This year's event winners

Here are this year's event winners: LINC Smithton/Circular Head Aboriginal Corporation; TAS TAFE; Ballarat North Neighbourhood House/Salvation Army; Glen Eira Adult Learning Centre Inc/Jesuit Community College; Tuggeranong 55 Plus Club/Seniors Centre; New England Community College; Alice Springs Public Library; East Creek Community Centre; Avon Art & Craft Guild; Derwent Valley Community House; Olympic Adult Education and Willetton Library.

Six iPad Airs were also given away to some lucky adult learners through the #unlocking learning competition.

QUEST

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