



QUEST

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Taking the plunge

When she arrived in Sydney as a refugee from Syria in February 2018, Sophie Bejok fell in love with Manly beach. Now she's got her sights set on being a lifeguard.

It's just before midday on Monday at Leichardt Aquatic Centre and 27 year old Sophie Bejok, her mother and grandmother have arrived with 17 other refugees from Syria, Iran and Iraq for their weekly learn-to-swim class.

As a girl growing up in Aleppo, Sophie spent many weekends swimming at local pools and beaches. It was a family outing that she associates with happy times before civil war devastated the city, and her family were forced to flee.

In Syria swimming had been an enjoyable hobby. Now in Australia she wanted to become expert. 'In Aleppo we swam for fun but here we have to take it more seriously because it's about safety,' Sophie says.

'When you move to a new country you have to start from the beginning. Doing these swimming classes, making new friends, meeting new people helps me feel I'm settling in and like Australia is my home'.

With one in four drowning deaths in Australia involving people who were born overseas, and with summer fast approaching, Royal Life Saving is calling for everyone to brush up on their swimming and lifesaving skills, especially overseas-born Australians.

When Sophie first heard about the swimming class at an orientation for newly arrived refugees she jumped at the chance. 'I thought, "Yes!" I was really excited.'

Sophie's pleased with her progress. 'I've learned the right techniques and I'm swimming the right way now and much more efficiently.'

The classes are a joint initiative of Settlement Services International, the Justice and Peace Office Catholic Archdiocese of Sydney and Inner West Council, all of which are committed to welcoming refugees to Sydney's inner west. Each week the Council bus collects the group from their outer western suburb of Liverpool and drives them 30km to Leichardt.

For Sophie the classes are a chance to do much more than improve her technique. 'It was also a chance to meet new people and improve my English. Also I wanted to discover new areas of Sydney. And Leichardt is a really stunning area so it has been wonderful to see a part of Sydney I hadn't seen before.'

(Story continues on p. 3)

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**Adult
Learning
Australia**

*Lifelong and
lifewide learning
for all Australians*

Message from the CEO



Our aim at ALA is to engage people everywhere in lifelong and lifewide learning so that transformations can take place, and we aim to collect and capture those stories of transformation in publications like Quest.

Dealing with change can sometimes be a challenge and it can bring stress, anxiety or confusion. But change is inevitable, so it is critical that it is through our own decisions, rather than those of others around us, that we learn how to adapt.

As many of the stories shared during Adult Learners' Week (ALW) have shown, learning can be instrumental in helping people understand and navigate everyday life, improve their quality of life, enhance career or employment prospects, and strengthen their financial or economic standing.

At ALA we are fortunate to hear about many incredible stories of people striving to improve themselves through learning, whether it is increasing their knowledge of English, building work skills, taking up a hobby, making something beautiful, or simply learning as a way to have fun and enjoy activities with new friends.

The key to positive learning is a hungry mind; a curious learner is inclined to want to explore further and find out more about the world around them. We are all stronger if we can extend our curiosity to learn, connect, engage, and work together with others, for the purpose of creating a sustainable future that works for all. Which is why we need to collect more information and share more stories about what people are learning and the how, why and where people learn, especially in the field of adult and community education (ACE).

Currently, there is no single data source available on all of the work that Australian ACE does. ALA's ACE Environment Scan 2017 does go some way in profiling Australian ACE in terms of its distinctive features, including the scope and scale of providers and programs. However, more work needs to be done to thoroughly capture the contribution that ACE makes to the socio-economic wellbeing of Australian urban, regional, rural and remote communities.

Lifelong and lifewide learning comes in many shapes and forms across the lifecycle so it is critical that it is recognised by all levels of government and valued in our wider communities. Adult Learners' Week highlights the power of adult learning and it was fantastic to have so many successful events held for ALW this year in small country towns to big cities.

Congratulations to all of the event organisers who promoted the theme, 'learning changes lives' and to the talented ALW scholarship winners, whose lives have been changed through adult learning.

In a world with substantial social, political, environmental and economic disruption, lifelong learning can provide an antidote to social and economic exclusion by extending our ability to be proactive in our own lives and by providing tools for us to help others in our community.

Australia will be better placed to face the challenges that lie ahead of us, with a commitment to lifelong learning; one that can transform our relationships with ourselves, with one another, and with the world in which we live.

We must be ready for change, rather than waiting for things to unfold.

Our future depends upon it.

Jenny Macaffer
CEO



(story continued from p. 1)

Her swimming has improved so much she's graduated to an advanced class and wants to work as a lifeguard.

'I love swimming so it wouldn't feel like a job. It would be great to work at something I love and have fun. I speak Arabic as well as English so it would really help other Arabic speaking people at the beach if I can speak to them and help them understand water safety in their language.'

'I want to give back to the community here in Australia. And this is a great way to do it'.

Moones Mansoubi, coordinator of the Refugee Welcome Centre and link between the agencies involved in the initiative says, 'Swimming and going to the beach are a big part of Australian culture so it's a wonderful way to help people participate and feel connected to their new country and it's so important for them to learn about water safety and life saving skills'.

'We've found that newcomers really welcome the idea of learn to swim classes,' Moones says.

'The refugees involved love the program. All of them live in Western Sydney so activities that take them out of that area are really welcomed. Many of the people who do the swim class find it difficult to travel so having the council bus pick them up each week solves that problem.'

'They love this space. They feel coming here that they belong to the whole of Sydney not just the area they are living in now. Western Sydney, where they live, is mostly comprised of newly arrived migrants, so in their

'The class gives them positive energy, they can forget their problems. It's fun and they feel they are improving. Water is calming and it is a great opportunity to improve their health and wellbeing. It's a healing process'.

neighbourhoods they are mostly in touch with people from their own culture. When they go shopping for example, they can converse with shopkeepers and other customers in their own language. But here they have an opportunity to interact with the wider Australian community and they love it. Travelling to a different area is a great opportunity to practise conversational English and learn new things about their new country. Coming here is like a holiday. It's a place they would not come to by themselves and they tell me how much they look forward to the class on Monday.

'I can see the positive effect it has on their mental health and wellbeing. Particularly for people seeking asylum it's a wonderful activity to take part in, it's something to look forward to at a time when they face so many challenges. It's a big relief to spend time doing something so enjoyable.'

'The inner west is not multicultural in the way that Liverpool is. The majority of people are second generation migrants. Having newcomers in the inner west benefits locals as well. There are other community members using the pool at the same time. I notice now how both groups smile a lot more and feel more comfortable with each other. You can really see the difference. Locals are accepting and welcoming.'

'The teachers get a better understanding of refugees, and other people who use the pool do too. They realise that refugees are not aliens. They are humans like all of us, and it doesn't matter what language you speak, we are the same. It's much better to get newcomers to engage in activities in their new home as soon as possible. Helping people feel connected and safe and feel like they belong is so important and this swim class really helps with that. It really facilitates the process of settling in. It's fantastic.'

'They feel a sense of belonging at the pool and in that local area and as a result they engage in a number of different activities at the Welcome Centre. So it's opened them up to new opportunities and experiences.'

Vision for a learning society

Bruce McKenzie, former chief executive of Holmesglen TAFE and lead reviewer of the Victorian government's 2015 VET funding review shares his views on lifelong learning.



Bruce Mackenzie still doesn't understand how he completed high school. 'I was a complete and utter failure in Year 9. I was more interested in playing sport than in my schooling and I couldn't see much of a future for myself. I thought that an apprenticeship – let alone uni – was way beyond me.'

Despite the fact that his friends were leaving school, Bruce stayed on. Even so the path to university and an eventual career as a teacher was not without its obstacles. But his own experiences of education have shaped his career in ways he couldn't have imagined back then.

Bruce Mackenzie persistently advocates for structural reform of Australia's post secondary education system, which he sees as fractured, narrow and failing to deliver on its promise of lifelong educational opportunities for all.

'We got close to getting it right with the release of the 1974 Kangan report. It articulated a philosophy for tertiary education that recognised people will and should be able to come in and out of education throughout their lives. And it offered quite a lot of support to make that happen. However, in the 1990s when the recession hit, VET was blamed for the 30% unemployment rate among young people. Kangan's philosophy of the development of the individual in a vocational context was abandoned. After failing to agree on a Commonwealth takeover of VET, the states agreed to a compromise solution and established ANTA and promptly located it in Brisbane.

'Instead of talking competencies we should reform the system to look not just at job skills but literacy and numeracy and technology skills. That way people are truly able to progress and take advantage of opportunities that are available to them'.

'ANTA diligently pursued a utilitarian approach to vocational education, created training packages as the curriculum, and excluded educationalists from participating in their formulation. The concept of lifelong learning, a central theme of VET, was abandoned and replaced by competencies. The use of competencies as developed in the training packages narrowed and restricted the growth of vocational education as a viable part of our tertiary system. Competency-based training (CBT) is fine if you only want Learners' to demonstrate that they can perform a task in a controlled environment but useless if you want students to be able demonstrate capacities to problem solve, read and apply instructions, understand interrelationships between different tasks and so forth.

'You just have to look at licensed trades like plumbers and electricians, which have a very high initial failure rate in the licensing exams. They can perform the tasks they are assessed on through CBT but give them jobs that are broader than their assessments and they flounder. At the same time we have industry that wants adaptable workers who can take a broad problem-solving approach. But we're turning out people who can't do that and lack a capacity to read and write.

'We need to broaden the curriculum but it won't be easy. There are a lot of vested interests involved in CBT. Governments avoid the issue of structural change at tertiary levels and there is a hostile view towards the individual as the focus of an effective VET system.

'The gap is widening between VET and universities not only in terms of government funding which sees unis receiving five times the amount of funding despite the fact that VET students outnumber uni students four to one. The student mix, the curricula, and the educational opportunities for VET students are compromised by the arbitrary nature of what constitutes VET.

What of the third sector of post secondary education ACE with its mix of pre vocational and personal interest courses?

'Prevocational courses, Certificates 1 and 2 have the highest rates of disadvantaged Learners' in the country. But because so



Competency based training prepares workers to perform specific tasks but employers are looking for adaptable workers who can take a broad problem-solving approach.

many of these certificates are based on training packages they are a ticket to nowhere. The data shows that completion rates are dismal.

'People should have the opportunity, the confidence and the skills to do whatever learning they want to rather than being pressured to do courses they aren't capable of or aren't interested in. And you can't advance in our society if you can't read and write. We need to go back to fundamentals, putting a strong emphasis on the individual as the centre and on the need for basic skills so people can progress.

'I think we can learn a lot from the early history of lifelong learning in this country. Mechanics Institutes sprang up before formal educational institutions were established. People were interested in learning as a way of keeping up with technological developments after the Industrial Revolution, they had a thirst for new knowledge. It's no different today. But our current model of curriculum with its total reliance on CBT has removed that curiosity. It doesn't encourage or create a curious learner. It assumes people are passive and have no need for a deeper understanding.

'ACE has a key role to play. Its community courses are an important component of the fabric of our education system. But for me the most urgent and pressing role for ACE is to take responsibility to ensure that students with educational disadvantage have the underpinning skills in literacy and numeracy that will enable them to be successful at higher levels of learning. An equally important role is to inform and introduce these students to opportunities for further study in VET and higher education. That is, ACE becomes a pathways provider that opens students' horizons.

'The ideal model of post secondary education? We'd have a lifelong learning philosophy built on three pillars of personal, social and economic benefits of learning to underpin all curriculum'.

Despite the flaws and failures of our current post secondary system, Bruce is optimistic.

'There's significant unrest about post secondary arrangements and it is an opportunity. The philosophy of lifelong learning is a fantastic underpinning philosophy to have and it's time we took a serious look at more appropriate forms of tertiary education. All the structures are there, providers, staff, facilities, etc. It's just the curriculum and ideology that's poor.'

What would the new model of post secondary education look like?

'We'd have a diverse and inclusive system with a breadth of educational practices to cater for a diverse range of adult learners. Alongside universities we'd have a system of polytechnics operating an applied curriculum that included theory and practise and is based on the idea that adults learn by reflection, seeing and doing. We'd focus on helping people who have difficulty reading and writing so they can overcome disadvantage and break intergenerational cycles and do better.

'It would also be a system that made room for personal interest education which is all part of lifelong learning. Classes or courses that people take for personal interest are incredibly valuable because they get people interested in learning. They may not lead to a credential and might not lead to formal education but it is a valuable experience in its own right for the individual and also for our society. It's part of being a learning society.

'We would have an integrated tertiary system which catered for all who wanted to learn. It would not arbitrarily divide vocational and higher education. It would cater for different learning styles at every level and it would have diversity of institutions.

Above all it would focus on the student with the primary intention of developing a socially cohesive society and economically responsive and dynamic economy'.

Adult Learners' Week on show

This year's Adult Learners' Week saw organisations around Australia host hundreds of events to celebrate how learning changes lives.



The first week of September is the time of year when Australians are treated to a national festival of learning. Adult Learners' Week this year saw thousands of Australians engaging in over 500 learning events, activities and celebrations around the country.

In community centres, libraries, neighbourhood houses, local councils, TAFEs and more, Australians gathered to experience a host of inclusive and fun events that demonstrated how learning changes lives.

Adult Learners' Week Best Event awards gave organisations involved in adult education a chance to take centre stage and get the recognition they deserve. The 5 x \$1000 awards went to: Glenroy Neighbourhood Learning Centre, Brunswick Neighbourhood House (VIC), Junction Community Centre (SA), WEA Hunter/WEA Hunter Academy of Creative Arts (NSW) and Gympie Regional Library (QLD).

Congratulations to all those involved!

Udai Mahendru, manager, Glenroy Neighbourhood Learning Centre

'This year staff really got involved and organised a week long schedule of activities so they really got behind it. It

really brought us together as a staff team. We encouraged students to bring a mate along to activities and to invite family members too. The students loved it. The trainers and coordinators who organised it were over the moon when they heard about the award. After all they did all the hard work.'

Rebecca Sanders, assistant manager and programs coordinator, Brunswick Neighbourhood House

'We were delighted to win the prize. Ecstatic!

'We ran eight events during Adult Learners' Week. We had a real mix of people both current users and new ones getting involved. It was a great opportunity to get new people through our doors. Offering free 'taster' classes and having an 'Open House' where people can come along and give something new a try really works well.'

Sophia Katari, neighbourhood development coordinator, Junction Community Centre

'We were absolutely thrilled. We see it as an easy way to improve understanding and break down barriers between different groups in our community.

'We organised three day trips each to a different region of significance to Aboriginal people – Burra, the Coorong and Nildottie. At each place we met with a local elder to learn





more about the history, culture and the plight of Australia's first people in addition to participants' sharing information about their own cultures.

'We took a 48 seater bus each time with about a third taken up with newly arrived Syrian refugee families, a third taken up by local Indigenous people and the other third for members of the broader community. These are people who don't normally cross paths with one another. The idea of the bus trips is to improve cross-cultural understanding and break down stereotypes. The trips were a great success. You could see it on the way home, people were mixing much more on the bus, sharing stories about what they saw and heard and talking about the things they'd learned on the day.'

Lisa Ryan, information services librarian, Gympie Libraries

'It was one of the best Adult Learners' Week events we've ever done. It was that combination of unique and interesting activities that people loved. Even staff had a ball.

'The people running the events got a lot out of it too. So it goes both ways. It's an opportunity to share your knowledge and with groups like Boomerang Bags it's a chance to get themselves out there and enlist new members.

'Our community absolutely loved it and couldn't believe the kinds of things we had on offer.

'We couldn't believe it when we heard we'd won! The boss was in a meeting and I emailed her and said 'We won! We won!' It was just fantastic.'

Kate Johnson, community engagement officer, WEA Hunter

'We were so excited to get the Award. We'd put in so much effort so it was great to get noticed.

'Adult Learners' Week is a great chance for us to share our vision of lifelong learning and re-engage people through all types of education, whether it be learning a new hobby, completing schooling, finding a pathway to employment or enhancing a career.

'We ran activities across all our three sites over the Week and offered around 10 free activities and classes, an Open Day and finished with an Awards night.

'We had lots of people attend during ALW who hadn't been here before and/or didn't know who we were. Our most popular event was a free Auslan workshop. I would have been happy if 10 people had shown up but we got 80 and ended up running a second one!'



Ready to shine

The official launch of Adult Learners' Week at TAFE Qld offered a chance to celebrate a milestone in adult English education as well as the achievements of some outstanding adult learners.



Over 120 educators, policy makers and adult Learners' gathered at TAFE Queensland's Southport campus on September 4 for the launch of Adult Learners' Week and the announcement of the inaugural Adult Learners' Week scholarships.

This year Adult Learners' Week coincided with the 70th anniversary of the establishment of the Australian Migrant English Program (AMEP) providing further cause for celebration. Established in 1948 to provide English language training to recent arrivals to assist with their settlement in Australia, today AMEP assists over 60,000 newly arrived migrants each year.

Paris Aristotle AO, Chairman of Settlement Services Advisory Council, well known for his extensive experience in the field of supporting refugees and asylum seekers, formally launched the week and elaborated on the theme of 'Learning Changes Lives'. 'Adult learning programs can be transformational, they act as an instrument of good.' He said that refugees do not create economic burden in the long term. 'Cultural and productive immigration increases research and innovation.'

Prudence Melom, Toowoomba Young Citizen of the Year and founder of E-Raced recounted her family's experience of settlement in Australia and the importance of a continuing commitment to learning as well as announcing the winners of this year's Adult Learners' Week scholarships. Prudence said we can counter racism by sharing stories that facilitate understanding and learning.

Scholarship winners

Samson Ndikumwami, AMEP student, TAFE Queensland

'Someone came into our class and announced that one of us had won a scholarship. When she said it was me I felt both overwhelmed and humbled to find that I had been chosen out of the many who had been nominated. I have been in

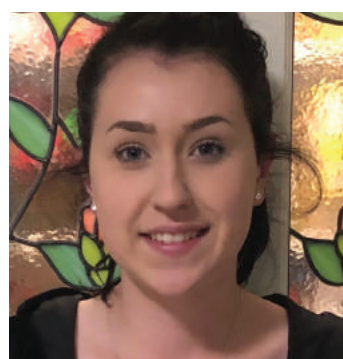


Australia for less than five months and winning the scholarship made me forget about the terrible things I went through in my own country and in the one where I stayed while I sought asylum.

'This scholarship has been a boost to my learning and my ambitions. I intend to use it to improve my

English and to pay some of the fees for a TAFE course in social work which I believe will enable me to get a job to sustain my family and aid my settlement here in Australia. In the new year, I plan to start a Tertiary Preparation Program at the University of Southern Queensland.

'This scholarship will greatly help me to achieve my dreams. Since I won it I feel more welcome here and I now believe that everybody can make it here regardless of their background. I thank ALA as well as TAFE Queensland for this opportunity.'



Emma Kastelein, Certificate in Disability, Community College Northern Inland, Inverell, NSW

'I found out I'd won the scholarship when my friend rang me up and said, 'Have you seen Facebook?' and I got on straightaway and I was really happy and very

overwhelmed. I called up mum and I called up dad, and everyone was very excited for me.

'I dropped out of school in Year 9, it wasn't for me. I tried

Distance Education in Year 10 but that didn't work out. But I've been doing drama and working at Connections in Inverell teaching drama to adults with disabilities since I was 15, and my drama teacher said that obviously I loved working with people with disabilities and I was very good at it so that's how I came to study it. First I did a Foundation Skills course at the Community College and I'm just about to finish my Certificate 3 and will also do the Certificate 4 in Disability.

'I think I'll use the scholarship money to study Auslan because in the disability area I think that would be a great skill to have.'

Mason Jefferies, Tiered Training and Transition Program, The Bridge, Preston, VIC.



'I knew Sabrina at The Bridge had nominated me but when she came into the office to tell me I got a scholarship I was floored. It was totally unexpected. I got super excited. I was in shock and in awe too.'

'I want to study something related to science and healthcare. I'll probably use the money to do

a course in TAFE like a tertiary preparation course or a Certificate 4 in Science. I'll take a pathway approach rather than jumping straight into a uni course, dip my toes into different subjects along the way and see what I'm interested in. I know that's a better way of doing things for me, taking it slowly and working towards what I want gradually. I've done a lot of different kinds of volunteer work to experience different things and that's really helped me find out what kind of career I want. Now I know I'm passionate about working with people and I want to progress in a career that promotes wellness like mental health or aged care.

'I was a bit lost before I came to The Bridge. I was pretty much shut in my house with depression. It was a pretty rough time. Things are looking up now and I'm moving ahead. I've got a lot of friends now and people who support me. I've got a lot of things to be grateful for, including this scholarship.'



Andrey Weymouth, CGEA student, The Centre, Wangaratta, VIC

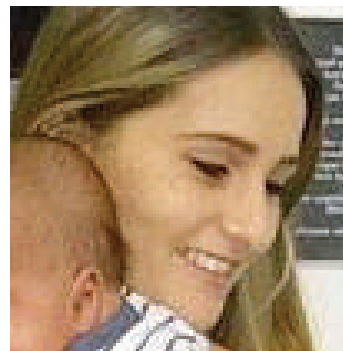
Andrey works at a local quarry where the work is hard and dirty and the hours are long. A recent promotion to second-in-charge prompted him to take steps to improve his literacy, maths and language skills so he

enrolled in the Certificate in General Education for Adults (CGEA) at The Centre for Continuing Education in Wangaratta.

Andrey's teachers call his work ethic 'phenomenal'. Despite a week of 12 hour shifts Andrey approaches his three hour class with gusto, often working through breaks and

submitting work for review and assessment via email between classes.

Andrey will use the scholarship to take his studies further. Once he completes his secondary education (VCAL) he plans to study Certificate IV and Diploma in Surface Extraction. His ultimate aim is to be in charge of one of the firm's quarries in his own right.



Josephine Lofthouse, SEE student, Nortec Employment and Training, NSW

As an early school leaver and to satisfy government mutual obligation requirements, Josephine began full-time in the Skills for Education and Employment (SEE) program in September

2015, studying foundation skills. At first Josephine resisted her lessons saying that she'd left school in Year 8 because she hated school as well as the teachers. But she discovered a love of learning and hasn't looked back.

The ALW scholarship couldn't have come at a better time for Josephine. She needs to do two more units to complete her Certificate IV in Business. These two units are not currently offered by NORTEC so they have linked her in with ParentsNEXT.

ParentsNEXT helps parents set education and employment goals and links them into services and activities in local communities.

'I am so very thankful for this scholarship. It's so helpful to me at this time. I was trying to work out with ParentsNext how I would pay for my last two business units.'

adultlearnersweek.org



Karen Dickinson (L) and Mary Campbell cutting the cake to mark AMEP's 70th anniversary at the ALW launch.

Tips for recording video on your phone

Using video for storytelling is commonplace today. With a few simple tips and tricks you can improve the quality of the footage you capture on your smartphone.



Tips and Trends

1 Get prepped

Make sure you feel comfortable with how your phone camera works, where the lens and microphone are and how to use its controls before you start filming. Delete any unnecessary apps to free up storage space. Make sure your battery is fully charged.

2 Avoid distractions

Switch your phone to flight mode so you don't get phone calls, text messages or alerts while you're filming.

3 Decide which way

Rotating your phone and filming in landscape mode allows your footage to be viewed in widescreen format and eliminates black bars on either side during playback. But it depends what platform you share your video to. Social media networks like Instagram and Snapchat are increasingly 'vertically friendly'.

4 Keep it steady

Brace yourself by leaning on something sturdy or by tucking your elbows into your sides and holding the phone with both hands. Better still, use a tripod to avoid camera shake.

5 Manually set exposure and focus

You don't want your camera to keep adjusting exposure and focus while you're filming. Tap the spot you want to focus on. Tap and hold to lock the camera's exposure and focus.

6 Allow for sound

Poor sound can ruin a good video. If you want to video someone talking, get in close to avoid the microphone picking up background noise that can drown them out. Even better, use an external microphone to improve sound quality.

7 Avoid digital zooming

Digital zooming reduces the quality of the image, making your picture look pixelated and blurry. Move yourself or your tripod closer to what it is you're filming.

8 Lighten up

If you're shooting indoors, aim to mimic natural lighting. Turn off overhead lights and use desk lamps, light from windows, and reflective surfaces to cast and bounce light from different angles around and onto your subject. Avoid backlit subjects.

9 Compose your shot

Use the rule of thirds to compose each shot before you start filming. Turn on the grid overlay that divides your screen into a noughts and crosses style configuration. Use the grid to align your image on one of the intersections of the lines or match your horizon against one of the horizontal lines for a pleasing balance.

10 Practise your video storytelling skills

Make a simple video and share it with your friends and invite feedback. You can find more great tips and tutorials as well as projects to practise and build your video-making skills at open.abc.net.au.

Think about the story you want to tell before you start. This will help you plan the different shots that you need before you start filming. Make a list of the shots you want. Engaging videos use a variety of shots including close ups to show detail, wide shots to show the location, and establishing shots that show context and activities going on.

Adult and community education awards



It's that great time of year, the season of celebrations of the achievements of adult educators and their outstanding students around Australia.

In **Victoria**, the 2018 Learn Local Awards recognises the inspirational efforts of learners, practitioners and training providers in the Learn Local education and training network. The Minister for Training and Skills, the Hon Gayle Tierney MP, announced the winners at a celebration on Thursday 30 August 2018.

Awards went to:



David Hayes

Aymee Schofield

David Hayes, who studied and volunteered at Kew Neighbourhood Learning Centre won the Ro Allen Award, which recognises excellence in pre-accredited learning.

Aymee Schofield, Noweyung Ltd won Victorian Learn Local Young Pre-accredited Learner Award for her progress in the Kick-Start your Career program.

Prepare for Work – Service Stars, **Kensington Neighbourhood House** won Victorian Learn Local Pre-accredited Pathway Program Award for its success helping vulnerable adults gain paid work in the hospitality industry.

Robyn Spandonide, Loddon Campaspe Multicultural Services won Victorian Learn Local Practitioner Award in recognition of her work as an inspiring English language teacher.

Kick-Start your Career in Health, **Noweyung Ltd** won the Learn Local Creating Local Solutions Award for a course providing first hand experience of the health industry.

Manningham Learns won the Victorian Learn Local Collaboration Award for the successful alliance of five neighbourhood houses.

This year, 8 Learn Local Legends were also awarded.

At the VicTraining Awards, **Jennie Barrera**, CEO of **Wyndham Community and Education Centre (WCEC)** won the Lynne Kosky Memorial Award for Lifetime Achievement and WCEC won Community Training Provider of the Year.



Robyn Spandonide



Noweyung Ltd accepting their award

Award winners Kensington Neighbourhood House

ACE Awards

In **South Australia** the 2018 Adult Learners' Week Awards on Thursday 30 August recognised inspiring Learners' and educators and acknowledged innovative community education programs across the state.

Jodi Daniels won Adult Learner of the Year. Now enrolled in a Diploma of Nursing and employed as a school support officer Jodi has overcome many challenges and transformed her life through education.

Donald Bell won Aboriginal Learner of the Year for his commitment to a building apprenticeship with Eastern Building Group.

Kelly Barrett from Zahra Foundation won Adult Educator/Mentor of the Year for developing the Adult Community Education Pathways to Empowerment Program for women affected by violence. Her dedication to supporting her clients has seen many go on to further education or return to work.

FocusOne Health in Berri won Adult Learning Program of the Year – sponsored by Adult Learning Australia – for its program called In The Name of Art, which uses art as a means to improve literacy and numeracy skills and open new learning and work opportunities for adult learners.

In **New South Wales** and **WA** state peak bodies are busy with plans for upcoming conferences. CCA has released a draft conference program for its 'Taking the Lead: Building Community' conference in Sydney from November 13–15. More details at cca.edu.au. LinkWest are finalising details for their annual conference on October 22. More details at linkwest.asn.au.

Check out upcoming conferences and professional development opportunities on our new Sector events page at ala.asn.au/sector-events

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Donald Bell, 2018 Aboriginal Learner of the Year (L) with Sam Duluk MP, Member for Waite. Photo: Kathryn Thomas



Eddie Betts, Adelaide Football Club (guest speaker) and Ali Clarke, Master of ceremonies. Photo: Kathryn Thomas.



Left to right: Paul Mulroney (ALA) with FocusOne Health Winners Eboni Gray, Scerina Rasheed and Danny Millard. Photo: Kathryn Thomas.



Left to right: Lucy Brooks, Credit Union SA, Kelly Barrett, 2018 Adult educator/Mentor of the Year, Sam Duluk MP, Member for Waite. Photo: Kathryn Thomas.



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