

# Adult Learning Strategy – *skills for work and life*

2020-2023





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# Foreword



Improving access to learning for adults is key to unlocking Tasmania's potential. Learning throughout life drives strong, connected communities and helps alleviate social issues caused by disadvantage and isolation. Having more people participating in the workforce is vital for Tasmania's economic success. We need to promote lifelong learning as a pathway into work and to improve the wellbeing of Tasmanian individuals, families and communities.

Adult engagement with education and training, both formal and informal, is linked to increased health and wellbeing, including mental health and wellbeing, improved social networks and self-confidence. Children must receive the best possible education to put them on the path to realising their potential, and adults, wherever they are in life, must be supported to continue to learn or to re-engage with learning.

We are no longer in a world where a person can finish school or gain a post-school qualification and expect that their need for learning has ended. People who are working need to continue to upskill, re-skill and develop transferrable skills so that they are able to adapt to the rapidly changing nature of work. The transition to a digital economy and the increasing dominance of service industries, mean that the skills people need for work are not constant and there are significant opportunities for people to learn and upskill.

Some groups will be more affected than others by the economic downturn following the COVID-19 pandemic. The Premier's Economic and Social Recovery Advisory Council Interim Report highlights that upskilling and reskilling our workforce will be key to our economic recovery post COVID-19, and will ensure we maximise opportunities for people to benefit from the Government's investments in areas such as infrastructure, agriculture and renewable energy.

We are already directing significant effort towards improving Tasmanians' literacy, numeracy and digital literacy. However, there is an opportunity to better link existing activities and to do more of what is working well so that we achieve even better outcomes.

The Adult Learning Strategy supports expansion of the excellent work being done under the *26TEN Strategy: Tasmania's Adult Literacy and Numeracy Strategy*, recognising the importance of learning programs that are accessible and delivered flexibly at a local level to build capacity and meet individual learner and community needs.

The Adult Learning Strategy, together with the Government's existing commitments to transformational reform of early childhood and the school-based education system, will deliver a comprehensive policy framework and targeted investments that will support lifelong learning for all Tasmanians. Most importantly, the strategy will help ensure that all Tasmanians are better supported to engage or re-engage in learning to improve their employment opportunities and build their personal confidence, mental health and wellbeing.

A handwritten signature in black ink, appearing to read 'Jeremy Rockliff', written in a cursive style.

Jeremy Rockliff  
Minister for Education and Training



# Summary of Priorities and Actions

The Adult Learning Strategy has three key priorities, which are supported by actions. Some of these actions are already underway and will be continued or expanded. Others are new initiatives that underpin the key priorities.

## Priority One: Literacy and Numeracy

*Expand existing literacy and numeracy programs to assist Tasmanians to learn the skills and build the competence they need.*

Action	Status
Expand 26TEN's model to deliver additional local services to help lift literacy and numeracy levels for more Tasmanians in seven communities by 2023-24.	New. The Government will provide new funding of \$3 million over four years to support a coordinated approach to lifting literacy levels in seven new communities.
Provide additional no cost places for literacy and numeracy volunteer tutor training.	New. The Government will provide new funding of \$300 000 over three years from 2021-22.
Continue the Digital Ready for Daily Life program to provide new, easy to use resources for people who are unfamiliar with digital platforms and service delivery methods.	Underway.
In 2021 TasTAFE will deliver the Certificate II in General Education for Adults.	Underway.

## Priority Two: Coordination and Information

*Improve coordination of adult learning services and improve information for learners to help people find the learning opportunities that are right for them, including pathways into work.*

Action	Status
Establish a phone referral service within Libraries Tasmania to assist adults to identify and access the pathway or services they need to re-engage with learning.	New. The Government will provide new funding of \$587 450 over four years to establish the service.
Establish an Adult Learning Coordinator to work across government to oversee the strategy's implementation and to work with key stakeholders and partners to monitor and evaluate progress and identify opportunities for improved collaboration.	New. The Government will provide new funding of \$472 550 over four years to support this function.
Review Libraries Tasmania's adult learning programs and services, including the Adult Education program, to ensure lifelong learning opportunities are maximised.	Underway.

## Priority Three: Community engagement and participation

*Increase community engagement with adult learning through ongoing conversations with the community, providing new training opportunities in priority industries to boost their workforces, and supporting people with barriers to engaging in learning.*

Action	Status
Provide no cost training (including foundation skills) for jobseekers and school leavers through the JobTrainer Fund.	New. The Government has committed new funding to support the \$21 million JobTrainer Fund in partnership with the Australian Government.
Host an annual Adult Learning Ministerial Forum to give an opportunity for community stakeholders to provide advice and input on activities related to adult learning in Tasmania.	New.
Continue the Rapid Response Skills Initiative to provide career advice and training to individuals who have lost their jobs.	Underway. The Government committed additional funding of \$6.3 million in 2020 to enable expansion of the program as part of its COVID-19 response.
Support Tasmanian jobseekers to undertake training to gain employment or develop their skills on a pathway to employment through the Adult Learning Fund.	Underway. The Government allocated \$4.8 million to this program between October 2019 and March 2020.
Support innovative projects to address barriers to education and training for disadvantaged learners.	Underway. The 2020 Training and Work Pathways Program has committed just over \$2 million to support 15 projects to assist disadvantaged learners.
Develop a workforce development plan for professionals in the adult literacy and numeracy workforce.	Underway. The Government has provided \$145 000 to the Tasmanian Council for Adult Literacy to develop the plan.
Continue to prioritise quality childcare training and engagement with the early childhood sector to ensure services are available to support parents who wish to reengage with learning and work.	Underway.
Support people aged 45 and over who are looking for work, including assisting with information education and training options.	Underway. The Government contributed \$61 000 to the Council on the Ageing (COTA)'s Work 45+ project.
Review employer incentives for Adult Apprentices and Trainees to determine whether there are any gaps in current support arrangements.	Underway.

# What is adult learning?

The term 'adult' refers to anyone 18 years or over, including older people who are no longer in the workforce. 'Adult learning' refers to formal, non-formal and informal education and learning<sup>1</sup> that helps people participate in work and in their community.

The typical learning path until reaching the school leaving age is well-defined and structured. However, for adults there are many learning options and opportunities that can be confusing to navigate. There is also a diverse range of needs amongst adult learners ranging from formal qualifications through to targeted assistance to meet individual learning needs.

With this in mind, adult learning may include

- building literacy, numeracy and digital literacy skills
- developing skills to prepare to enter into formal learning
- completing the Tasmanian Certificate of Education (TCE)
- gaining “work-readiness” skills that can either prepare people for entering the workforce or assist them to be able to take the next steps towards more formal learning
- completing on-the-job training
- taking part in informal peer-led learning
- undertaking micro-credentials or other shorter-form training to fill a skills gap, obtain an occupational licence or build credit towards a full qualification
- going to university, TAFE or a private training provider
- engaging in professional development to maintain skills for a current job, or to reskill or upskill for a promotion or another job
- learning skills and qualities that are needed to navigate the changing world of work and technology and to take advantage of the opportunities these changes present
- undertaking learning that increases knowledge and understanding and builds life skills for health, sport, recreation and leisure
- learning for pleasure or personal interest
- learning to keep the mind active, especially in later years.

Everyone's learning journey is different and people come into and out of learning throughout their life. For people who have left the workforce, learning can help to develop and maintain the daily skills required in an increasingly digital world.

The Adult Learning Strategy recognises that there are many learning pathways and that the learning needs of people once they have passed the school leaving age are diverse. It also recognises that engaging in learning is more challenging for some people than others and that some people need additional assistance to overcome these challenges.

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<sup>1</sup> See glossary at Appendix One for definitions of these terms.

# Adult Learning Strategy priorities

The Adult Learning Strategy outlines the Tasmanian Government's commitment to adult learning. The Strategy will amplify the significant benefits that are already being provided through a range of existing programs by providing additional investment and improved coordination.

The Strategy provides a framework through which government and the community can work together to build on the existing strong base of learning opportunities, ranging from formal qualifications through to targeted assistance, to better support Tasmanian learners and communities.

## Priority One: Literacy and numeracy

Build on existing literacy and numeracy and digital literacy programs to enable Tasmanians to learn the skills they need.

### What are we doing well?

**26TEN** is leading the nation in its approach to improving functional levels of literacy and numeracy for adults. The 26TEN network of business, community and government organisations provides adult literacy awareness and support around Tasmania. It offers literacy awareness workshops and plain English workshops to assist Tasmanians to address literacy issues in the workplace and in their communities as well as improving communication with staff, customers and stakeholders. Learning opportunities are available through one-to-one support, informal group learning, workplace-based learning or classroom-based learning. Some of this is provided through 26TEN short-term grants.

- Grants between \$5000 and \$50 000 support employers and peak bodies to run projects to increase the literacy and numeracy skills of Tasmanian workers (paid and voluntary). Projects can include improving all aspects of workplace communication.
- Grants between \$2000 and \$50 000 assist communities to work together in a coordinated way to build literacy and numeracy skills. There are currently eight 26TEN communities.

26TEN partners with the Reading and Writing Hotline (1300 6 555 06), the national telephone referral service for adult literacy and numeracy. This service is funded by the Australian Government and offers referrals for adults to literacy and numeracy classes, teachers and other services.

The 26TEN approach is nationally recognised as a successful model for addressing adult literacy and numeracy. It is becoming increasingly known in the community as a place to get help, and it is working well. The socio-economic value created by the 26TEN Strategy in 2018-19 is estimated to have been at least \$27.2 million, which means that for every dollar invested by government, industry, community groups and individuals, at least \$5.20 in benefits was returned to the Tasmanian community.

**Libraries Tasmania** provides contemporary literacy services through a network of Literacy Coordinators and volunteers and is a critical 26TEN Network member. There are 23 Literacy Coordinators based in Tasmania's libraries and nearly 300 active volunteer tutors. Libraries Tasmania is a significant provider of digital literacy for members of the community. This includes a range of free or low-cost accredited training and introductory programs such as Internet Basics, eSafety Basics, Email Basics and learning how to keep in touch through online platforms. Libraries Tasmania is currently exploring new and existing partnerships to continue and extend this work.

**TasTAFE** delivers a number of work and training programs designed for people who have previously experienced barriers in their learning or employment. TasTAFE campuses offer a variety of reading, writing, maths and computing courses for learners of all ages. These include free courses that aim to improve reading, writing and computer skills, develop confidence, and provide a foundation from which adults can continue on to other higher level courses and qualifications.

The Tasmanian Government launched the **Digital Ready for Daily Life** program in October 2019. This program focuses on raising awareness of the wide range of locally based coaching and training sessions and free internet access around the state, and providing targeted digital assistance sessions and workshops around the state with partner organisations.

## What more can we do?

### Actions

1. (New) Expand the **26TEN** program. An additional \$3 million will be provided to build on the strong foundations put in place by 26TEN. This will expand 26TEN's model to deliver additional local services to help lift literacy and numeracy levels for more Tasmanians in seven communities by 2023-24, as well as provide for the model to be evaluated by the end of the first three years. Each community will receive \$145 000 annually. Allocation of the 26TEN community grants funding will be reviewed to maximise returns from the overall investment.
2. (New) Support additional places in the **literacy and numeracy volunteers training** program. Funding of \$300 000 will be provided over three years from 2021-22 to enable year-long rolling enrolments and to open access to the program to participants from the business and community sector. Currently the program runs two to three times a year, with up to 30 participants in each cohort.
3. (Underway) Continue the **Digital Ready for Daily Life** program to provide new, easy to use resources for people who are unfamiliar with digital platforms and service delivery methods.

Increasing digital literacy will be important in increasing education and employment levels, but access to and affordability of internet services is much lower for people who have lower levels of employment, income and education, as well as those that face other disadvantages such as disability<sup>2</sup>. Tasmania has the lowest level of digital inclusion in Australia<sup>3</sup> and the 2016 Census found that 19.5 per cent of Tasmanians did not have access to the internet at home<sup>4</sup>.

The COVID-19 crisis has highlighted the fundamental importance for people to be competent in managing the digital world. It is encouraging to see that the *Australian Digital Inclusion Index 2020* showed that Tasmania has made progress with digital inclusion in our community, despite the challenges presented by the pandemic, with Tasmania's digital inclusion index score increasing from 58.1 per cent in 2019 to 59.6 per cent in 2020.

4. In 2021 **TasTAFE** will deliver the Certificate II in General Education for Adults. This is a flagship literacy and numeracy qualification that will provide learners with the opportunity to build their confidence and skills to a high level and move on to employment or higher education and training.

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<sup>2</sup> Thomas, J, Barraket, J, Wilson, CK, Rennie, E, Ewing, S, MacDonald, T, 2019, Measuring Australia's Digital Divide: The Australian Digital Inclusion Index 2019, RMIT University and Swinburne University of Technology, Melbourne, for Telstra, page 5. Accessed from <https://digitalinclusionindex.org.au/> 20 September 2019.

<sup>3</sup> Thomas et al, page 45.

<sup>4</sup> ABS Census 2016. Regional Statistics, ASGS 2016. Tasmania Region Data Summary. Table 44. Access to Internet at Home - Occupied Private Dwellings.

## Priority Two: Coordination and information

Coordinate adult learning services and improve information for learners to help people find a path that's right for them, including pathways into work.

### What are we doing well?

**Libraries Tasmania** supports adults wishing to re-engage with learning through a state-wide network. Libraries staff work with adults to understand their goals and motivations, assess their skills and design learning programs that provide pathways to other learning where appropriate.

**Local councils** and **community organisations** provide a wide range of preparation for work and leisure programs. These are delivered in community venues such as Neighbourhood Houses, Community Houses, Men's Sheds, Child and Family Centres, Trade Training Centres, Migrant Resource Centres, schools and libraries.

### What can we do better?

There are gaps in awareness in the Tasmanian community about adult learning services and activities. While there are many sources of information for people who want to learn, the information is not always consistent, comprehensive or readily accessible, especially for learners with low literacy or digital computer skills. Therefore, it can be confusing for adult learners and potential learners to navigate through the options available to them.

There is a need for better coordination of information about learning opportunities available to people who have reached the school leaving age and who wish to re-engage with learning in a way that meets their needs. Better collaboration between the adult learning sector and lifelong learning service providers is required in order for Tasmanians to get the most benefit from existing activities.

### Actions

5. (New) Establish an **Adult Learning phone referral service** within Libraries Tasmania to assist adults who wish to re-engage with learning. The service will provide information about learning options that meet individual needs and will refer learners to information or services to help them make informed learning choices. Additional funding of \$587 450 over four years will be provided to consolidate and expand the existing Department of Education phone services for adult learners.
6. (New) Establish an **Adult Learning Coordinator** to work across government to oversee the strategy's implementation. The Coordinator will work with key stakeholders and partners to monitor and evaluate progress and identify opportunities for improved collaboration. \$472 550 over four years has been provided to support this new function.
7. (Underway) Review **Libraries Tasmania adult learning** offerings, including the Adult Education program, to support Tasmania's most critical lifelong learning needs.



## Priority Three: Community engagement and participation

Increase community engagement with adult learning through continuing conversations with the community, providing new training opportunities in priority industries, and supporting people with barriers to engaging in learning.

### What are we doing well?

The **Training and Workforce Development Act 2013** includes community service obligations for TasTAFE to provide vocational education and training (VET) in rural and isolated communities and in other communities where other providers cannot provide, or are not effectively providing, training programs.

The **Rapid Response Skills Initiative** provides financial support for people who have lost their jobs because of retrenchment due to company downsizing or closure. It provides funding assistance to people who need help to up-skill, retrain or obtain licences in order to gain new employment. People can use this funding to pay for training and assistance to improve their job prospects as well as for advice from career or employment advisors to explore possibilities and opportunities. In March 2020, the Tasmanian Government made available an additional \$6.3 million to enable people who lost their job as a result of COVID-19 to access immediate support to connect to work or training.

The **Adult Learning Fund** supports Tasmanian jobseekers to undertake training to gain employment or develop their skills on a pathway to employment. Government subsidised training is also available through the **Skills Fund**, which provides demand-based subsidies for training to support existing workers to reskill or upskill.

The **Training and Work Pathways Program** funds innovative projects that address barriers to education and training for particular groups, including members of the Aboriginal community, carers, older Tasmanians, migrants, prisoners, and other disadvantaged communities.

**TasTAFE's** Agriskills Program is a part of Tasmania's COVID-19 recovery plan and will help build Tasmania's fruit growing, vegetable, livestock and dairy workforces. It consists of short skill sets that will enable new and existing workers to get job ready skills required by industry.

TasTAFE is working with the **Tasmania Prison Service** and Libraries Tasmania to progress a 'prisoner-centric' education service delivery model at the Risdon Prison Complex. This model offers skill sets and short courses that focus on language, literacy and numeracy (LLN) and digital literacy development. The aims of this model are to:

- increase prisoner participation rates in VET
- raise students' LLN and digital literacy (research indicates 70 per cent of the prisoner population has below functional LLN levels)
- align training to required work skills of prison industries; and focus on areas with high jobs growth for opportunities post release
- create a seamless transition for students to a TasTAFE campus so they can continue their training once they have been released.

Being able to communicate in English is important, not only for people to gain employment but also to be able to fully integrate into Tasmanian life. People who can speak English fluently (together with a first language) have a competitive advantage when seeking employment. The Tasmanian Government's **Multicultural Grants Program** provides grants of up to \$5 000 for community language schools run by not-for profit organisations.

As well as literacy and numeracy and digital literacy programs, **Libraries Tasmania** provides a broad range of lifelong learning programs across Tasmanian communities. This includes the **School for Seniors** program that caters for people in the senior age group. These are offered in a community-based environment, which supports people who have not undertaken any learning for a long time to re-engage with learning.

The **University of the Third Age (U3A)** is a non-government program that provides courses for members in a wide range of subjects including the humanities, social sciences, sciences, languages, art and music. Any senior person who is retired or semi-retired is eligible to join.

The University of Tasmania offers the **University Preparation Pathway Course** through University College, which is a bridging course that provides an alternative entry pathway into university for people who don't meet the entry requirements. The Diploma of University Preparation Studies is another supported pathway for students who do not meet the entry requirements for a degree course or who need a more supported or graded introduction to university study.



## What can we do better?

COVID-19 has exacerbated many of the challenges that many Tasmanians were already experiencing and has also created some new challenges and opportunities. Many Tasmanians have lost their jobs, had their work hours significantly reduced, or experienced business failures. This is placing financial, emotional, and mental stress on individuals and households. COVID-19 has also created a much more competitive labour market. This means that supporting Tasmanians into training and work pathways is now more important than ever. Supporting Tasmanians to gain skills and undertake further formal learning in areas of future job growth while the economy recovers will maximise their employability and wellbeing in the post-COVID-19 economy.

## Actions

8. (New) Implement the \$21 million **JobTrainer Fund**, a joint initiative of the Tasmanian and Australian Governments in response to the economic impact of the COVID-19 pandemic. The JobTrainer Fund will support no-cost training for Tasmanian job seekers, school leavers and young people in areas where there is expected to be jobs growth. Additional funding of \$10.5 million has been committed by the Tasmanian Government to support this initiative.
9. (New) Host an annual **Adult Learning Forum** with the Minister for Education and Training to provide stakeholders with an interest in adult learning an opportunity to provide feedback to the government on what is working and what else is needed, and to feed into the regular review and evaluation of this Strategy. This will ensure the government and the community continue to work together to build on the existing strong base of learning opportunities to better support Tasmanian adult learners and communities.
10. (Underway) Provide career advice and retraining for retrenched workers through the **Rapid Response Skills Initiative**. An additional \$6.3 million was made available in March 2020 to support people who lost their job as a result of COVID-19.
11. (Underway) Support Tasmanian jobseekers through the **Adult Learning Fund** to undertake training to gain employment or develop their skills on a pathway to employment in industries such as aged services, disability services, early childhood, cleaning, health care, and transport and logistics. The Tasmanian Government allocated \$4.8 million to this initiative between October 2019 and March 2020.
12. (Underway) Support innovative projects through the **Training and Work Pathways program** to address barriers to education and training for disadvantaged learners. In 2020 the Tasmanian Government will fund 15 projects for a total of just over \$2 million. Target groups in the 2020 projects include people with low literacy, numeracy and digital skills, geographically isolated people, people from minority culture backgrounds, long-term unemployed people, people with low levels of education, migrants, and people with disability.
13. (Underway) Develop a **workforce development plan for the adult literacy and numeracy workforce**. Funding of \$145 000 has been provided to the Tasmanian Council for Adult Literacy to support this initiative, which aims to strengthen and expand the adult literacy and numeracy workforce to meet Tasmania's employment and community requirements. This project is due for completion in May 2021.
14. (Underway) Continue to support quality training and regular engagement with the **early childhood sector** to ensure services are available to support parents who wish to re-engage with learning and work. It is essential that these parents have access to reliable and affordable early childhood and outside school hours care.
15. (Underway) Support the Council on the Ageing (COTA)'s **Work 45+** project<sup>5</sup>, which has developed resources to assist people aged 45 and over who are looking for work, and employers who are looking for staff. This resource includes information on education and training options, including literacy, numeracy and digital skills. Funding of \$61 000 has been provided to support this initiative.
16. (Underway) Review employer **incentives for Adult Apprentices and Trainees** to determine whether there are any gaps in current support arrangements.

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<sup>5</sup> <https://work45plus.org.au/>

# Appendix One: Current policies, strategies and programs

Current legislation, strategies, policies, plans and programs relevant to adult learning in Tasmania include:

- 26TEN Tasmania: *Tasmania's strategy for adult literacy and numeracy 2016-2025* is the Tasmanian Government's flagship initiative aimed at increasing the literacy and numeracy of Tasmanian adults. It aims to increase the number of Tasmanian adults with literacy and numeracy skills to the level considered necessary for life and work in a technologically-rich world<sup>6</sup> by 10 per cent by 2025.
- *Accessible Island: Tasmania's Disability Framework for Action 2018-21* (specifically, Outcome Area 5: Learning and Skills), which includes government initiatives that support students with disability to access further education, training and employment.
- The Adult Migrant English Program is an Australian Government funded program that provides English language tuition to eligible migrants and humanitarian entrants to help them learn foundation English language and settlement skills to enable them to participate socially and economically in Australian society. Additional language support for migrants is available through programs such as the Skills for Education and Employment (SEE) Program and the Young Migrant Education Program for 18-25 year-olds.
- Council of Australian Governments (COAG) National Foundation Skills Strategy for Adults is a ten-year framework which brings a national focus to improving education and employment outcomes for working age Australians with low levels of language, literacy, numeracy and employability skills.
- Department of Education Strategic Plan 2018-2021 *Learners First: Every Learner, Every Day* has a literacy and numeracy goal for all learners to have the skills and confidence in literacy and numeracy to successfully participate in learning, life and work. This is supported by the Department of Education 2019-2022 Literacy Framework and Plan for Action.
- The *Disability Standards for Education 2005* are being reviewed in 2020. The Standards apply to all education providers, including schools, public and private education and training places and tertiary institutions including TAFEs and universities.
- *Education Act 2016* provides for compulsory school education and training that provides Tasmanians, throughout childhood and as adults, with the foundation to lead a fulfilling life and to contribute to the Tasmanian community.
- Libraries Tasmania's Strategic Directions 2018-2021 guides Libraries Tasmania in its current and future work to connect Tasmanians to knowledge, ideas and community.
- *Ministerial Priorities for Training and Workforce Development 2018-21* establishes priorities for the training and workforce development system in Tasmania, which includes activities to support all Tasmanians to access training and gain skills to participate in the workforce and community.

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<sup>6</sup> Organisation for Economic Cooperation and Development (OECD) Program for the International Assessment of Adult Competencies (PIAAC). At or above level three.

- *Our Multicultural Island: Tasmania's Multicultural Policy and Action Plan 2019-2022* (specifically, Outcome Area: Education and Training), which includes a range of programs that aim to support migrants and refugees in finding pathways to education and employment. The Tasmanian Government supports community organisations to deliver these programs.
- The National Careers Institute (NCI), was established by the Australian Government in 2019 and is expected to provide access to high quality career information and support.
- The [Premier's Economic and Social Recovery Advisory Council](#) (PESRAC) has provided its initial advice to the Tasmanian Government on strategies and initiatives to support Tasmania's recovery from the COVID-19 pandemic. Its interim report observes that upskilling and re-skilling workers will be critical in recovery<sup>7</sup>. The report highlights the need for ongoing support for workers who are shifting between sectors, especially into construction, as well as a need to respond to a decline in the number of new apprentices and trainees across a range of sectors, which has implications for skill shortages in the future.
- *Strong, liveable communities: Tasmania's Active Ageing Plan 2017-2022* (specifically, Action Area 2: Lifelong Learning), which includes lifelong learning initiatives for Tasmanians over 50, including digital literacy, as well as supporting older people to improve their skills so that they can continue to participate in the workforce.
- Tasmanian Carer Policy 2016 and Carer Action Plan 2017-20, which includes a principle of supporting carers to enjoy optimum health, social and economic wellbeing, and access to educational and employment opportunities.
- *Training and Workforce Development Act 2013* aims to establish a system of training and workforce development that supports a skilled and productive workforce and contributes to economic and social progress in Tasmania. This includes establishing and funding TasTAFE and funding private training providers to deliver training that is responsive to the needs of employers, industry and the community and providing opportunities for individuals to acquire skills and qualifications.

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<sup>7</sup> Premier's Economic and Social Recovery Advisory Council (PESRAC), Covid Response: Interim Report. July 2020. Page 46.

# Appendix Two: Glossary and acronyms

**Formal learning** – learning that takes place in the education system running from primary school through to TAFE and university that leads to qualifications. For more details see <https://ala.asn.au/wp-content/uploads/2019/05/Recognising-all-types-of-learning-compressed.pdf>.

**Higher education** – higher level tertiary education, typically delivered by universities.

**Informal learning** – learning that occurs in daily life and involves people acquiring attitudes, values, skills and knowledge. It can include reading a book or information online or attending a lecture, working with colleagues or experiential learning. For more details see <https://ala.asn.au/wp-content/uploads/2019/05/Recognising-all-types-of-learning-compressed.pdf>.

**Micro-credential** – a certification of assessed learning that is additional, alternative, complementary to, or a component part of a formal qualification<sup>8</sup>.

**Non-formal learning** – any organised educational activity outside the established formal system. It may or may not follow a set curriculum but it has clear learning objectives. It often takes place in workplaces and in community settings. For more details see <https://ala.asn.au/wp-content/uploads/2019/05/Recognising-all-types-of-learning-compressed.pdf>.

**VET** – vocational education and training, typically delivered by TAFEs or other vocational providers (registered training organisations).



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<sup>8</sup> There is no nationally recognised definition of a micro-credential and the Australian Government and state and territory governments are currently considering this issue through the Review of the Australian Qualifications Framework. This definition is proposed by Emeritus Professor Beverly Oliver of Deakin University in Making Microcredentials Work, 2019.





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