

QUEST

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IN THIS ISSUE

- ◆ Licensed and on the road
- ◆ Message from the CEO
- ◆ Celebrating Adult Learners' Week
- ◆ Insight into Adult Literacy
- ◆ Redrawing the map of digital disadvantage
- ◆ It's the awards season

TIPS AND TRENDS

- ◆ Tips for getting the most out of a conference

Licensed and on the road

A driver education course is helping Indigenous people in regional and rural NSW to get on the road.

Perhaps getting your driver licence was no big deal for you. But for some Australians it can be a real challenge. In remote and regional Australia where public transport is limited having a driver licence is even more important if you want to work, study, socialise or make use of local services such as seeing a doctor or attending the hospital.

But some Aboriginal and Torres Strait Islander people face a range of obstacles to getting a driver licence, including the costs of the tests, difficulty getting the identification papers needed, the literacy and numeracy levels required, and lack of access to a car and driving teacher.

The costs of driving without a licence are high. It's not only unsafe but can lead to disqualification from driving and even

time in jail. New South Wales drivers can have their licences suspended if they have unpaid fines. These fines might not be related to driving offences. In 2014, Aboriginal people in NSW were three times more likely than non-Aboriginal people to lose their licence because of unpaid fines.

In 2005 Roads and Maritime Services NSW funded ACE Community Colleges to offer a course to help Aboriginal people in the Lismore area to obtain a P driver licence.

The course was run in Lismore by Uncle Bucky, the first Aboriginal driving instructor in NSW. The first batch of students included young and older members of the Lismore Aboriginal community as well as some elders.

Today around 200 people do the course each year at a range of Aboriginal communities around the state and the staff team now includes two driving instructors and a literacy teacher.

The program is structured to prepare learners for the three stages of licence testing. First is an 8 week course to prepare for the Driver Knowledge Test, followed by the equivalent of 30 hours of driving lessons, then access to a car and instructor for the Driving Ability Road Test.

(Story continues on p. 3)

ACE Community Colleges' Indigenous Driver Education Program took first prize in the 2015 Caltex Road Safety Awards. Roads and Maritime Services NSW are a major supporter of the program.

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for all Australians*

Message from the CEO



The ACE sector has the capacity to foster 'innovative solutions' that result in good health and wellbeing outcomes. It has a long history of building communities and helping people overcome disadvantage.

In his maiden speech to Parliament this month, the member for Berowra Julian Lesser MP shared the painful story of his father's suicide. This event, which occurred when Lesser was 20 years old, had a deep impact on him and is the reason he now advocates strongly on issues relating to mental health.

Lesser used his maiden speech to highlight the importance of building 'caring communities' where people acknowledge each other and have the ability to recognise the warning signs of mental illness. He also talked about the difficulties that marginalised people face if they struggle to form the relationships they need to feel connected and resilient.

This is important because each year, one in five or around 20% of Australians aged between 16 and 85 will experience a mental health condition. And if, as Lesser says, there is a role for government in terms of supporting organisations that reach out to people with mental health issues, who are socially isolated in our communities – then ACE needs to be part of this discussion.

The sector can offer community-based programs that educate consumers, carers, families and communities about the options available to them in recovery-based community mental health, and to deliver learning programs that strengthen a person's sense of self and belonging, increases life skills, builds community engagement and creates pathways for skill development and employment.

The 9th–15th of October is Mental Health Week. Mental Health Week is a national event that aims to promote social and emotional wellbeing in the community. It also aims to aid mental health recovery by enhancing the coping capacity of communities, families and individuals.

As part of this Week, ALA is running a forum in Canberra on the 14th of October that will explore the role of ACE in supporting fair and effective mental health reform. We want this forum to stimulate debate within the sector and with our peers in the field of community mental health. We will be launching our new mental health policy platform at the forum as well. Thanks to the members that provided feedback into this process. Details on the forum can be found here: <https://ala.asn.au/upcoming-forum-community-based-adult-learning-health-wellbeing/>.

It's a good segue from Mental Health Week to Adult Learners' Week, which has just wrapped up for 2016 – and it was huge. Without doubt, there are tangential links between these two campaigns. Adult Learners' Week is also about building community and re-engaging people through learning. It can be helpful to view community-based adult learning in the context of community wellbeing and to explore the strong linkages between these ideas.

A full wrap-up of #ALW2016 including some of the unique and wonderful events that took place all around Australia can be found on p. 6 – 8. Enjoy.

Catherine Devlin
CEO (Acting)



In remote and regional Australia where public transport is limited having a driver licence is even more important.

(story continued from p. 1)

Jan Levy, Program Coordinator, ACE Community Colleges Aboriginal Driver Education Program says working with communities to plan courses and involving Aboriginal people in running the course has been crucial to the program's success.

'We do a lot of community consultation beforehand. When you drive into a community in an official looking government car, trust is always going to be an issue. We work very closely with Land Councils and we've made some very good connections. When we arrive in a community we go straight to the elders, they know everyone. They know, for example, who has had their licence suspended or who doesn't drive but would really benefit from learning.

'The first thing I do is go to the Justice Department and introduce myself to the magistrate so we can make the link between our course and the court. What we aim for is that magistrates will adjourn a driving matter like illegal and unlicensed driving and instruct the offender to do some training.

'Because we move the course around that means also finding good local driving instructors, ones who have a positive attitude towards the Aboriginal community. We ask the elders who they trust. If you listen to the elders you can't go wrong.

Veronica Pearce



Veronica Pearce is an elder of the Yaegl (Yamba & Maclean) Community. She wanted to get her licence because her husband could no longer drive. She's an inspiration to a lot of young people because she was so determined.

Veronica had begun driving lessons with ACE Community College but her learner licence expired. With one-on-one help from the ACE coordinator she prepared to sit the Learner Driver Knowledge Test a second time, and passed again. Three weeks later she passed her Provisional Driving Test and got her P plates. Getting her licence has been very exciting and the whole family celebrated her success by buying her a car of her own.

Mark Wallis



At 18, Mark Wallis was disqualified from driving for 20 years

'I was young and dumb,' Mark says.

At 38, with his disqualification over, father-of-six Mark passed his licence on his first attempt and is now the proud holder of a probationary licence.

'I am a fisherman and now I can jump in the car without having to rely on anyone. I can plan the camping trip with the kids I promised them. My parents are so proud of me. I am looking into a job at the mines in Narrabri.'



Driving safely involves literacy and numeracy skills.

Marie Williams



Marie Williams, 22 got her learner licence 4 years ago and passed her full licence on her second attempt in February.

Until Marie learned to drive, her mother – who also learned to drive with help from Uncle Bucky at the ACE College course – was the only other person in her family who held a licence. So being able to drive means Marie is less reliant on others to help her out.

‘Having a licence means our family can become independent of mum. Next week we are moving into our own place. I will be able to attend to all my baby’s needs, go to doctor’s appointments and do shopping without having to rely on help from family. It will make a big difference to my little family.’

Marie said the course was great preparation. ‘The training helped me to get through the test. The driving instructor showed me what I had to do to pass and he was very helpful.’

A practical approach

Natalie Hannah, Literacy Teacher and Student Support Officer runs the eight week two-hour course that prepares people with the language, literacy and numeracy skills required for the Driver Knowledge Test.

Jan says, ‘The Driver Knowledge Test is written in a way that’s quite tricky. Natalie rewrites and presents

the information in plain English and uses practical demonstrations to help people learn.

‘Natalie is terrific at developing activities that help people understand the rules. She uses a board game where people use model cars, and they can’t move around the board unless they follow the road rules so they practise road rules in a fun way. This group learning, hands-on approach really helps students understand information in a practical way that prepares them really well for the test.

Students also get a chance to try on special vision ‘beer goggles’. Wearing them really shows students how alcohol affects their ability to make accurate judgements and decisions.

‘Students who do the course are exempt from the test fee so they can repeat it as many times as they need to. But generally we don’t send people for the test until they are ready.

‘We go with them to the Roads and Maritime Services (RMS) centre for their test. And we go as a group so those who are feeling ashamed or very shy have got the support of the others to keep their confidence up.

‘For people without the literacy skills needed to take the written test, they can put headphones on and have the test delivered aurally. The RMS developed that specifically and they have done a lot to accommodate people with low literacy.’

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Page 1: NSW Centre for Road Safety.

Page 3: [Driving](#), CC BY-NC-ND 2.0

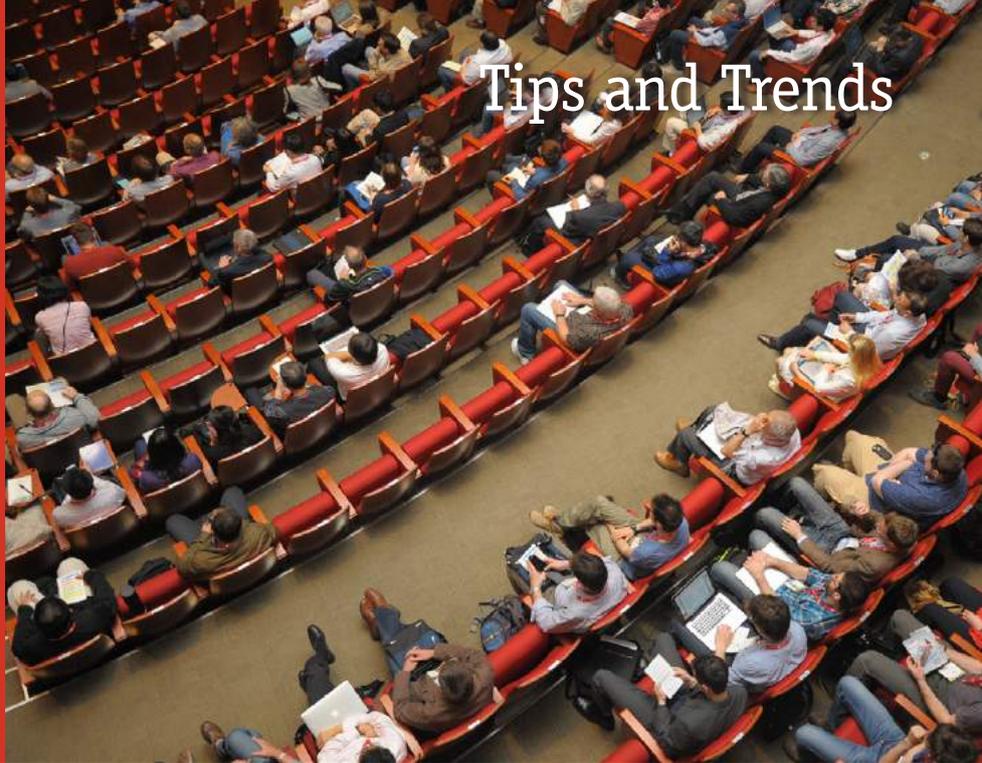
Page 4: [Road](#), CC BY-NC 2.0

‘For some Aboriginal people dealing with . . . the bureaucracy involved in licensing can be a real challenge.’

Jan Levy, Program Coordinator, ACE Community Colleges Aboriginal Driver Education Program.

Tips for getting the most out of a conference

Getting the full benefit of a conference involves some focus and forward planning.



Tips and Trends

Here's our tips for getting the most out of a conference:

1 Make a plan

Identify what you want to get out of the conference. Think about what attracted you to the conference, what you hope to learn, who you hope to connect with, what questions you'd like answered and what changes you hope to make as a result. This will help you choose what sessions to attend and provide a framework for you to evaluate how useful the event was in meeting your needs.

2 Do some preparation

Whether it's reading speaker bios or familiarising yourself with the program it will help identify how you'll spend your time and help you feel more organised when you get there.

3 Share the load

Don't spread yourself too thin. If there's a full conference program it's tempting to try to go to everything. If you find it hard to choose which sessions to go to co-ordinate with colleagues so that you can share different concurrent sessions and catch up afterward for debriefing and sharing of materials.

4 Participate

Share your experiences, ask questions, and offer an opinion during conference sessions. This gives others the benefit of your insights. Peer-to-peer sharing and interaction is how so much of the learning at conferences happens.

5 Share on social media

Summarise highlights or nuggets of information through your professional networks online. It's a great way for people who aren't at the conference to get the benefit of your insights.

6 Stretch yourself

Go to at least one session that is new territory for you. You might be surprised to discover a new interest, a hidden talent or a new perspective on a familiar problem.

7 Be social

Mingle and make new connections. It's a great way to meet people with the same interests as you and who work in the same field. You may well meet a potential mentor or research partner in a relaxed and convivial environment.

8 Pace yourself

Allow time for reflecting on the presentations you've seen, take walking breaks and get some fresh air in between sessions so you don't burn yourself out.

9 Present what you learned

Bring the highlights of the conference back to your workplace and/or to your professional networks. Think of ways you can actively apply what you've learned to make changes and improvements.

10 Note your achievements

Review the goals you set yourself at the beginning and write down what you accomplished from taking part. This is a great way to keep track of your professional development and what you've learned and achieved over time.

Following the event on social media and contributing to online discussion is a great way of participating and sharing what you're learning.

Celebrating Adult Learners' Week

During Adult Learners' Week hundreds of organisations around Australia hosted over 500 events to celebrate the huge variety of ways that adults in their communities are involved in learning.



We've selected just a handful of events that demonstrate the creative thinking that goes into this national celebration of adult learners and learning.

Getting to know your Council, NT

At Katherine Library in NT the Local Government Association of the Northern Territory (LGANT) ran free community information sessions on the work of local councils.

'With elections coming up next year we thought it was a good opportunity to invite local people along to hear about the upcoming council elections, encourage them to participate and learn about the challenges that face regional councils,' Angela Pattison, LGANT Governance Trainer says.

'Last year we offered Council information at a shopping centre in Darwin during Adult Learners' Week and that was really successful. People stopped to ask us all sorts of questions about everything from building permits to dog problems. This year we thought we'd take our session further down the track to Katherine.'

The one hour sessions at Katherine Library extended to three hours as participants mingled afterwards over tea and coffee and asked follow up questions of the presenters involved.

As well as being an informative session for the public, Angela says it was a great networking event for the council representatives from Katherine, Roper Gulf and VicDaly Regional Councils.

CycleJam, ACT

Libraries ACT Dickson branch ran CycleJam, giving local bike riders a space to gather, share expertise, and learn bike maintenance tips from each other. The workshop offered

specialty tools, parts, and educational resources with the aim of encouraging people to ride. In bringing together a diverse range of people to share their skills and expertise Dickson Library's CycleJam showcases the power of informal learning and peer education to encourage people to adopt environmentally sustainable ways to travel.

Mystery tour for English learners, VIC

One day during Adult Learners' Week 53 English as an Additional Language (EAL) students boarded a bus outside Glen Eira Adult Learning Centre. Where they were going they had no idea. Keeping the destination under wraps gave the day an added excitement Ann Manning Education Co-ordinator says.

During the trip there were language games and quizzes about Australian animals that might have tipped some of the students off but it didn't diminish their excitement. 'The mystery bus idea really captures the fun and excitement of learning,' Ann says. 'And the students really responded to that.'

The bus stopped at Moonlit Sanctuary where students got a chance to see Australian wildlife – koalas, dingoes, pythons, quolls, wombats and owls – up close and personal.

'It was the first time most of the students had been able to see Australian animals up close. 'They were so excited to be able to feed kangaroos and the koalas were the most active I've ever seen any koalas,' Ann says.





This year's Adult Learners' Week theme encouraged people to get carried away with learning.

'The weather was wonderful and we just walked all over the sanctuary. The keepers talked to us about different animals and it was just fantastic.'

'We had a shared lunch and people brought dishes from all over the world. We had students in their 20s and some in their 70s and they are all from different classes at the centre so it was a wonderful day of socialising, learning and having fun.'

Snake awareness, WA



Rockingham Library staff in WA know not to panic when they see a snake in the lobby of the library. They know the difference between those snakes that are dangerous and those ones that aren't. But Zoe Shearman Assistant Librarian thought a snake awareness session for library patrons would be a great idea for Adult Learners' Week.

'It's the beginning of the snake season and it's also the beginning of the wildflower season here so lots of people are out and about walking,' Zoe says. 'So it's good timing.'

The session was popular with 25 locals turning up to hear David Manning of Animal Ark cover the ins and outs of identifying snakes, and essential first aid tips. He also offered participants the opportunity to hold one of the snakes he'd brought along.

One man in his seventies was very excited at the opportunity to handle a snake, something he never expected to do in his lifetime. 'When I saw how thrilled he was to do it I thought that's what it's all about – having new experiences, learning new things, getting out of your comfort zone,' Zoe says. 'I'm

delighted to have had the chance to present something like this at the library and hope we can do similar things like it in the future.'

Computer classes in Greek, NSW

Kathy Yng, Multicultural Services Librarian at Marrickville Library in Sydney says the library set up computer classes in Greek, Chinese and Vietnamese specifically tailored for older residents of the area. The classes are small and learners get intensive help in learning to use a computer and navigating the Internet.

Other popular classes celebrated during Adult Learners' Week include English Conversation classes, nine of which run across the library's four branches each week. Kathy says a very diverse group of people come along to improve their conversational English from those who have lived in Australia for decades to those who have just recently arrived.

Marrickville Library caters to its community by offering a range of learning opportunities to meet the needs and interests of a diverse and growing CALD community.

Learner competition

This year we invited learners around the country to send us photos showing how they #learnoutsidethesquare. People submitted portraits of themselves doing all sorts of learning in all sorts of places – from sailing on a boat to practising public speaking at work, learning English in a classroom or learning to be water-wise at their local neighbourhood house. A great batch of entries captured just what we were looking for. But while everyone engaged in adult learning is a winner, there are only a limited number of prizes. Congratulations to Tammy Arjona, Stella Jang, Karen O'Neill and Keon Park learners at BRACE Education and Training for their winning portraits of learning outside the square!

Best event competitions

We won't go on about how hard it was to pick winners for the best events competition but you can take our word for it that we agonised over having to narrow our choices. We were looking for events that captured the spirit of Adult Learners' Week, that were inclusive, engaging, fun and captured the attention of their audiences. In short, we were looking for events that were great learning experiences as well as great celebrations. Congratulations to the winners!



- **Milang Old School House Community Centre (South Australia)** for their #learnoutsidethesquare workshop that introduced participants to the song and dance of the Ngarrindjeri culture. This event engaged people through artistic expression and built their knowledge and appreciation of local Indigenous culture.



- **Griffith University Logan campus (Queensland)** hosted an #ALW2016 event which celebrated the diverse journeys of adult learners into higher education. Griffith University has a diverse range of outreach activities partnering with TAFEs, Community Colleges, VET providers and community service organisations – in a combined effort to widen the participation of low income groups and people with equity backgrounds in higher education.



- **Wyndham Learning Festival (Victoria)**. This municipality-wide festival involved a collaboration between Wyndham Community and Education Centre, Wyndham Council, and local libraries who together ran 100 free events for their community. This was a massive effort that showcased learning opportunities across the municipality for all life stages: early years, school years, young adults, adults and seniors. The festival included talks, practical workshops, exhibitions, displays, open days, walking tours, digital tours and information sessions.

Congratulations to everyone involved!

UPCOMING WEBINARS

Adult Learning Australia runs regular professional development webinars for people who work in adult and community education.

For information on how to participate, go to

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

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Insight into Adult Literacy

Mark Hopkins shared a painful secret recently on national TV in the hope that others who shared the same sense of shame would seek help.



SBS Insight host Jenny Brockie says it is time to take notice of this largely hidden issue.

On SBS' Insight program Mark described his lifelong struggle with literacy and how returning to school as an adult has turned his life around.

Mark was part of a panel of adults from around Australia who shared their stories of how struggling to read has affected their lives. To those who work in the adult and community education sector they were familiar tales of stigma, shame and the creative strategies people adopt to both hide and deal with a problem that has some invisible but profound costs.

Mark's story of finding the courage to enrol in a literacy program in his local community highlighted on national TV both the importance and power of adult education for people with literacy problems.

But for some, the prospect of returning to an educational setting, no matter how welcoming and supportive, is still too big an obstacle to consider.

Cynthia Brooke was bullied at school where her classmates assumed because she had trouble reading she was stupid. She recalls how surprised one of her classmates was to see her riding a bike. 'She thought, because I couldn't read and write, I was dumb at everything.'

Everyday tasks like filling in forms, reading medicine packets and helping kids with homework all presented major difficulties for people on the panel interviewed during the program.

Viewers heard first-hand what it is like for people who struggle with literacy to live in a world that assumes everyone can read and write with ease.

'This is one of the most important Insights of the year. Low literacy affects millions of Australians and it's time to take notice of this largely hidden issue. People like Mark have done a great public service speaking out.'

Jenny Brockie, compere and journalist, SBS Insight

For Jack Coenan, now in his 60s, his literacy problems have forced him to come up with creative solutions to help him hold and keep a job. As a delivery driver, instead of being able to rely on maps or written directions, Jack developed an excellent memory for routes and used landmarks to help him navigate.

But finding workarounds to a lifetime of low literacy takes its toll. Jack said 'I wouldn't wish low literacy on my worst enemy. It's been a nightmare.'

New technology has been both a blessing and a curse. For Jack, having access to software like Siri on his phone has helped enormously. But jobs that require only limited literacy are disappearing and the introduction of new technology into workplaces means employers increasingly expect workers to have digital literacy skills.

Sixteen year old Kye started skipping school because of family violence at home. At school he had trouble with reading and writing, and got further and further behind. Finally he dropped out altogether. Recently Kye started in an alternative education program with the aim of improving his reading and writing so he can follow his dream of a career as a chef.

Jack Beetson from the Literacy for Life Program stressed the importance of intergenerational learning in Aboriginal communities and its impact on family literacy and argued that any government serious about closing the gap should make literacy programs a priority.

As a number of different people on the program emphasised, the way out of the cycle of low literacy, disadvantage and poverty is adult education. And for those people like Mark and Kye who had taken the step to return to learning, the future looks bright.

Mark says 'I feel I have achieved something with my life. I'm not there yet but I have come a long way. Even though the journey may be challenging, going back to an adult school can be one of the most rewarding things you can do.'

You can watch the Insight's Reading Between the Lines at [SBS On Demand](#).

Redrawing the map of digital disadvantage

The national Broadband for Seniors program is connecting older Australians to digital technology.



We read the news on our smartphones, do our banking and shopping online, and socialise with family and friends via the internet. In workplaces employers increasingly expect us to be digitally savvy. For many of us, going online to do our jobs, access education, information, government and community services means we get the full benefit of the digital revolution.

But as these digital technologies become increasingly central to the way we work, live and socialise the disadvantages of not being digitally connected increases. Australians who can't access digital technologies are increasingly being left behind.

Broadband for Seniors (BFS), a nationwide program to provide access and training to older Australians was established in September 2009. Free internet connected kiosks and training are offered from Wyndham, Western Australia to Devonport, Tasmania.

Over 1400 community spaces including neighbourhood houses, community centres, libraries, and aged care facilities host the program. Since its launch BFS volunteers have assisted over 650,000 older Australians to get online.

BFS Project Manager Catherine Devlin says that the program has been so successful because volunteers tailor training to the needs of each individual learner.

'The program is a terrific model because it includes one-on-one tutoring and group classes. We've found that there's a huge diversity when it comes to older Australians' skills and attitudes towards technology. You might have one person who turns up at a centre who has had a career in senior management but has never touched a computer. And you might have someone else who never enjoyed school and doesn't have much confidence in their ability to learn new things. Our volunteers are very good at picking up on people's attitudes to learning and technology and starting from there. It's really important to recognise the incredible diversity of interests and abilities of older learners and make sure that kiosks provide a safe and supportive environment for all older adults who want to learn how to participate in the digital world.'

'BFS focusses on what people's interests are and why they want to learn. It might start with someone wanting to learn how to email or Skype but once people realise the other opportunities that digital technology offers it really motivates them to learn more.'

Kiosks are a great starting point for learning basic skills like using email, the internet and word processing. Catherine says.

'We've found that for a lot of people doing training with a tutor at a kiosk really gets them hooked on learning. Our tutors and networkers can link people up with further opportunities and more advanced training in their local communities.'

Volunteers and networkers

The kiosks supply the technology, but it's the people that make it work Catherine says. 'Our volunteers do an amazing job. On an average day they work with an incredible range of people with all kinds of abilities and good and bad experiences of education.'



Margaret Jory, 87, is a resident and volunteer tutor at the Leisure Lea Gardens Retirement Village in Sydney. Margaret tutors around 16 people a week at the BFS kiosk. Her star student is 97 year old John a former high school principal who had never used a computer before but now researches history online and keeps in touch with friends and family via email.

Margaret says that for the people she's worked with at the kiosk being able to use a computer is 'life-changing'. Margaret says she loves being part of helping her fellow residents to use technology for themselves because she can see how much it enriches their lives. Connecting people up with what they're interested in online makes all the difference Margaret says.



Improving infrastructure alone won't necessarily improve digital inclusion.

Supporting our volunteers and helping them develop their teaching skills and confidence has been crucial to the success of the BFS. We give them a whole range of ways to connect up and keep learning including ongoing training and professional development, access to a learning community as well as a telephone helpline.'

It's the job of BFS networkers like Junita Lyon to foster and maintain a community of practice for BFS tutors working at any of the 1400 kiosks around Australia. Junita's part of a national team of a six and her area of geographic responsibility is Victoria.

Her role can take her from Harrierville in country Victoria to Healesville in outer suburban Melbourne. As a BFS networker, Junita links her volunteer tutors to the wider web of tutors around the country who are often facing the same issues in their work teaching older Australians digital skills.

'Our networkers do a great job in helping tutors to connect up and not feel like they are out on their own,' Catherine says. 'Networkers like Junita have their finger on the pulse

of the kiosks in their area and keep in touch with them via phone, email and face to face whenever possible.

Tutors out in the kiosks are incredibly enthusiastic but they are a varied group in terms of their teaching and technical expertise. Networkers, like Junita, help tutors to support seniors in the context of the program and to ensure they feel connected to the broader mission.'

For learners, Catherine says the ability to go online opens up a new world. 'Suddenly people can use services, have conversations, catch up with friends and have fun in a whole new way. Learning to use the internet is tremendously empowering. People feel that they are connected when before they felt left out and excluded. They have a whole new lease on life. It's fantastic.'

Broadband for Seniors is funded by the Australian Government Department of Social Services and run by a consortium of organisations including Australian Seniors Computer Clubs Australia (ASSCA), U3A Online and Adult Learning Australia.

www.bfseniors.com.au

BFS volunteers are offered:

- Online training and resources via the BFS website
- Professional development via webinars
- Advice and information via the BFS helpline
- Support from BFS networkers who work in each state

Photo credits:

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Going online helps people feel connected.

The recently released **Australian Digital Inclusion Index (ADII)** provides the most detailed snapshot to date of who is and who isn't participating online in Australia. The Index contains data from the last three years, measuring digital inclusion by examining three areas: access, affordability and digital ability.

It's the awards season

It's the awards season, that time of year when adult community education is celebrated and outstanding programs and individuals are rewarded around the country.

In **South Australia** the **Adult Learners' Week Awards** rewarded outstanding individuals, organisations and communities across South Australia who have made a significant contribution to Adult Community Education (ACE).

Adult Learner of the Year

Esi Bordbar arrived in Australia from Iran with his family in 2011. Esi completed a Certificate III in English Proficiency at TAFE SA Noarlunga, and is now a bus driver with Southlink.

Aboriginal Learner of the Year

Brady Wild is completing his plumbing apprenticeship and was shortlisted for the 2016 TAPS Apprentice of the Year.

Adult Educator/Mentor of the Year

Sandra Walsh has been lecturing and supporting Adult Education students since 2006, and is currently studying a Graduate Certificate in Career Counselling and a Master of Aboriginal Studies.

Victoria's Learn Local Awards night celebrated the achievements of learners, practitioners and programs in the Learn Local sector.

Matthew Agostinelli, Diamond Valley Learning Centre — The Rowena Allen Award: Recognising Pre-accredited Learner Excellence

Marj Sjostrom, Keysborough Learning Centre — Outstanding Practitioner Award

Speaking Out, Port Melbourne Neighbourhood Centre — Outstanding Pathways Program Award

BA@Wyndham, Wyndham Community and Education Centre — Excellence in Creating Local Solutions Award

Ballarat Neighbourhood Centre, CALD Education and Employment Pathways — AMES Diversity Innovation Award

QUEST

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Learn Local Award winner Matthew Agostinelli, Diamond Valley Learning Centre.



L-R Minister Herbert, Deb McIntosh and Robyn Szechtman with Learn Local Award for Port Melbourne Neighbourhood Centre.



Sandra Walsh, University of South Australia, Whyalla Campus – 2016 Educator/Mentor of Year – with Malcolm Lobban, Board Member, Adult Learning Australia (sponsor) and Minister Susan Close. Source: SA Department of State Development



Esmail (Esi) Bordbar, Southlink – 2016 Adult Learner of the Year – with Anthony Kittel, Chief Executive and Managing Director of REDARC Electronics (sponsor) with Minister Susan Close. Source: SA Department of State Development



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