

Not Relevant

625 TRAINING AND SKILLS COMMISSION - COMMUNITY LEARNING STRATEGY
(Paul Caica) - NOTED

Not Relevant

625
TO: THE PREMIER FOR CABINET TO NOTE

RE: TRAINING AND SKILLS COMMISSION - COMMUNITY LEARNING STRATEGY

1. PROPOSAL

- 1.1 That Cabinet note the release of the Training and Skills Commission's *Community Learning Strategy*, which aims to promote and foster individual, community and organisational learning across the State.

2. BACKGROUND

- 2.1 The Training and Skills Commission has legislative responsibility under the *Training and Skills Development Act 2003*, to promote the development of a culture of continuous learning through adult community education.
- 2.2 During 2005, the commission, through its Adult Community Education Reference Group, undertook broad consultation on a draft Community Learning Statement and received feedback from over 450 people in the community, government, education and business sectors.
- 2.3 A *Community Learning Strategy* that incorporates key directions from the consultations and is linked with relevant state-wide policies, was developed by the Commission with the support of the Department of Further Education, Employment, Science and Technology.
- 2.4 The strategy outlines current government activity in expanding learning activities in the community and increasing the number of people across the age span participating in them.

3. DISCUSSION

- 3.1 The four goals identified in the *Community Learning Strategy* were shaped by the analysis of findings from widespread consultation on community learning. The four goals aim to:
 - promote community learning and foster partnerships between agencies and sectors with an investment in community learning;
 - increase individual learning opportunities and recognise prior learning and achievements;
 - foster the development of sustainable learning communities and their capacity to address barriers to participation in learning; and
 - increase opportunities for learning and skills recognition in workplaces, organisations and industry.

- 3.2 The *Community Learning Strategy* complements *Better Skills. Better Work. Better State*, the State Government's strategy for the development of South Australia's workforce to 2010, and directions specified in other state-wide policies to achieve the economic development and social inclusion objectives of South Australia's Strategic Plan.
- 3.3 The *Community Learning Strategy* includes initiatives to assist people and groups with low education and labour force participation rates and high levels of unemployment, to gain access to learning pathways that lead to skills development, employment and broader participation in community life.
- 3.4 In particular, strategies aim to re-engage targeted groups in learning in order to increase their employment options. Currently there are approximately 39,500 unemployed South Australians and another 95,800 persons who could be in the labour force if their circumstances were different.
- 3.5 In support of goal one of the strategy, a high-level working group has been established consisting of representatives from all relevant government agencies to foster closer collaboration in the delivery and funding of community learning opportunities.
- 3.6 At the national level, South Australia is acknowledged as a leader in the field of Adult Community Education, for recognising and supporting all forms of learning that improves improving the wellbeing of individuals and the social and economic prosperity of the state.
- 3.7 The new directions for community learning in South Australia, correlate strongly with key strands of the Council of Australian Governments (COAG) National Reform Agenda, agreed in February 2006.

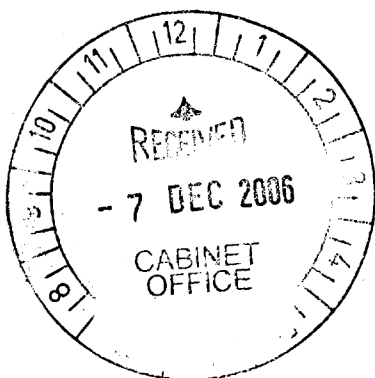
4. RECOMMENDATION

- 4.1 That Cabinet notes the release of the attached *Community Learning Strategy* and its goals to increase individual, community and organisational learning.



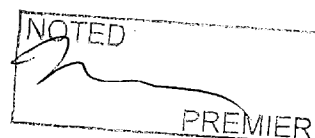
PAUL CAICA
MINISTER FOR EMPLOYMENT, TRAINING AND FURTHER EDUCATION

07 December 2006



In Cabinet

11 DEC 2006





Government
of South Australia

Training and Skills
Commission

Community Learning

learn, live, grow, prosper

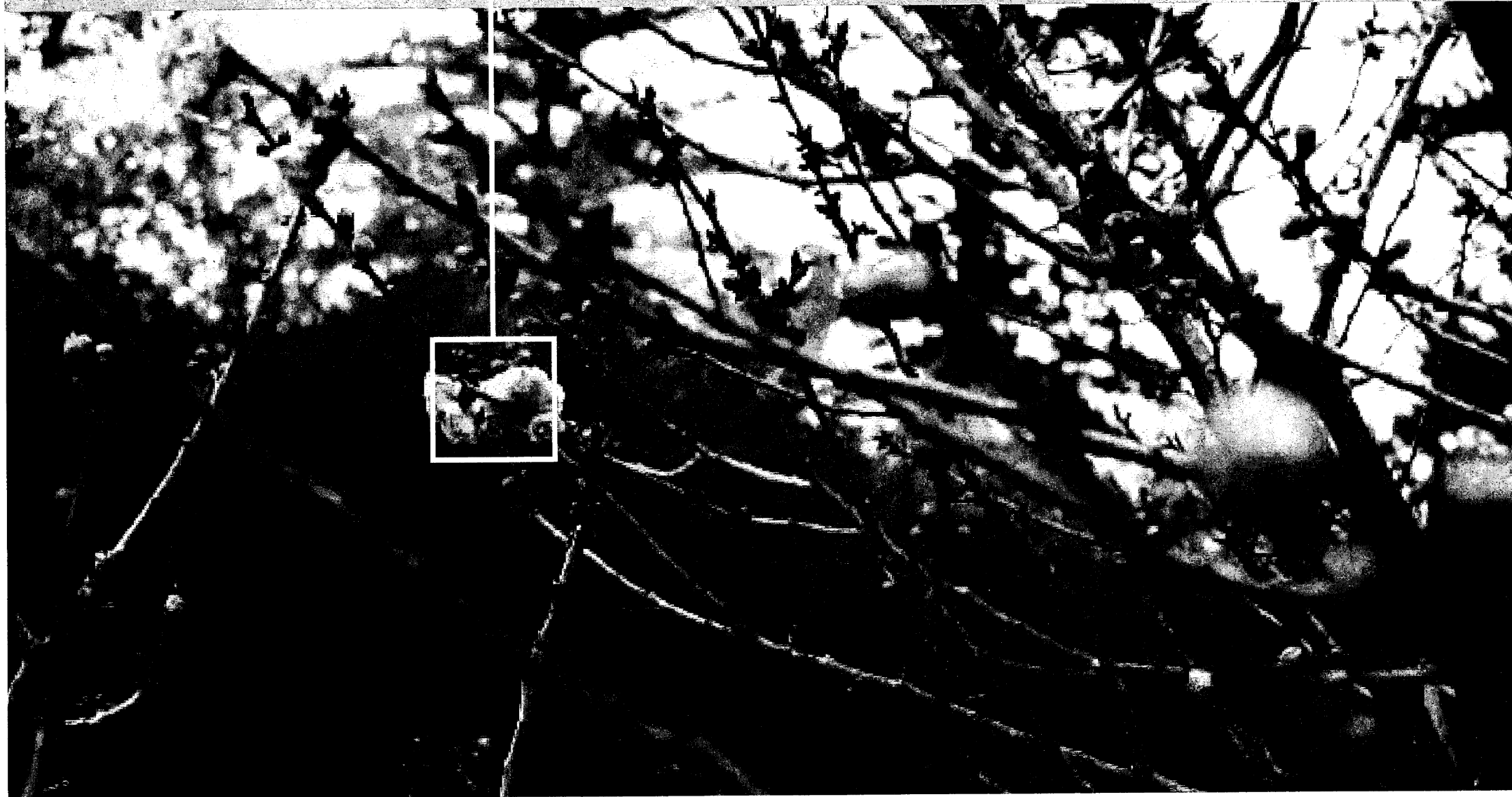


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Minister's Foreword



People are predisposed to think, to problem-solve, to learn. That's why all around South Australia, at any time, and virtually in any place, learning is happening. It's happening within families. And it's happening in workplaces, in neighbourhood houses and community centres,

through volunteering and recreational activity – indeed, it's happening in almost any situation we care to contemplate.

This informal learning boosts our skills and enriches our everyday lives. As does, in a more organised way, the more formal learning that is the currency of our schools, our TAFE institutes, non-government training organisations, and our universities.

Last year, at least one in nine South Australians aged between 15 and 64 took part in learning activity provided by technical and further education institutes, other government providers, community providers, or publicly funded learning delivered by private providers. In fact, most people probably participated in some form of learning in the community, through Government information programs, and self or community funded activities, at some time during the year.

This learning, when it's accessible, when it's relevant to the individual interests and aspirations of people, is quite properly called community learning.

The South Australian Government is pleased to promote and support this learning that takes place every day in countless ways in our community.

The strategy detailed in this statement celebrates that learning. It sets out the benefits of community learning, and it articulates a way forward for the Government's support for greater community participation in learning.

I look forward to everyone within our communities, workplaces, organisations – indeed, anywhere people gather with a shared interest – being actively involved in learning.

I commend this strategy to you.

Paul Caica

Minister for Employment, Training and Further Education

Message from the Training and Skills Commission



The Training and Skills Development Act 2003, integrates the Adult Community Education Reference Group into the South Australian Training and Skills Commission and the mainstream legislation for all learning beyond compulsory schooling.

This includes:

- » vocational education and training - in schools, TAFE and private registered training organisations;
- » higher education - other than in our three State universities, and
- » adult community education (ACE) - including those programs supported by the ACE and Community Partnerships Unit of the Department of Further Education, Employment, Science and Technology (DFEEST).

Such a broad government commitment to all forms of learning - informal as well as formal, community-based as well as institutionalised, self-directed as well as facilitated - marks our State out as the place to live, learn and grow.

My colleagues appointed by the Government to the Adult Community Education Reference Group - Wayne Hart, Denise Janek, Simon Schrapel and Marie Smith - are each well-connected with different community learning organisations. We were interested in identifying just how much community learning is going on in South Australia - across State and Local Government, community centres, neighbourhood houses, TAFE institutes and other community organisations. We were delighted to find that the spirit of community learning is alive and well throughout South Australia, particularly in the regions, where local involvement in learning communities is thriving.

In 2005, we published a draft Community Learning Statement as a discussion paper and initiated an extensive consultation with all of the people involved in community learning. The numerous, rich responses to that discussion paper have informed this document, demonstrating the significance of a strong policy on community learning for the social and economic development of South Australia.

A vibrant culture of learning is a fertile environment in which great achievements will be both generated and sustained. From the kitchen table to the research laboratory, active participation in learning is a contagious inspiration for others and provides a wealth of personal development with enormous potential for the whole State.

We thank the Minister for Employment, Training and Further Education, the Hon Paul Caica, the Chief Executive of DFEEST, Mr Brian Cunningham, and the officers of DFEEST who have been involved in this venture for their vigorous support and enthusiasm.

We commend this publication to you as a step towards making South Australia truly the learning State.



Patrick Wright
Chair, ACE Reference Group
SA Training and Skills Commission

South Australia A Learning State

Community learning in South Australia is about people learning through family, workplace, community, social, voluntary and professional activities and through organised courses or programs delivered in the community. It is about the insights, knowledge and skills gained through informal, non-formal and formal learning.

Informal learning is the knowledge, ability and attitudes acquired through daily living, e.g. through learning from family or friends how to use a new computer program;

Non-formal learning occurs through organised learning activity outside the formal education structure, e.g. in an information technology course at a community centre;

Formal learning occurs in a structured, usually accredited education program, e.g. by enrolling at TAFE or university.

Community learning frequently consists of pathways between each form of learning. Much of it is self-directed and it is often self-funded. It is a long term process, which continues through all phases of life.

Community learning happens anywhere within a network of people connected through common interest, identity, location or geography.

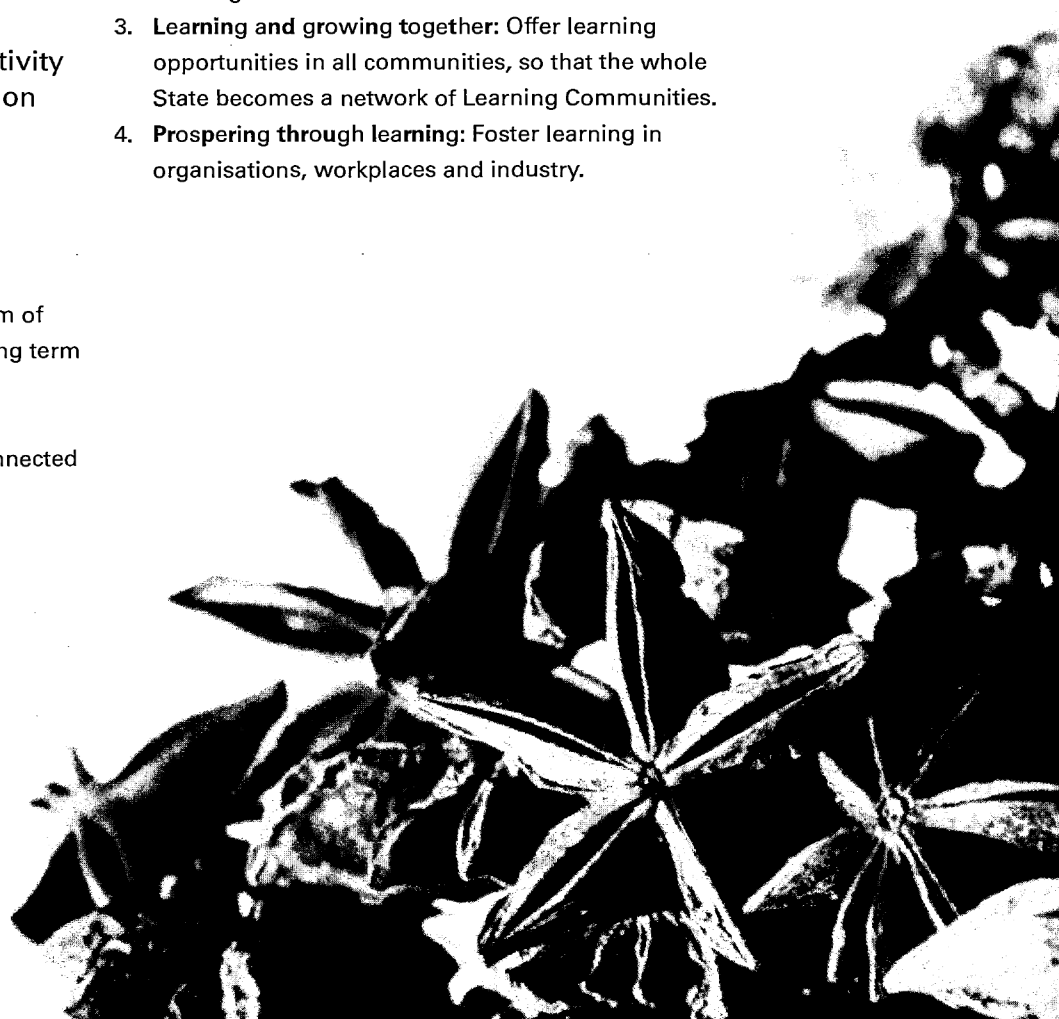
Community learning outcomes are personal, social, economic and environmental:

- » Individuals are empowered
- » Communities are enriched
- » Economies are strengthened
- » Environments are sustained

Learn, Live, Grow, Prosper

Four people-centred goals will ensure that South Australians are learning, developing and prospering by living in a State that fosters all forms of learning:

1. **Proud to be learning:** Promote learning as a social activity that has personal, social, community, economic and environmental benefits.
2. **Learning through living:** Improve the general wellbeing of each individual through a lifetime of learning.
3. **Learning and growing together:** Offer learning opportunities in all communities, so that the whole State becomes a network of Learning Communities.
4. **Prospering through learning:** Foster learning in organisations, workplaces and industry.



Creating Opportunities through Community Learning

In a rapidly changing society, South Australian individuals, communities, organisations and industries are seeking new ways of engaging with emerging social, economic, political, cultural and environmental issues. Learning in the community provides many avenues for this engagement to occur.

Community based learning creates possibilities that lead to improvements in our quality of life, as individuals and as a society. The future of sustainable societies depends on citizens gaining the necessary knowledge, understanding, skills and values to live a rewarding and productive life in an educated and just society¹.

Formal, informal and non-formal learning is critical in overcoming the:

- » **opportunity gap** that results in an inequitable sharing of resources;
- » **access gap** that limits the participation in learning activities by members of disadvantaged groups;
- » **skills gap** that restricts employment opportunities and industry growth; and the
- » **productivity gap** that reduces economic returns to the individual, the firm and the State.

Multi-faceted strategies are needed to bridge these gaps. Their aims will be to promote learning opportunities and learning spaces, to support interactive networks between all those with an investment in community learning, to acknowledge learning outcomes, to recognise and accredit prior learning, to match people with skills and learning needs with learning resources.

A Ministerial Inquiry in 2003 that analysed the State's future skill needs recommended new strategies for engaging more people in learning in order to ensure that the social and economic benefits of living in South Australia are shared more widely. The report argues that community learning is very effective in overcoming barriers to participation in learning because:

- » it provides flexibility of provision;
- » its course content and delivery matches student and enterprise needs;
- » it occurs in a friendly, supportive and non-bureaucratic environment;
- » the nature and quality of its programs is of a high order².

During 2005, the number of indigenous students participating in vocational education and training³ increased by 5.1 per cent, students with a disability increased by 11.1 per cent, and students from a non-English speaking background increased by 9.3 per cent⁴.

¹ Ministerial Council on Education, Training and Youth Affairs (2002) Ministerial Declaration on Adult Community Education, Victoria: Department of Education and Training.

² Government of South Australia (2003) Skills for the Future. Adelaide: Government of South Australia, p 38.

³ Vocational education and training includes all activity provided by technical and further education institutes, other government providers, community providers and publicly funded learning delivered by private providers.

⁴ NCVET (2006) Australian vocational education and training statistics: Students and courses 2005 – Summary. <http://www.ncvet.edu.au/statistic/publications/1698.html> cited 15th August 2006.



Social and Economic Challenges for South Australia

South Australia faces a number of social, economic and demographic challenges. It has a population that is ageing at a faster rate than other states, but has lower rates of participation in the labour market. It has a workforce with a lower proportion of non-school qualifications than the national average.

One of the State's greatest social and economic challenges is to assist individuals to continue learning throughout their lifetime in order to ensure their wellbeing and prosperity.

The impact of demographic changes means that South Australia has an ageing population and a workforce that needs to constantly acquire new and updated skills. Communities, organisations and workplaces are critical environments to provide ongoing learning and skills development opportunities for their members.

The emergence of the information society has resulted in an increased emphasis on the acquisition of knowledge for economic success. This in turn supports the social and cultural wellbeing of communities, states and nations, where learning is recognised as the cornerstone of personal, social, economic and environmental development. Through learning:

"regions and communities seek to position themselves in an increasingly global economic environment. Collective learning contributes to the development of social policies which strengthen communities and enhance the quality of life of its members"⁵.

Knowing **how to learn** and recognising **that we are learning** are **keys to personal wellbeing** in today's society. Conversely, those who **do not have access to learning** miss out on other opportunities and so have **less chance of sharing in a whole range of personal, social and economic benefits.**

Learning provided in a community context extends an individual's horizons in a variety of ways through personal enrichment courses, general interest learning, assistance with family, health and environmental issues, introduction to information technology and career related training and skills development. Community learning increases self-confidence as people learn to learn and enjoy the benefits of learning.

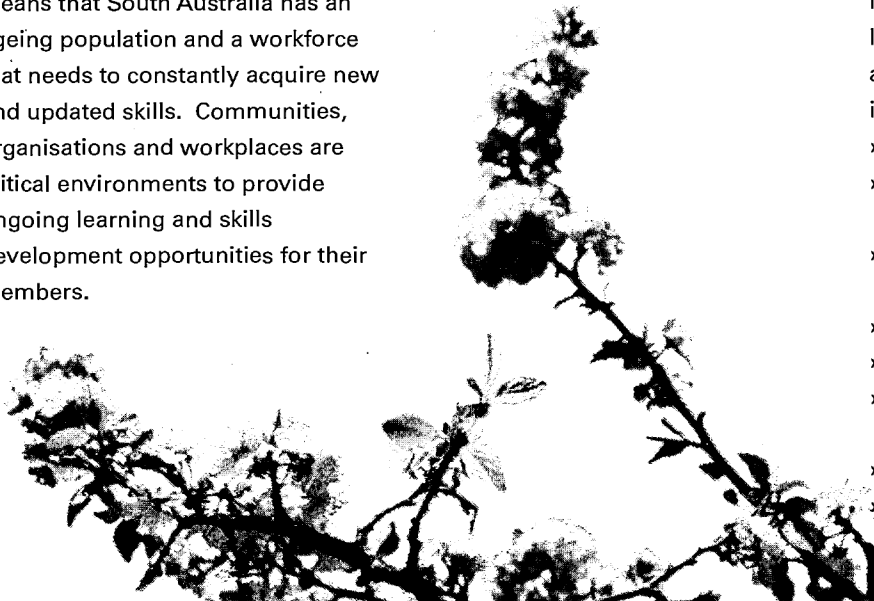
Most importantly, community learning assists those who are least likely to participate in formal learning and skills development avenues including:

- » early school leavers;
- » the unemployed and those not participating in the labour market;
- » part time, short-term or casual workers;
- » older workers;
- » low skilled workers;
- » people with culturally and linguistically diverse backgrounds;
- » people with a disability;
- » workers in small firms.

These groups also tend to experience the effects of the digital divide - the social disadvantage caused by lack of access to information and communication technology, limited capability to use it effectively, or poor recognition of useful content online. In the information age, where many formal and informal learning opportunities are located online, the issues of economic and digital disadvantage can risk reinforcing one another.

Physical and mental health problems, lack of recent work experience, poor literacy, low levels of education and training, lack of self confidence and drug and alcohol dependence are some of the other powerful reasons preventing people from participating in learning. These factors can also affect an individual's capacity to obtain and remain in employment.

⁵ Doyle, Lesley; Wilson, Bruce and Duke, Chris (2006) "Making knowledge work" in Making Knowledge Work. Sustaining learning communities and regions. England and Wales: National Institute of Adult Continuing Education.



Addressing the Challenges

Community learning provides unique opportunities for those who need additional support in all areas of their lives. For instance, language, literacy and numeracy programs delivered by the Adult Community Education sector provide an introduction for new migrants seeking to learn about our culture, systems and way of life. Learning to drive a car or to use a computer are particularly important skills for successful functioning in our society.

Analysis of data from the International Adult Literacy Survey from 14 OECD countries demonstrates that nations which achieve literacy scores that are 1 per cent higher than the average end up with labour productivity that is 2.5 per cent higher than countries which don't and GDP per capita that is 1.5 per cent higher than the average⁶.

Participation in community learning benefits the individual, the community, the labour market and consequently the economic and social health of the State. Creative strategies are needed to obtain these benefits and particularly to attract those persons who are not actively engaged in learning.

The focus of community learning in South Australia is to develop a culture of learning for individuals, communities, organisations, workplaces and the State, by:

- » promoting the personal, social, community, economic and environmental benefits of learning;
- » assisting individuals to improve their general wellbeing through participating in learning;
- » providing diverse learning opportunities in all communities;
- » supporting the learning and skill development needs of organisations, workplaces and industry.

Community learning outcomes contribute to reducing the total unemployment rate (Target 1.2 in South Australia's Strategic Plan), youth unemployment rates (T1.3) and regional unemployment rates (T5.9).

In late 2005 the Training and Skills Commission through its Adult Community Education Reference Group undertook a broad consultation process to identify possible ways of increasing participation in community learning throughout South Australia.

Over 450 people from a wide range of sectors including arts, cultural and sporting organisations, Adult Education providers, Community and Neighbourhood Houses, multi-cultural organisations, peak agencies, Registered Training Organisations, service organisations and all levels of educational institutions were consulted. In addition, input was received from Local, State and Australian Government agencies.

The major issues that arose during the consultations have shaped the four goals outlined in this document⁷. The importance of creating opportunities for continuous learning so that all South Australians share the benefits of living in a knowledge society is recognised in a number of State-wide plans⁸. In particular, Better Skills. Better Work. Better State, A Strategy for the Development of South Australia's Workforce to 2010 states:

"All individuals must have opportunities to participate in learning and employment throughout their lives"⁹.

The need for a renewed appreciation of the value of community learning has long been recognised. In 2003, the Skills for the Future Ministerial Inquiry examined the role and relevance of Adult Community Education (ACE) and found that:

"Government needs to acknowledge more fulsomely the contribution ACE makes to improved learning outcomes and build the capacity of the sector to play a more substantial role in skills formation in South Australia in the future"¹⁰.

The Training and Skills Commission has taken up this challenge. In this document it presents new directions for supporting the development of a learning culture in South Australia. It aims to do this by:

1. expanding the range of learning opportunities that are available in the community, and
2. increasing the number of people participating in them.

⁶ Coulombe, Tremblay and Marchland, (2004) Statistics Canada Study, Canada: Department of Economics, University of Ottawa.

⁷ Information on the consultation process is included in Appendix 1.

⁸ Department of Premier and Cabinet (2004) Creating Opportunity: The South Australian Strategic Plan. Adelaide: Department of Premier and Cabinet.

Government of South Australia (2004) Prosperity through People: A Population Policy for South Australia. Adelaide: Government of South Australia.

Economic Development Board (2003) Framework for Economic Development in South Australia. Adelaide: Economic Development Board.

DFEEST (2005) Better Skills. Better Work. Better State. A Strategy for the Development of South Australia's Workforce 2010. Adelaide: DFEEST.

South Australia Works. Learning to Work Programs to 2010.

⁹ DFEEST (2005) Better Skills. Better Work. Better State. A Strategy for the Development of South Australia's Workforce 2010. Adelaide: DFEEST.

¹⁰ Government of South Australia (2003) op. cit, p 46.



Goal 1: Proud to be Learning

Promote learning as a social activity that has personal, social, community, economic and environmental benefits.

Efforts to promote the value of community learning throughout the business, community, education and Government sector were given a high priority during the community learning consultations.

Government involvement in community learning is illustrated by the fact that almost every Government department provides some form of public seminars, professional development, arts and cultural activities, on-line information or tools for community capacity building.

Participation in learning increases in a society that promotes communication between the agencies that foster structured and un-structured learning, including public libraries, arts and cultural organisations. By making learning opportunities more widely known and sharing information, services, facilities and space, the State assists its people to engage with one another. As new networks develop and existing ones are re-energised, the social capital of the learning State increases.

An awareness raising campaign that promotes positive attitudes to learning as a lifelong undertaking will contribute to the development of a learning culture.

Goal 1: Priorities Government Actions

- Promote community learning by:
- recognising the cultural and inter-generational aspects of learning and its personal, social, community, economic and environmental benefits;
 - organising an annual State-wide festival to celebrate adult and community learning;
 - hosting the 2008 Australian Learning Communities Conference.
- Foster partnerships between agencies and sectors by:
- increasing collaboration between Government agencies in the delivery of community learning;
 - promoting cross-sectoral communication to increase participation in community learning.

"To be truly effective community learning must not rely on the motivation of individuals to participate, but to actively seek ways of making opportunities to learn attractive, accessible and relevant"

SACOSS Submission.

South Australia's Strategic Plan

Objective 4: Fostering Creativity

Priority Action: Promote the importance of lifelong learning and career development of adults.

Better Skills, Better Work, Better State

Action Areas

- » Promote and recognise quality and excellence in learning and training.
- » Ensuring flexibility and innovation in the education system.

Goal 2: Learning through Living

Improve the general wellbeing of each individual through a lifetime of learning.

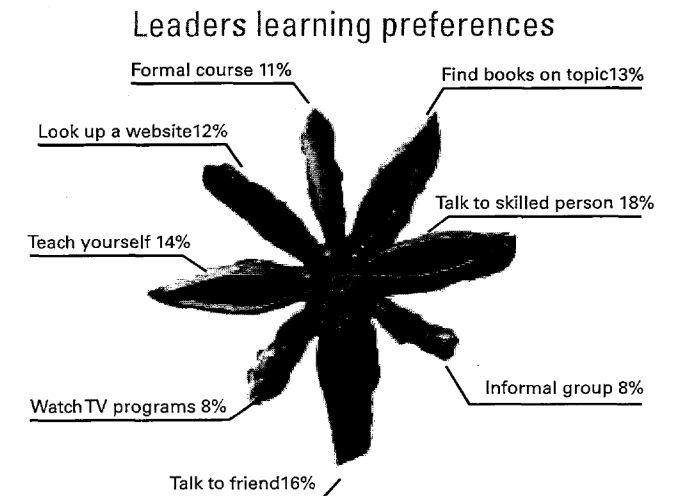
The introduction of information and communications technologies has drastically changed many aspects of life, including patterns of education and learning. Individuals seek more flexible learning opportunities that are available throughout each stage of life.

Informal and non-formal learning have become increasingly important ways of assisting individuals, families, communities and organisations to adapt to the challenges of everyday life. They support learning that occurs while addressing a health issue, developing relationships, gaining financial management skills, exploring travel interests or providing volunteer services.

The recent consultations on community learning emphasised that learning is a lifelong undertaking that leads to improved quality of life, personal growth and development, achievement of personal goals and psychological wellbeing. Development of skills and knowledge increases employment options and opportunities for participation in the community.

Strategies to increase levels of participation in non-formal learning experiences will enhance personal health and happiness and increase employability skills. Targeted assistance for persons seeking career advice and recognition of prior learning will support career development and increase employment opportunities. Acknowledging the skills gained through community, social, recreational and volunteer experience will foster the development of a learning culture.

Research recently conducted in South Australia found that informal learning is the predominant method used by leaders in small communities to learn new skills, as illustrated in the attached diagram. This finding is consistent with other research on informal learning¹¹.



¹¹ Schubert, R (2006)
"Building Sustainable
Communities: the
connection between
learning, leadership
and social capital"
unpublished PhD thesis.

Goal 2: Priorities Government Actions

Increase learning opportunities by: providing advice on learning pathways that combine accredited and non-accredited options;

providing training and technical support in information and communications technology for individuals and organisations in remote areas of South Australia.

Offer community based career advice through: providing information about work and study options in communities and regions.

Recognise prior learning and achievements by: providing services to assess and recognise skills and transfer credit;

acknowledging the competencies, experience and skills gained through voluntary, recreational, social or community involvement.

“The facilitation of pathways from informal through to non-formal and formal learning is necessary in order to ensure that more South Australians acquire the skills that lead to employment”

City of Playford Submission.



South Australia's Strategic Plan

Objective 1: Growing Prosperity

Priority Action: Focus on increasing the skills of the workforce through education and training. Encourage individuals to acquire skills that are in demand in the state's key economic sectors.

Objective 2: Improving Wellbeing

Priority Action: Reduce the requirement for individuals to work in low-paying jobs. Address issues that improve the lives of individuals and their families.

Better Skills. Better Work. Better State.

Individuals make informed decisions about their lives.

Individuals always are... and institutions...

Goal 3: Learning and Growing Together

Offer learning opportunities in all communities so that the whole State becomes a network of Learning Communities.

Learning communities create an environment that is conducive to learning. A learning community is defined as one that:

“mobilises all of its resources in every sector to develop and enrich all its human potential for the fostering of personal growth, the maintenance of social cohesion, and the creation of prosperity”¹².

The consultations on community learning identified the following characteristics of a learning community:

- » high quality programs and services that meet the needs, interests and aspirations of individuals and organisations;
- » infrastructure to assist population groups that have particular difficulties gaining access to learning opportunities;
- » shared use of facilities to support community learning opportunities, including transport, community centres, arts and sports centres, schools, libraries, TAFE facilities, online access centres;
- » updated information on current community learning initiatives;
- » effective cross community networking between service providers, training providers, industry, community organisations and State and Australian Government agencies.

A learning community is in a unique position to develop creative strategies to engage persons who have learning or literacy needs arising from age, gender, ethnicity, disability or physical and social isolation. A learning community encourages all members, and particularly those in positions of leadership to work together in increasing the range of learning opportunities available in the community. Strategies of this nature will increase social inclusion and economic prosperity in all South Australian communities.

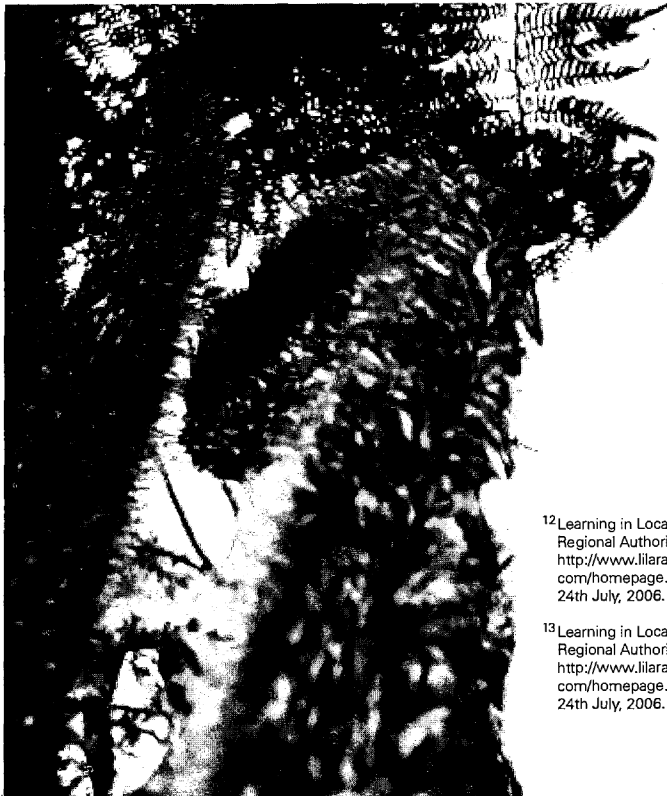
Fostering the development of learning communities throughout the State will support the learning that happens informally and through non-formal activities and organised programs. In particular, the intergenerational learning that occurs in families will be supported and encouraged.

“Coordination of a **Learning Community** is a **key factor** in its success because it allows for the identification of **what is already happening** as well as **what is possible** in the future”

ACE Learning Communities Network.

¹²Learning in Local and Regional Authorities. <http://www.lilaraproject.com/homepage.asp> cited 24th July, 2006.

¹³Learning in Local and Regional Authorities. <http://www.lilaraproject.com/homepage.asp> cited 24th July, 2006.



Goal 3: Priorities Government Actions

Promote and fostering learning communities by:

providing tools and professional development to assist towns, cities and regions to develop as learning communities;

providing relevant information, resources and news on an interactive website;

promoting communities of practice and 'virtual' communities;

encouraging communities to maximise the use of existing learning resources, facilities and infrastructure.

Overcome barriers to participation in learning by:

developing strategies for increasing the level of participation in learning by persons with specific cultural, learning or literacy needs.

Support the development of sustainable communities by:

supporting leaders, within families, neighbourhoods and social support networks, in their leadership role in the community;

promoting tools and resources to assist communities to build their capacity to respond to social, economic, cultural and environmental issues.

The Learning Region Needs Analysis Audit was developed in Scotland to assist learning organisations and local government identify, understand and promote learning resources that are available or lacking in their community. It also assists in planning continuous development programs for community educators and administrators.

Community Cafés provide a space for self-education and are particularly valuable for persons seeking to improve English language skills by offering:

- » English language practice
- » information on health, finance or personal matters
- » travel information exchange.

This initiative could be located in:

- » visitors information centres
- » libraries
- » neighbourhood shopping centres
- » TAFE Institutes
- » local schools.

Cross Government Forum



South Australia's Strategic Plan


Objective 5: Building Communities

Promote Action: Work together to build social capital, improve access to education and training and support business development.

Better Skills. Better Work. Better State

Action Areas:

- » Strengthen and sustain learning communities.
- » Ensuring high levels of literacy and numeracy throughout the community.
- » Removing barriers that prevent individuals from engaging in learning and work.



Goal 4: Prospering through Learning

Foster learning in organisations, workplaces and industry.

Demographic, technological, social and institutional changes are creating new challenges for innovative organisations seeking to take full advantage of the opportunities offered by the knowledge economy. Learning organisations have a vision that goes beyond training individuals:

“A Learning Company is an organisation that facilitates the learning of all its members and continuously transforms itself.”¹⁴

Learning organisations can assist with the development of skills, competencies and employability attributes that contribute to the long-term benefit of individuals, industry, the economy and the State. The volunteer and paid workplace is recognised as an important learning environment for generating new knowledge, building a capacity for continuous innovation¹⁵ and encouraging employees to “learn to learn”¹⁶.

During the recent community learning consultations the ongoing skill development needs of mature age workers and paid and volunteer staff in community organisations were recognised as a high priority.

Assistance to continue building the skills base, the level of innovation and the sustainability of South Australian organisations across the civic, public, private, voluntary and education sectors was recommended.

¹⁴Pedler, M.; Burgoyne, J. and Boydell, T. (1996) *The Learning Company. A Strategy for Sustainable Development*. London: McGraw-Hill, p1.

¹⁵Kearns, Peter (2005) *Achieving Australia as an Inclusive Learning Society. A Report on Future Directions for Lifelong Learning in Australia*. Canberra. Adult Learning Australia.

¹⁶Kostos, Carmel (2006) “Learning in the knowledge age, where the individual is at the centre of learning strategy and organisational success” in *Australian Journal of Adult Learning*, Vol 46, No 1, pp75-83.

Goal 4: Priorities Government Actions

Up-skill community organisations by: assisting organisations develop sustainable organisational practices, management structures and resource capacity;

recognising skills gained by volunteers and offering ongoing training in conjunction with the Office of Volunteers.

Strengthen strategic alliances by: strengthening partnerships between industry, TAFE and community learning providers to ensure that learning is relevant to the skill needs of industry;

promoting the role of existing networks in supporting continuous learning in regions and industry to address workforce development needs.

Promote flexible learning options in workplaces and industry by: promoting the delivery of vocational education and training through South Australia's Flexible Learning Strategy;

supporting the use of on-line technologies to improve learning in organisations, workplaces and industry;

providing professional development to assist businesses use technology for increased efficiency.

“In South Australia 85 Community and Neighbourhood Centres, including 22 rural or regional locations, operate with \$12.5 million in volunteer support to provide services to 2 million user contacts each year”

Community and Neighbourhood Houses Peak Agency.



¹⁷OECD (2006) Skills Upgrading: New Policy Perspectives. Paris: OECD p 282.

To address the learning needs of its employees, Diavik Diamond Mines, in Canada has established a Workplace Learning Centre (WLC) at the mine site. Two adult educators assist employees develop training plans to expand or update skills. Workers can undertake a high school equivalent course or a university program or update maths, science or computer skills. Study is done on site during work time and is funded by Diavik¹⁷.

South Australia's Strategic Plan

Objective 6: Expanding Opportunity

Priority Action: Develop linkages between industry and skills formation through partnerships between business and education sectors to build a highly skilled workforce.

Better Skills. Better Work. Better State

Action Areas

- » Promote the implementation of the delivery of training in workplaces and the community.

Appendix 1:

Talking about learning in the community.

During 2005, the Training and Skills Commission through its Adult Community Education Reference Group consulted with all relevant sectors of the South Australian community on its views about community learning.

Forums: A total of fifteen forums took place in various parts of metropolitan and non-metropolitan South Australia. Publicly advertised consultation forums that were addressed by members of the Adult Community Education Reference Group provided the opportunity for dynamic discussion.

Questionnaires: A questionnaire that was available on-line and in the draft Community Learning Statement sought feedback on possible ways of increasing participation in community learning.

Submissions: Peak organisations were invited to co-ordinate a submission from their constituents; however most of the nine submissions received were from smaller organisations that volunteered their contribution.

Communication networks: The high level of interest and input into the consultation process was due largely to effective communication networks, either existing or new, that were used to publicise the consultations.

Priorities identified during consultations on community learning.

Input was received from the community, Government, business and education sector during the consultations on community learning in 2005. This advice has helped to shape new directions for action in supporting learning that occurs in the community, according to four goals that are outlined below.

The consultation process emphasised the importance of valuing learning as a social activity that takes place incidentally in all places and situations. Promoting the concept of learning is an important way of acknowledging the wide-ranging benefits of learning and encouraging all South Australians to become self-directed learners who continue learning throughout life.

In order to keep South Australians informed of existing and new learning opportunities, increased collaboration between all education sectors, Government and community organisations with an investment in community learning was recommended. The aim of fostering cross-sectoral interaction at a State-wide and local level is to facilitate the shared use of resources and knowledge, raise awareness of new opportunities for collaboration and avoid duplication of services.

Goal 1: Proud to be learning: Promote learning as a social activity that has personal, social, community, economic and environmental benefits.

The consultations identified the need to acknowledge the unique social, physical, psychological, spiritual and intellectual benefits of learning for individuals and communities. A State where individuals are encouraged to engage in learning and which recognises the skills and attributes gained through all forms of learning will develop a culture of continuous learning.

Strategies that place learners at the centre of the learning process, acknowledging their individual needs and interests were recommended. The provision of targeted information and assistance will ensure that individuals take advantage of available opportunities and develop skills and abilities to become lifelong learners.

Goal 2: Learning through living: Improve the general wellbeing of each individual through a lifetime of learning.

Promoting and fostering learning communities was identified as a key strategy in promoting and supporting community learning throughout the State. Cities and towns that support learning as lifelong and that develop strategies to overcome barriers to participation for persons with specific learning and literacy needs will become inclusive learning communities.

A new approach to the timing and process of education delivery that acknowledges the demands of contemporary society was recommended. This will ensure that learning opportunities are provided at times and places that are within reach of a wide range of participants and will be effective in engaging or re-engaging individuals in learning.

Goal 3: Learning and growing together: Offer learning opportunities in all communities, so that the whole State becomes a network of learning communities.

Skills formation opportunities for all members of a learning community were prioritised during consultation discussions. In particular, the ongoing skill development needs of older workers, volunteers, community learning providers, community organisations and new businesses were recognised.

Throughout Australia, communities are embracing their role of assisting people and institutions to develop the skills needed to function creatively in a knowledge economy and learning society. Stronger collaboration between community education providers and industry will assist learners achieve their career goals and ensure that education and training supports broader workforce development.

Goal 4: Learning through working: Foster learning in organisations, workplaces and industry.



Appendix 2: Summary of Community Learning goals, priorities and actions.

Themes	Goals	Priorities	Government Actions	Statewide Directions
A learning culture	Proud to be learning	Promote community learning.	Acknowledge the benefits of learning. Celebrate adult and community learning.	South Australia's Strategic Plan Objective 4: Fostering Creativity Priority Action: » Promote the importance of lifelong learning and career development for all adults.
		Foster partnerships between agencies and sectors.	Increase collaboration between sectors and agencies.	Better Skills. Better Work. Better State. A Strategy for the Development of South Australia's Workforce to 2010 Action Areas: » Promoting and recognising quality and excellence in learning and training. » Ensuring flexibility and collaboration at the regional level.
Individual Learning	Learning through living	Increase learning opportunities.	Provide advice on learning pathways. ICT support for remote areas of South Australia.	South Australia's Strategic Plan Objective 1: Growing Prosperity Priority Action: » Focus government and business investment in education and training to support lifelong learning by individuals who wish to acquire the knowledge and skills required for meaningful employment.
		Offer community based career advice.	Provide work and study information in communities and regions.	Objective 2: Improving Wellbeing Priority Action: » Reduce inequality in the standard of living for South Australians through improved access to education and training, quality housing and health services.
		Recognise prior learning and achievements.	Skills recognition and credit transfer. Acknowledge competencies gained through voluntary, recreational, social or community involvement.	Better Skills. Better Work. Better State. A Strategy for the Development of South Australia's Workforce to 2010 Action Areas: » Helping individuals make informed decisions about work and study throughout their lives. » Facilitating effective pathways and recognition arrangements across qualifications and institutions.

Themes	Goals	Priorities	Government Actions	Statewide Directions
Community Learning	Learning and growing together	Promote and foster learning communities.	Provide tools, professional development, information and resources. Foster shared use of resources, facilities and infrastructure.	South Australia's Strategic Plan Objective 5: Building Communities Priority Action: <ul style="list-style-type: none"> » Work together to build social capital, improve access to education and training and support business development. Better Skills. Better Work. Better State. A Strategy for the Development of South Australia's Workforce to 2010 Action Areas: <ul style="list-style-type: none"> » Promoting and fostering learning communities. » Ensuring high levels of literacy and numeracy throughout the community. » Removing barriers that prevent individuals from engaging in learning and work.
		Overcome barriers to participation in learning.	Increase participation by persons with specific cultural, learning or literacy needs.	
		Support the development of sustainable communities.	Support community leaders. Community capacity building tools and resources.	
Organisational Learning	Prospering through learning	Up-skill community organisations.	Support sustainable organisational practices, management structures and resource capacity. Training and skills recognition of volunteers.	South Australia's Strategic Plan Objective 6: Expanding Opportunity Priority Action: <ul style="list-style-type: none"> » Improve linkages between industry and skills formation through partnerships between business and education sectors to build a highly skilled workforce. Better Skills. Better Work. Better State. A Strategy for the Development of South Australia's Workforce to 2010 Action Areas: <ul style="list-style-type: none"> » Promote and implement flexible delivery of training in workplaces and the community.
		Strengthen strategic alliances.	Foster partnerships between industry, TAFE and community learning providers. Support existing networks.	
		Promote flexible learning options in workplaces and industry.	Promote the flexible delivery of vocational education and training. Support on-line technologies in organisations, workplaces and industry.	
			Professional development for business in use of ICT.	

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