

QUEST

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Prisoner training opens doors

A prison based graphic design program aims to give ex-offenders a career path out of prison and help to break the cycle of re-offending.

When 'Nathan' was jailed in 2018 he was dismayed by how few opportunities were available for education or rehabilitation in the high security Queensland prison.

'It was a bit of a shock to sit there in my cell and realise there was no means of addressing the issues that got me there in the first place. It was very depressing.'

It was his first time in jail and he had a three year stretch ahead. 'It's challenging to get through each day. You feel like you've been locked away and forgotten about.'

Three months into his sentence, Nathan signed up for Green Fox Training Studio a 12-week training program

'Since we started, we have picked up lots of clients who want to make an impact. The quality of the work and our prices are competitive, so it makes sense for them to be spending with us. Our clients love the work the prisoners do and they love that they are changing someone's life.' Kelly Willmott

including graphic design, video editing, desktop publishing, and 3D animation.

The prison-based program is the brainchild of Kelly Willmott and Amanda Shepherd (pictured), directors of Brisbane-based creative agency and social enterprise Green Fox Studio, which works across the design, media and advertising industries.

Kelly and Amanda established the not for profit in-prison training facility in Queensland in 2019 to train and employ inmates, giving them experience in real-world creative projects. Selected prisoners are offered the opportunity to work for Green Fox Studio upon release to maximise their chances of rehabilitation.

With a head for maths and numbers rather than art and design, Nathan's expectations of the training were low. 'At best I thought it might be cool but not something that was going to help me much.'

The 12-week program acts as a screening device for Amanda and Kelly to identify which participants have the talent and perseverance to take on a role in the working studio where they can develop and nurture their skills.

Nathan surprised himself by learning a lot about design

(Story continues on p. 3)

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ADULT
LEARNING
AUSTRALIA

Lifelong and
lifewide learning
for all Australians

Message from the CEO



Never has our work in adult learning and community education been more important to our future wellbeing and the shape of our communities.

War, drought, bushfires, pandemics and now floods — we are facing more frequent, more severe and longer lasting emergencies that are affecting an increasing number of people and challenging our capacity to respond.

Time and again the Australian community has risen to the challenge with resolve and initiative affirming the importance of working together for the good of the whole.

And once again our adult community education organisations have been in the thick of it.

In QLD and NSW, our members are facing heartbreaking conditions with their homes at risk; their educational facilities completely flooded and their staff and students left stranded. Speaking with our members in flooded regions has been a humbling experience, as they express concern not just for friends and families but also for their colleagues and their learners. However, their determination to reconnect and rebuild in the face of disaster reinforces the vital place ACE organisations occupy in their communities and the role they play in support and recovery.

How communities are adapting and learning in turbulent times is the topic of our forthcoming webinar which features a keynote by the Director of the UNESCO Institute of Lifelong Learning and includes representatives from Learning Cities across Australia. The 'Sharing Insights' webinar will investigate how communities are adapting and learning from each other to build healthy and resilient cities in support of the UN Sustainability Goals.

Never has our work in adult learning and community education been more important to our future wellbeing and the shape of our communities. Adult education can prepare us for active citizenship in a democratic society, purposeful engagement with work and a sustainable and resilient life. We need to learn new ways of living that can help us to find new solutions to current and future challenges. But we must have leadership on adult education from all tiers of government because if we don't do anything today what will become of tomorrow?

Our #AdultEd4All federal election campaign calls for commitments from all parties to support adult community education as the foundation of a "fair go". Our recently updated Adult Community Education Environmental Scan found that the sector serves important social and economic needs within communities across Australia. And that for ACE to achieve its full potential, there must be broad recognition and investment from government. Community based adult education can offer pathways to further education and training; help to break the cycle of poverty and disadvantage and enable people to participate fully in their communities and as citizens in a democratic society.

There are some fabulous adult education programs out there working positively in this space and we highlight these in Quest. In this issue for example, prisoners involved in the Green Fox Training Studio are learning digital design skills to help build their self-esteem and provide pathways to start afresh. Another program gives training and bilingual support to members of the Karen refugee community so they can take on more skilled and meaningful work, and have more secure, healthy and productive lives.

Now that we find ourselves in what social activist Naomi Klein describes as a trembling moment we need to learn from the present and take action to shape a more hopeful future.

Jenny Macaffer, CEO



The recidivism rate of the 188 inmates who have undertaken training is 4%, well below the Queensland average of 45.3%.

(story continued from p. 1)

and by how much he enjoyed the training. He was selected to be part of a team of 10 prisoners that ran the working studio, with help from Amanda and Kelly on the outside, taking on work for external clients.

'They gave us a lot of autonomy and because we all worked together for so long we fostered this workplace environment that was terrific. The core team was incredible.'

Prisoners in the team worked as designers, animators, virtual reality experts and coders on a range of marketing and advertising design projects for corporate and government clients.

Nathan spent almost three years in a project management role where he liaised with external clients and ensured that the team had the capability and resources to reliably complete the job.

'We were supported to learn and do as much as we wanted and a lot of us were given opportunities that we might not have ever considered before.'

Using their combined expertise, the group navigated the limitations of working in the closed prison system to produce work as good as that produced by professional graphic design studios outside.

'The ten of us in the core team came from all different backgrounds so we really put our heads together and came up with solutions to interesting problems.'

They worked five days a week in the studio but had a lot of distraction-free time in between to mull things over.

'Our entire lives were focussed around this program. We had a lot of different ideas when we weren't in the studio. We'd come back after a weekend or even a weekday having thought about a whole bunch of

problems and we'd often find a solution super quickly because it was our sole focus.'

Nathan says mentoring other prisoners in the studio changed him. 'I didn't really understand crime and its consequences before I went into prison. I was very naïve. I had no experience of criminals or prisoners and I guess before I went to prison I would have written off those kinds of people as hopeless but I learned a lot from Amanda and Kelly and you realise that everyone's a human being.'

'Everyone has circumstances that have led them to where they are and as a society we are obligated to do what we can to help people help themselves. Realising that and developing that compassion and empathy was something I really developed over the years, and more and more I advocate for change in this area because it's so important.'

Nathan saw how much of an impact the program had on others too.

'If you've suffered abuse or come into prison because of really ugly circumstances looking at a career or thinking about a career is often the last thing on your mind. You're much more focussed on just surviving or coping. So watching people realise that they might have some sort of different future and working towards that was really valuable and a key part of the program.'

In Australia, former prisoners have higher rates of homelessness and unemployment and less access to education on their release than the general population, which increases the likelihood of recidivism.



With guidance, prisoners have developed Jumpstart, an offline training platform that Green Fox Studio will be rolling out to male and female correctional facilities in Victoria.

'Michael' has found a job he loves

'Michael', 39, was halfway through his five-year jail term when Green Fox Training Studio started up in his prison. 'It was a lifeline for me,' he says.

Up until then, time passed slowly and tension among inmates was high.

'It's pretty bad inside. There's trouble and dramas every day and you can't get away from that.'

Michael signed up for the training because he wanted to develop a hobby and a way to pass the time.

He had started a Certificate 1 in IT after he finished school but dropped out and worked in a factory.

He expected to learn how to use different Adobe programs but when he was introduced to the 3D and animation program called Blender, he discovered creativity he never knew he had.

'It just got me. I was hooked. I couldn't stop thinking about it once I got back to my cell. I couldn't wait to get back to work. I loved it. There'd be days when I couldn't go to the Studio when there was lockdown or restricted movement, and it was just hell to be just stuck in your cell.'

'When you can see a prisoner who lives and breathes their work and loves what they are doing, you know you've got a designer. Often they haven't seen that capability in themselves before or haven't allowed themselves to dream about it. So it's wonderful to see them working on professional jobs for real clients.'

Kelly Willmott

It was a lifesaver, Michael says. 'I'm more passionate about this than I ever thought I'd be. I love the stuff.'

Learning and working in design, the time passed quickly. 'I would start working at 8 and then look up and it would be 3 o'clock. I'd say, "Holy crap, there's a day gone just like that."

'I really fell in love with the work. Having something productive to do; seeing a result and helping people outside, especially real clients, was fantastic.

'I can't stress how much of a great mentor Amanda is. When I first started the training with her, she would stop us and say "Let's take 5 minutes off and think about something we can be grateful for". She had all these little mindfulness exercises and I'd think "Come on just let us get on with our work" but after a while you see the benefits of it. It saved me through a lot of dramas while I was inside.

'I'm definitely an introvert by nature but my confidence has really improved. Kelly and Amanda really encourage you to sell yourself and feel confident and promote your work.

'The Green Fox Training Studio is so important for people in jail because there are people who have talent and don't even know it. Once you get people like Kelly and Amanda recognising that and pushing that person along and building that confidence it's bound to give them more opportunities in life rather than going back to crime.'

Michael is out of prison now, working in the design industry and studying IT.

'I'm so grateful, it's awesome. I'm very happy. I love what I'm doing now and I wouldn't change a thing.'

Bilingual course engineers success

A Bendigo-based program that combines English language and vocational skills training is creating new careers and helping local industry.



A ground-breaking bilingual program enables young people in Bendigo's Karen community to simultaneously learn a trade and improve their English language literacy.

The award winning 'Starting Work in Australia - Karen Engineering Studies' program is a unique collaboration between a Bendigo Learn Local and TAFE.

Robyn Matthews, Education Team Leader (pictured) at Loddon Campaspe Multicultural Services, a Learn Local provider, says the program evolved from a clear need.

'The program started when a network of employers and Job Services Providers identified that there were quite a few manufacturing firms experiencing a real shortage of people working in the field of engineering. Not just qualified engineers but welders, fitters and turners and tradies.'

'And we knew that having a skill or a trade is something refugees and migrants really value. So we asked the community if they would be interested in doing some training.'

With strong community interest it wasn't a straightforward case of enrolling Karen students in the TAFE certificate. If the students were going to succeed, additional language support would be crucial in helping them undertake training that involves technical terminology.

Working with other local organisations including Bendigo TAFE and local JobActive centres LCMS designed a program that combined a Certificate II in Engineering Studies with a tailored 'Starting work in Australia' component.

The course has been a resounding success. Six of the 12 students have gained apprenticeships, four are

working in manufacturing and two have returned to high school to complete year 12.

Collaboration is key

Getting the program off the ground took 'a power of work' and commitment from all the organisations involved according to Paul Stagg, Manager, Skills and Jobs Centre, Bendigo TAFE. 'The whole project was full of people who wanted to see those disadvantaged communities get a chance at something better. We were a group of like-minded people who worked as one and had a single focus.'

Preparing students beforehand helped to ease their transition into formal study.

'When it comes to aspirations I believe that if you can't see it you can't do it,' Paul says. 'The majority of people in the Karen community would not have seen a file or drill in their lives. So we took a group out to a range of manufacturing firms in Bendigo and showed them what manufacturing engineering looked like. We took them through TAFE and into the Engineering Department and around the workshops. So that took away a lot of those fears and anxieties that they might have had about walking through TAFE's doors and into that environment.'

Part way into the course COVID struck. Unable to attend campus, the risk of students becoming disengaged was high. But LCMS stepped in to provide digital literacy training and support so students could study remotely.

'LCMS played a really key part. It goes to show how effective and important those wraparound services are,' Paul says.

'I haven't done a lot of research but from what I have done this kind of program doesn't seem to have been done before — much to my amazement.



'They are wonderful employees and all the local employers are asking for more.' Robyn Matthews, Team Leader, LCMS.

'My hope is that one day bilingual support will be key instrument in VET training, where individuals from CALD backgrounds can take on combined English and vocational skills so that they have a significantly better chance of being employed.'

Numeracy as important as English

Robyn Matthews ran the one day a week 'Starting Work in Australia' component alongside a bilingual support worker funded by a grant from the Victorian Department of Premier and Cabinet.

'We began the course with pre-emptive learning picking out terminology from textbooks so that participants could pick up the kinds of concepts used in the industry. The bilingual support worker was great at encouraging them and establishing that they understood.' Robyn says.

But the emphasis on English language morphed into something completely different when Robyn realised the limits of students' numeracy. 'The Karen community have usually attended school within camps and learned basic maths but things they need for welding like estimating size quickly, and understanding and calculating surface area and circumference are often new concepts.'

'This course took their different English abilities into consideration. Participants were able to do assessments verbally, for example, and the bilingual support worker was there to make sure they really understood the concepts we covered.' Robyn Matthews Education Team Leader, LCMS

'When you're teaching a language, it can be hard to know how much the students have retained but with maths you can see when they grasp it immediately. It's yes or no. So that was very satisfying. I love numbers and they've always been a passion for me so I was very excited to be teaching it. It was really fun and brought a lot of challenge into the classroom.'

'And it was fantastic to watch their confidence grow. They learned to tell the difference between 3 centimetres and 30 centimetres and look at a door and estimate its height or look at a screw and estimate its size. By the end of the course, they could look at a 3D object and find ways to calculate its surface area. Their confidence soared. And that improved understanding translates into them being better welders. They can create objects more efficiently and more accurately.'

A brighter future

Yeah Min Soe, 26, has been living in Bendigo for three years.

He completed year 10 in Thailand and loved school so he looked forward to the TAFE course and the chance to learn skills that would help him find a better job. 'I wasn't nervous about studying, I was really excited.'

Within days of graduating, Yeah Min had a job as an apprentice at Central Victorian Welding and Fabrication and it's been a really positive experience. 'They were very welcoming at work and I'm so happy to have a job.'

He is about to begin the second year of his apprenticeship and although it's hard work he is enjoying it. And he's continuing to improve his language skills. 'My English is getting better all the time.'



Graduates from the 'Starting Work in Australia - Karen Engineering Studies' are thrilled to be working in skilled jobs.

Yeah Min says having a trade and a job he enjoys has helped him feel settled and he is looking forward to the future.

Robyn Matthews says all the students share Yeah Min's optimism. 'They are thrilled to have completed the training and have jobs in the industry. They're loving it. It was their dream job so to be able to make that a reality is amazing for them.'

'We find that having a skill or a trade is something refugees and migrants really value — a lot more than we tend to. Now there's a large waiting list for the second round and community interest for a course in electrical engineering, another in painting.'

'The success of this course is allowing the community to dream. Many haven't been able to think about tertiary education because of the entrance requirements and even with good spoken English many of them would not make it through because there's so little support so a lot don't let themselves dream. This course has shown them that they don't have to think short term, that a career is possible. They are very proud of themselves.'

Robyn says the development of the course highlights a much broader issue that needs attention. 'We'd love to stimulate discussion around the needs of students from CALD backgrounds being taken into account in tertiary education.'

Learnings for teachers

Simon Harris, Lead Educator, Engineering at Bendigo TAFE says the course has been a great learning experience for the teachers who were initially nervous at the prospect of using a translator in the classroom.

'It was a little a bit out of our comfort zone. Traditionally we have a model where we stand up the front and give a heap of instructions and away the

students go. But we had to be a little bit more precise and keep instructions fairly simple and work at a slower pace to ensure that everyone knew what was going on to keep a safe learning environment.'

Then there was the pressure of running something that hadn't been done before. 'It made it more daunting that we were taking on something so new. We had to make sure we didn't fail. We didn't want to set these Karen guys up for failure because that would be really disappointing and would put a roadblock into their transition into working life in Australia.'

Communicating using the language of engineering was a challenge. 'Even the translator didn't understand some of the terminology so that made it tricky. But Maha the bilingual support worker was fantastic.'

Simon says he's very proud of the teachers involved. 'They really enjoyed it once they got into the swing of it and found it really rewarding.'

'We would have really struggled without the partnership of the other stakeholders particularly LCMS and the Skills and Job Centre. The support and the encouragement we got through working with LCMS enabled the program to be a success. They were the glue that held everything together.'

The 'Starting Work in Australia – Karen Engineering Studies' program was recognised with four of eight awards at the recent Victorian government Learn Local awards.

Photo: Welder by Tim Abbott CC BY-NC-ND 2.0.

'This model really works. When you bring Learn Locals and TAFE together to do what they do best the students really benefit.' Paul Stagg, Manager, Skills and Jobs Centre, Bendigo TAFE

Election 2022 – ALA calls for #AdultEd4All



With the upcoming federal election ALA will be approaching the main political parties about their stance on issues which are vitally important to our sector. Here's our five point adult education agenda:

1. Recognise and resource adult and community education

Adult community education (ACE) provides a 'second chance' to many Australians so they can reach their full potential. Regardless of financial or personal circumstances, we should all be able to access quality adult education when we need it.

2. Develop a national adult literacy strategy

The Australian government must commit to developing and resourcing a national adult literacy strategy that is guided by a broader cross departmental lifelong learning policy and establishes a framework for increasing the levels of adult literacy by 20% at PIAAC 2031/32.

3. Build the capacity of the LLND workforce

Australia is suffering from a national skills shortage of educators that are qualified to support adults with low language, literacy numeracy and digital (LLND) skills. Adult educators need access to free high quality professional development to address this shortage.

4. Prioritise lifelong learning for all

A lifelong learning policy must be a national priority and a centrepiece for all educational policies in order to provide opportunities for Australians to adapt to the changing economic and social landscape.

5. Take action on the Sustainable Development Goals

The Australian government must genuinely engage with the ACE sector to ensure progress towards the UN Sustainable Development Goals.

Our full statement is available here.
ala.asn.au/election-2022

Quick and easy actions you can take to support #AdultEd4All

- Share posts on social media about your organisation or your learners' experience with ACE and why #AdultEd4All matters.
- Text or call your local talkback station, especially when political candidates are being interviewed.
- Write a letter to the editor of your local paper. This is a great way to bring attention to adult education in your community and the importance of #AdultEd4All.
- Get in touch with your local political candidates. Send them a message about why #AdultEd4All is important to you/your organisation by:
 - Sending them a message on social media
 - Writing them an email
 - Calling their office
 - Requesting a meeting
 - Attending scheduled community events where you might have the opportunity to ask them a question

Photo: Parliament House by Matt Stuart CC BY-NC-ND 2.0

Tips for overcoming maths anxiety

Maths anxiety affects adult educators as well as their students.

Tips and Trends



Here's some tips to develop confidence in teaching and learning numeracy skills.

1 Reflect on your own maths story

Acknowledge that you, like many of your adult learners, may feel anxious about maths. Look at how your previous teachers, school experiences and family attitudes have shaped your beliefs about your ability and aptitude with numbers.

2 Talk about maths anxiety

Acknowledge that feelings of discomfort or even panic about maths can disrupt learning and clear thinking. Encourage discussion with learners about how their negative feelings might have held them back or limited their choices or participation in particular activities or pursuit of further study or careers.

3 Promote a 'can do' attitude

Many people believe you either can or can't do maths. It's important to debunk myths like these. Give regular feedback and encourage learners to pay attention to improvements in their maths confidence and skills.

4 Build confidence

Choose maths exercises that involve familiar activities. For example, shopping at a deli offers lots of opportunities for practical numeracy and reasoning. Weighing food, estimating amounts, planning menus, understanding use-by and best-by dates and reading food labels are all examples that can be used in class and practised in between times.

5 Literacy and numeracy go hand in hand

Developing numeracy skills for everyday tasks involves developing the practical language skills that go with

it and vice versa. An interaction at the deli counter, for example, is a conversation that involves listening and speaking skills as well as a mutual understanding of mathematical concepts such as measurement, estimation, and calculation.

6 Identify current strengths

Point out the numeracy skills your learners are currently using whether they realise it or not. From sewing, cooking, shopping, filling the car with petrol, identifying situations where learners are already using maths skills helps build confidence.

7 Work together to solve problems

Small group work helps to defuse anxiety, builds trust, and takes the emphasis off individual achievement.

8 Focus on fun

Use games, quizzes, practical exercises and group discussion to build trust, relieve anxiety and promote interactive learning.

9 Make it practical

Learners are much more likely to engage with the topic if it's something they can apply in their everyday lives. Whether it's reading a bus timetable; estimating what they can buy with \$20 or calculating discounts, learners will welcome numeracy that has practical relevance and helps them achieve their goals.

10 Build on the plusses

Positive classroom experiences enable learning and give students a sense of achievement. They can take on more challenges as their confidence in their numeracy abilities grows.

Our online 2022 Professional Learning series focusses on teaching adult numeracy. <https://bit.ly/3KWIDNO>

Member round up

News from ALA member organisations around Australia



Northern NSW floods

ACE Community Colleges Lismore campus (pictured) was badly damaged during the floods in the Northern Rivers region so in person classes are currently on hold. With the re-establishment of phone services, campus staff are working hard to recommence classes remotely and reconnect with students.

While Murwillumbah was also flood-affected and the ACE Community Colleges campus there was closed during the emergency, the newly renovated building was spared flood damage and classes have resumed and new courses have started.

College staff are busy offering support and re-engaging with learners who have been devastated by the floods as well as offering practical support to help their communities get back on their feet.

Byron Community College is open again after the ground floor of the Mullumbimby campus including office, classrooms and courtyard were inundated during the floods. The clean up is progressing thanks to the efforts of staff and volunteers and the process of assessment and repair is underway.

Skills for migrant women



Macquarie Community College's SKILLS4You program is now recruiting. Aimed at migrant women SKILLS4YOU is designed to train and support migrant women into caring careers in the high demand community services sector (aged care, childcare, disability care).

The program provides women with wrap-around support services and training in English, job readiness and formal vocational education and connects them to community and employment opportunities.

CIT sparks opportunities

Canberra Institute of Technology (CIT) has teamed up with Ginninderry Housing development, located to the west of Belconnen, as part of the SPARK Training and Employment Initiative. SPARK aims to improve the education, social, and economic outcomes for people in the local area.

In 2021 CIT provided training to disadvantaged young people disconnected from education and the labour market by offering three SPARK Industry Explorer programs which introduced participants to a range of career options and vocational pathways.

Daniel Noble, Project Manager at CIT says the partnership has brought people through the doors of CIT who would not normally have contemplated returning to study. 'Ginninderry SPARK have great connections within the community and are able to attract and support people disengaged from education who we normally would find difficult to reach.'

New campus for Prace

Prace in Melbourne's north has partnered with developer Mirvac Victoria to offer adult education courses in a new housing development in Donnybrook, a fast-growing suburb in Melbourne's northern growth corridor.

Libby Barker, Education Manager at Prace says the initiative aims to connect local people with local jobs and make sure they have the employability skills to succeed.

Classes will run in the shared community space, which



Prace is now running classes in the Donnybrook Shared Space Community Centre in Melbourne's north.

includes a social enterprise café and meeting rooms, and demand is expected to grow Libby says.

Courses on offer have been tailored to meet community needs. 'It was important for us to establish what courses people were interested in. We ran surveys through Facebook and through the local café where we asked people what they were interested in learning and what barriers such as transport, fees, and time pressures they faced. And we designed courses around that.'

While Prace has been delivering classes in the Whittlesea LGA for more than 15 years, it may take time to establish its reputation as an adult and community education provider in a newly established and quickly expanded suburb, Libby says.

Leading to empowerment

North Melbourne Language and Learning (NMLL) has been funded to lead the Community Partnership of the Paving the Way Forward (PTWF) program based at the North Melbourne public housing estate.

Cliff Rundle, General Manager of NMLL says Paving the Way Forward is an ambitious new initiative that works with residents and communities of the Flemington and North Melbourne public housing estates to identify issues and plan actions. In the longer term, it will encourage the development of a representative resident body that can articulate residents' voices. 'Our vision is to facilitate greater opportunities for the North Melbourne public housing communities to be active participants engaged in decisions that impact them and their environments.'

Drummond Street Services and Mission Australia are also members of the Community Partnership consortium which is in turn partnering with the Department of Families, Fairness and Housing.

Education for parents, carers

Brimbank City Council in Melbourne's west have been running a series of workshops for parents and carers of young people with diverse abilities to help them successfully transition to the world of work.

The Parents as Career Transition Support (PACT) workshops includes coaching skills, up to date information, and techniques for finding work, career planning and pathways in a post-covid world.

The Workability Webinar series is an initiative by the Department of Education in partnership with Brimbank and Melton City Councils, Future Connect and the Brotherhood of St. Laurence. The free webinars provide information on how young people with diverse abilities, along with families, carers and teachers, can develop skills and knowledge for the world of work.

Are you an ALA member with news to share? Email us at info@ala.asn.au



Clean up at Byron Community College

ACE update

In **VIC**, the Andrews Government will deliver around 1,000 refurbished laptops to Victorian Learn Locals as part of a pilot program that reduces e-waste and allows learners across the state to develop stronger digital literacy skills – with Learn Locals making the laptops available onsite as well as lending them to community members. bit.ly/3wZ3ryb

In **NSW**, the Perrottet Government has announced \$67 million for the education sector including vocational training services to assist with flood recovery. The package focuses on replacing educational resources, assisting with staff wellbeing, and trauma training to support students and learners. nsw.gov.au/media-releases/67-million-for-education-flood-recovery

The Reading Writing Hotline and ACAL are running a survey of people interested in volunteering to work as adult literacy tutors. Information from the survey will inform campaigns to raise awareness and improve pathways for people wanting to get involved. bit.ly/3sYtMsi



Photo: Ghost Rock Vineyard by Steven Penton CC BY 2.0

In **WA**, Linkwest has launched a new strategic plan that outlines its priorities and identifies a framework to guide planning and decision making and priority outcomes until 2024. linkwest.asn.au

Nominations for WA Training Awards are now open for outstanding individuals and organisations in the state's VET sector. dtwd.wa.gov.au/watrainingsawards

Nationally, ALA welcomes the election of the Malinauskas Government in SA and its commitment to return \$1 million of funding cut from ACE by the former Liberal government. We look forward to working with the the incoming Minister for Education, Training and Skills Blair Boyer, MP who has expressed his support for community education providers and their role in working with some of the most disadvantaged people in the state.

ALA currently has three Board vacancies and nominations for Board positions close on April 29. Results of the elections and new Board members will be announced at the AGM on May 20. ala.asn.au/ala-board-nominations-now-open/

ALA is proud to launch its latest research report 'Adult Community Education Australian Environmental Scan'. The report profiles the ACE sector and demonstrates its role in serving important social and economic needs in communities across Australia. Despite its demonstrable value the sector is under-recognised and under-resourced by government. ala.asn.au/scan-finds-ace-serves-important-social-and-economic-needs-in-communities/

ALA has launched its #AdultEd4All campaign calling for a federal government that supports and funds high quality adult education programs that are responsive to community need and make Australia a fairer place for everyone. <https://ala.asn.au/election-2022/>

QUEST

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CHIEF EXECUTIVE OFFICER

Jenny Macaffer

EDITOR

Gina Perry g.perry@ala.asn.au

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CONTACT



Adult Learning Australia
Henderson House
45 Moreland St.
Footscray VIC 3011



03 9689 8623



ala.asn.au



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