Tasmanian Adult Learning Strategy 2019-2022

Department of State Growth
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Foreword

The Tasmanian Government is committed to ensuring that Tasmanian adults have opportunities to fully participate in work and society. This strategy promotes lifelong learning as a means to boost employment opportunities and support Tasmanians to stay connected with communities. The strategy proposes a coordinated Government approach to program delivery. It recognises the importance of programs that are accessible and delivered flexibly to reflect individual learner and community needs.

Adult learning underpins the success of our lives as individuals and as a community: it supports the Tasmanian economy and it supports the health and well-being of our people.

Transforming the education system in Tasmania is already underway. However, life brings about challenges and changes, and our lives do not always run to plan. Supporting adults to overcome their learning gaps, either as a result of missing out on earlier education or to meet new challenges at work, is of key importance to the Government.

Fundamental to this is improving the literacy, numeracy and digital literacy of Tasmanians.

Economic and technological changes in our economy, particularly the transition to a digital economy and the dominance of service industries for employment, also means that our workforce needs to constantly update and learn new skills.

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.

This Adult Learning Strategy supports the Government’s framework for strategic growth and building strong communities.

The Strategy aligns with and extends the recently released Department of Education’s Literacy Framework and Literacy Plan for Action, Libraries Tasmania Strategic Directions, 26TEN Tasmania’s strategy for adult literacy and numeracy and other relevant strategies and policies, and through strong partnerships, and aims to develop a more cohesive and easy to use adult learning system.

The Tasmanian Government recognises both the economic and social benefits of supporting adult learning. The strategy aims to ensure that all Tasmanians benefit from our strong economic growth by engaging in lifelong learning to improve their work opportunities and build their personal confidence and wellbeing.

Jeremy Rockliff
Minister for Education and Training
What is adult learning?

In this Strategy, the term ‘adult learning’ is used to describe formal\(^1\), non-formal and informal forms of education and learning that help people participate in their societies and the world of work. The term ‘adult’ refers to anyone over 18, including older people no longer in the workforce.

Adult learning may include:

- building literacy, numeracy and digital literacy skills
- gaining employability skills and learning behaviours relevant to the workplace
- informal peer-led learning
- gaining a formal qualification, including vocational qualifications, (including skill sets and through apprenticeships and traineeships) or higher education qualifications
- reskilling for a promotion at work, another job or a better job, or just maintaining relevant skills for a current job
- learning to gain knowledge and understanding and build life skills for sport, recreation and leisure, including through community education.

Adult learning is a part of everyone’s life: it is the key to helping us adapt to change, maintaining a safe, productive and healthy life, and helping us improve, build and grow.

Introduction

Our world is changing. The technological revolution in the global economy will continue to dominate and alter our industries, our jobs, and our world. Adult learning is key to ensuring that we successfully adapt and grow, both at an individual level and as a state.

The way that people learn has changed significantly. There is an increased demand for learning that is flexible enough to meet individual needs and is delivered to suit busy lifestyles. People are able to access many learning opportunities online at any time. But many learners prefer personalised, face-to-face learning in a safe and familiar environment. Providing learning opportunities that match people’s needs and reflect their current capabilities is an important principle for consideration.

Tasmania has a relatively low rate of adult literacy, numeracy and digital literacy levels by national and international standards. There is a high level of underemployment, high numbers of youth who are not engaged in education, training or employment, a rapidly ageing community, and an expanding migrant population.

There is a decreasing need for low-skilled and unskilled workers due to advances in technology and our industries need higher skilled workers to meet global challenges, maintain their competitiveness and continue to grow. Traditional career paths are likely to be less common in the future, with

\(^1\) See glossary for definitions of these terms.
Draft Tasmanian Adult Learning Strategy

suggestions that today’s 17-year-olds are likely to have 17 different jobs over five careers in their lifetime.2

Supporting Tasmanians to improve their education and skills and to continue to engage with learning throughout their lives is vital for their ongoing health and security, as well as being the foundation for Tasmania’s future economic sustainability and success. The jobs of the future will require deliberate and formal retraining.

The Tasmanian Government is committed to supporting job creation and encouraging high quality employers who value their staff and support their training and development. Including industry and employers as a part of the Adult Learning Strategy will help to ensure that we supply the necessary skills to meet the changing needs of organisations.

The Tasmanian Government is committed to supporting some population groups that may face disadvantage in learning, including:

- those experiencing financial hardship
- migrants and those with little or no English proficiency
- Aboriginal Tasmanians
- those with poor previous experiences in education
- those with low levels of numeracy and literacy
- those facing other barriers including lack of access to transport or childcare, or living in rural or remote areas.

A focus on adult learning is key to ensuring that the Tasmanian community is able to adapt and prosper in a rapidly changing environment, whilst building social cohesion and connectedness in communities.

The Adult Learning Strategy is core to achieving this goal. The Strategy, developed in consultation with key stakeholders, builds on our existing actions and strengths and identifies goals and actions to improve learning opportunities for all Tasmanian adults.

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The Tasmanian context

There is a clear link between education and positive employment outcomes contributing to economic growth.

A person who has completed year 12 is 55 per cent more likely to have a job than a person who has only completed year 10 or less; while someone with a post-secondary qualification is almost 75 per cent more likely to have a job and is more likely to be employed full time.\(^3\)

Employees with higher levels of educational attainment are also likely to be more productive in the work place.

- Employment in Tasmania has grown in recent years (with a 3.8 per cent increase between 2015 and 2018).\(^4\)
- Many adults are already participating in formal education: 19 per cent of University of Tasmania students are over the age of 35 and 40 per cent are over the age of 25.
- Almost 70 per cent of Government-funded vocational education and training (VET) learners are over the age of 25, and approximately 72 per cent are employed at the same time as studying to acquire new qualifications.
- 18 per cent of young Tasmanians aged 15-24 are not engaged in employment, education or training.\(^5\)
- Almost 15 per cent of employed Tasmanians are underemployed and would like to work more hours.\(^6\)
- The participation of adults in education and training is lower than the Australian average. 57.7 per cent of the Tasmanian population aged 20–64 has a highest non-school qualification of Certificate III level or above, compared to 62.3 per cent nationally.\(^7\)
- Year 12 completion rates are lower than the Australian average. Only 50.3 per cent of the population in Tasmania aged 20–64 years has an educational attainment of year 12 or equivalent, compared to 68.3 per cent for Australia.\(^8\)

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\(^3\) ABS May 2018 survey of labour market status

\(^4\) Australian Bureau of Statistics (ABS) Cat. (April 2019) 6202.0 - Labour Force, Australia. Based on the change between average labour force employment figures for each month in 2018 (Original series) and the same average in 2015.

\(^5\) ABS (2016) 2071.0 Census of Population and Housing


\(^7\) ABS (May 2018) 6227.0 - Education and Work, Australia. Table 25. Highest non-school qualification: Certificate III level or above, Persons aged 20-64 years – 2004 to 2018

\(^8\) ABS (May 2018) 6227.0 - Education and Work, Australia. Table 29. Educational attainment: Year 12 (or equivalent), Persons aged 15-64 years - 2004 to 2018.
• In addition, some populations in Tasmania experience additional barriers to engaging in learning. The most recent Census (2016) showed that 66.6 per cent of Tasmanian Aboriginal persons aged 20-24 had attained year 12 or equivalent qualifications, compared to 81.2 per cent of non-Aboriginal people in the same age group.\(^9\)

• There is a growing digital divide between Tasmania and the rest of Australia, with Tasmania having the second lowest digital inclusion index level of all states and territories,\(^{10}\) although it has shown the most improvement of all states from 2014 to 2018.

There are opportunities for Tasmania to improve in relation to key educational and economic outcomes. Actions in this Strategy will contribute to addressing this adult learning gap.


\(^{10}\) Australian Digital Inclusion Index 2018 (https://digitalinclusionindex.org.au/)
Tasmania’s Adult Learning Strategy

Tasmania’s Adult Learning Strategy recognises the extensive range of current programs on offer and is designed to complement existing relevant strategies, policies and programs. The Strategy will build on this base to better support our communities and to improve Tasmania’s response to our changing world.

A range of stakeholders from within and external to government who are involved in supporting or providing services to adult learners have been consulted about adult learning issues and opportunities. Their views have been invaluable in formulating the Strategy’s goals and actions.

Tasmania’s Adult Learning Strategy has three goals.

Goal 1: A coordinated approach to adult learning and education: the adult learning sector has clear goals, takes coordinated action and provides clear information to learners.

Goal 2: Learning for Work: Tasmanians learn the right skills to participate in work and adapt to the changing nature of work.

Goal 3: Learning for Life: Tasmanians learn skills for everyday life and social engagement.

Under each goal, key priorities are identified together with a series of supporting actions. Some actions will take time to explore in more detail and others are planned for delivery or expansion. There are two phases identified in this strategy: phase one refers to actions to be implemented in 2019-20, and phase two refers to actions to be considered in 2020-21 and 2021-22.

This Strategy will be reviewed periodically to assess its success and inform future actions.
Goal 1: A coordinated approach to adult learning

The adult learning sector has clear goals, takes coordinated action and provides clear information to learners

A range of government and non-government organisations play a role in the delivery of adult learning programs, many of which are designed and implemented at a local level.

The Tasmanian Government is committed to ensuring that the adult learning sector has clear goals, takes coordinated action and is supported by planning and ongoing development to achieve an easy to use adult learning system.

There is an opportunity to better coordinate existing activity using a collaborative, cross-sector approach. Better coordination will reduce duplication of effort and help to ensure there are clear and well understood pathways for learners.

The coordination role is not about centralising the delivery of adult learning in Tasmania – it will focus on ensuring the responsiveness of programs and services to individual learner needs and will encourage providers to engage with local communities, industry and business to better meet their requirements.

Consultation with stakeholders suggested that whilst adult learning programs are ideally developed in response to local needs, it can be confusing for adult learners to navigate through the various options available to them. While there are many different sources of information for people wanting to learn, the information is not always consistent, connected and comprehensive.

There is an opportunity to enhance the information that is available about adult learning options and how it is made available to adult learners to ensure that people have the right information to make informed learning choices.

Ensuring that service providers and communities have the ongoing capacity and capability to support existing and new initiatives under the Strategy will be a key success factor, and the Strategy also includes a focus on workforce development for the Adult Learning sector.

Key priorities for Goal 1

- Ensuring governance and leadership supports coordinated and collaborative service delivery.
- Improving access to the right information for learners.
- Building the capacity and capability of the adult learning sector.
## Key actions for Goal 1

### Effective governance and leadership

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<th>Action</th>
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<tr>
<td><strong>1.</strong> Establish an effective governance structure such as an <strong>Inter-Departmental Committee (IDC) on Adult Learning</strong> which reports to the relevant Heads of Agencies. The role of this committee would be to coordinate the implementation of actions identified under this strategy and provide a forum for formal consultation with community and industry on issues relevant to adult learning.</td>
<td>Phase 1</td>
<td>Joint responsibility (Departments of Premier and Cabinet, Treasury, Education, State Growth, Communities)</td>
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<td>This IDC could be supported by an Adult Learning <strong>Reference Group</strong> of relevant government-, industry- and community-based stakeholders to ensure broad awareness and the coordination of activity and the identification of any emerging risks or gaps for consideration.</td>
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<td><strong>2.</strong> Undertake a mid-point review of the <strong>26TEN Strategy: Tasmania’s Adult Literacy and Numeracy Strategy 2015-2016</strong> to better understand its collective impact and better guide the coordination of adult learning programs and activities across the state.</td>
<td>Phase 1</td>
<td>Department of Education</td>
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### Easy access to adult learner information

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<td><strong>3.</strong> Investigate the feasibility of an <strong>online Adult Learning portal</strong> that provides information about pathways and options to assist adult learners connect with the adult learning services most relevant to their needs.</td>
<td>Phase 2</td>
<td>Joint responsibility</td>
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<td><strong>4.</strong> Develop a business case to establish a ‘<strong>first point of call’ triaging and referral service</strong> to help learners take the first step to re-engage with learning.</td>
<td>Phase 2</td>
<td>Joint responsibility</td>
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**Workforce development**

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<tr>
<td>5. <strong>Growing and strengthening Tasmania’s adult literacy and numeracy workforce.</strong> Support the Tasmanian Council for Adult Literacy to develop a practical and actionable workforce plan including forecasting the future needs of the workforce, mapping vocational and higher education pathways and qualifications and identifying barriers to attracting and retaining skilled workers.</td>
<td>Phase 1</td>
<td>Department of State Growth</td>
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<tr>
<td>6. <strong>Workforce Development Strategy for the Vocational Education and Training Sector.</strong> Investigate the development of a workforce development strategy to help attract and retain workers, and understand the demographics, challenges and future opportunities for the VET workforce.</td>
<td>Phase 2</td>
<td>Department of State Growth</td>
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Goal 2: Learning for work

*Tasmanians learn the right skills to participate in work and adapt to the changing nature of work*

The Adult Learning Strategy recognises that improving Tasmanians’ engagement with adult learning involves all members of the community – industry, employers, community groups and individuals.

Preparing for the changing nature of work and the digital economy

The jobs we do and how we do them are evolving in all sectors of the Tasmanian economy. This means that adult skill needs are not constant – as industries and jobs change, our skills and our workforce also need to change.

With advances in technology, including artificial intelligence, many more jobs will become automated. Digital literacy, increasingly necessary for all aspects of life will become more important for those in the workforce. There is almost no industry sector or occupation that does not require at least a basic level of digital literacy.

Additionally, many adults will move in and out of full-time work, including those moving into self-employment through starting a business, or doing short-term, temporary or task-based work (the ‘gig economy’).

We know that different suites of skills will be needed. Supporting adult learners to gain the knowledge and skills they need to support their future and ongoing employment – through training, reskilling and upskilling – will be critically important.

Currently, adults can start or transform their careers by attaining qualifications at vocational training providers (including TasTAFE or other training providers), and at universities (such as the University of Tasmania).

Short courses and skill sets can help adults to improve their capacity at work, either in response to industry change or as a path to promotion. Employers also find short courses and skill sets are an effective way to build specific skills in their workplace in response to immediate demands.

The Department of State Growth’s [Skills Fund](#) currently provides demand-based subsidies for training to support existing workers to reskill or upskill.

The [26TEN](#) program supports employers and individuals to improve a range of literacy skills within workplaces.

Businesses are able to access the [Digital Ready](#) program enabling them to make use of online tools and resources so they can benefit from the ‘digital economy’. [Business Tasmania](#) and the [Enterprise Centres Tasmania](#) network support small business establishment by providing tools and resources about self-employment and starting a business.
Increasing workforce participation

With improved economic conditions in Tasmania there is an opportunity for more Tasmanians to participate in the workforce.

We know that many adult learners experience barriers and difficulties in accessing learning opportunities, and that there are a number of established programs and services that support disadvantaged Tasmanians to undertake learning that may assist them to gain meaningful employment.

For those Tasmanians whose lives have not always run to plan and for new Tasmanians, formal English language training and foundation skills training for employment are available at TasTAFE.

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, migrants, prisoners, and disadvantaged communities. The Tasmanian Government also provides subsidised vocational training for holders of temporary humanitarian visas.

The Jobs Action Package funds and supports place-based, community-led learning solutions in target communities facing disadvantage.

People in prison have access to learning opportunities from universities and vocational education providers (TasTAFE and others) to enhance their job opportunities on release.

Support for training for people who have lost their jobs because they have been made redundant or their workplace has closed or retrenched staff is available through the existing Rapid Response Skills Initiative.

These activities will continue to be prioritised.

In addition, there is an opportunity to assist individuals who may be considering a change in employment. Access to high quality, impartial career support can benefit individuals by providing the opportunity to recognise their existing skills, build skills to manage their career, develop aspirations, develop knowledge of appropriate learning requirements and assist in gaining entry-level employment, or help to transition to a new job, career or industry.

The Strategy also recognises the key role employers have to play in supporting adult learning, and aims to build awareness by bringing together our best employers to learn from, build on, and promote their successful adult learning and workforce development activities.

Key priorities for Goal 2

- Improving literacy and numeracy skills, including digital inclusion and building digital skills.
- Supporting vulnerable Tasmanians to engage in work and training to enter the workforce by learning work-relevant skills.
- Upskilling workers, including those who are underemployed, to plan their career, improve their skills to change jobs, keep their current job, or improve job opportunities.
Key actions for Goal 2

Literacy, numeracy and digital literacy

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<tr>
<td>7. Evaluate and explore the feasibility of expanding the Libraries Tasmania Volunteer Literacy Tutor Program.</td>
<td>Phase 2</td>
<td>Department of Education (Libraries Tasmania, 26TEN)</td>
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<tr>
<td>8. Investigate expanding the TasTAFE online literacy and numeracy volunteers training program to the business and community sector.</td>
<td>Phase 2</td>
<td>TasTAFE, Department of Education (Libraries Tasmania)</td>
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<tr>
<td>9. Undertake a research project to investigate and understand the economic and social value of literacy and numeracy support in Tasmania.</td>
<td>Phase 2</td>
<td>Department of Education (Libraries Tasmania)</td>
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Engaging in training and work

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<tr>
<td>10. Investigate expanding pre-apprenticeship and pre-traineeship programs to meet the needs of industry and facilitate job seekers’ entry into apprenticeships and traineeships.</td>
<td>Phase 1</td>
<td>Department of State Growth</td>
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<td>11. Establish an Adult Accredited Learning Fund for Job Seekers: Review existing program allocations to provide separate funding that supports adult job seekers to access subsidised accredited training to enhance job prospects in industries which have real opportunities for employment.</td>
<td>Phase 1</td>
<td>Department of State Growth</td>
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<tr>
<td>12. Investigate the feasibility of establishing an adult apprenticeship and traineeship employer incentive for adult workers 21 years old and over.</td>
<td>Phase 1</td>
<td>Department of State Growth</td>
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<td>13. Redesign the <strong>Training and Work Pathways Program</strong> to enable projects that generate positive training and employment outcomes for disadvantaged Tasmanians to receive longer term funding.</td>
<td>Phase 1</td>
<td>Department of State Growth</td>
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## Supporting career choice

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<td><strong>14. Discover Your Work Potential /Career Support Program:</strong> Establish a program to provide group and one-on-one support from qualified career advisors for individuals to make proactive career decisions to improve their work and life.</td>
<td>Phase 1</td>
<td>Department of State Growth</td>
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## Employer engagement in learning

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<td><strong>15. Great Employers Network:</strong> Expand the Employer of Choice network to promote and raise awareness of the benefits of employers investing in learning and workforce development activities; identify industry adult learning needs, and support increased involvement of industry and employers with adult learning. This network will bring together our best employers, who are recognised in the Tasmanian and Australian Training Awards, Employers of Choice and 26TEN employers to learn from, build on, and reward their success.</td>
<td>Phase 2</td>
<td>Department of State Growth, Department of Education</td>
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Goal 3: Learning for life

* Tasmanians learn skills for everyday life and social engagement*

The concept and value of a culture of lifelong learning is an important part of this Strategy.

Adult engagement with education and training, both formal and informal, is linked to increased health and well-being, improved social networks and self-confidence. Engagement in learning drives strong communities and helps alleviate social issues caused by disadvantage and isolation.

Engagement with all forms of education and learning has also been shown to be successful in encouraging and facilitating a transition to work.

Learning doesn’t stop after work – lifelong learning can make a positive contribution to older Tasmanians’ health and wellbeing and their connection with their communities. Adult learning is core to ensuring that all Tasmanians have the skills needed to manage in the changing world and to support their connection with communities.

The adult and community education sector plays a major role in adult learning in Tasmania, providing a diverse range of programs that respond to local needs. Many existing programs are engaged with clients in the community to support learning for life.

Libraries Tasmania and Adult Education offer flexible learning programs such as digital literacy, family literacy, reading writing and maths, adult education leisure and educational programs and English conversation.

26TEN provides literacy and numeracy support for individuals, as well as grants for employers and communities to build literacy, numeracy, and communication skills in their workforces and communities.

Local councils and community organisations provide support programs ranging from preparation for work to leisure, delivered in community venues such as neighbourhood houses, men’s sheds, Child and Family Centres, trade training centres, schools and local libraries.

This Strategy recognises the importance of providing adult learners with a range of learning options delivered through both formal and informal learning pathways.

These activities will continue to be prioritised to ensure that learning opportunities are available for all Tasmanians.

Consultation with stakeholders identified that there is a gap in awareness in the Tasmanian community about the breadth of services and activities already available to support adult learning.

Increasing awareness of the value of adult learning is the first step in encouraging people to engage in adult learning. Events such as the Tasmanian Training Awards help to increase community awareness of the benefits of learning by recognising the achievements of vocational education learners of all ages.

The responsibility for valuing and promoting adult learning does not lie only with Government. Employers and community organisations also have a role to play in recognising and rewarding adult learning and encouraging individuals to continue learning throughout their lives.
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Through developing networks in communities, businesses and organisations, in conjunction with clear points of contact for individuals, there is an opportunity to improve community awareness of existing and new adult learning activities and what can be achieved through adult learning. This will be key to improving community engagement with lifelong learning and to the success of the Strategy.

Key actions identified under Goal 1 will also support the outcomes under this Goal.

Key priorities for Goal 3

- Supporting adult learning through both formal and informal learning pathways.
- Improving literacy and numeracy skills for daily life, including digital inclusion and building digital skills.
- Creating a culture of learning in Tasmania, where people value and participate in learning throughout their life.

Key actions for Goal 3

Literacy, numeracy, digital literacy and life skills

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<td>16. <strong>Second chance learners</strong>: The Department of Education and TasTAFE will collaborate to develop a service to guide adults to a learning pathway suited to their life and career needs; including considering a pilot for second chance learners to access the Tasmanian Certificate of Education at TasTAFE.</td>
<td>Phase 1</td>
<td>Department of Education and TasTAFE</td>
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<td>17. Investigate virtual learning programs for prisoners.</td>
<td>Phase 1</td>
<td>Department of Education and TasTAFE</td>
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<td>18. Establish the Digital Ready for Daily Life program to provide regional workshops on common digital learning topics, targeting low socio-economic groups, people not in paid employment and older Tasmanians.</td>
<td>Phase 2</td>
<td>Department of State Growth</td>
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<td>19. Strengthen the role of Libraries Tasmania in promoting digital inclusion and skills.</td>
<td>Phase 1</td>
<td>Department of Education (Libraries Tasmania)</td>
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## Promote the value of adult learning

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<td>20. Consider undertaking <strong>research to understand the key motivations and outcomes</strong> for people engaging in the different components of adult learning to inform future service design.</td>
<td>Phase 1</td>
<td>Joint responsibility</td>
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<td>21. Develop an <strong>Adult Learning Communications Plan</strong> to coordinate and promote adult learning around Tasmania in collaboration with all Government partners and in consultation with community and industry stakeholders to ensure integration and consistency with existing actions and plans.</td>
<td>Phase 1</td>
<td>Joint responsibility -</td>
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<td>22. Expand the <strong>Promotion of Vocational Education to adults</strong>, building on the Department of Education’s <em>Anything Can Happen</em> campaign.</td>
<td>Phase 2</td>
<td>Department of State Growth, Department of Education,</td>
</tr>
<tr>
<td>23. Investigate establishing <strong>Adult Learning Ambassadors</strong> in workplaces: Encourage medium and large employers to nominate adult learning ambassadors who can support other workers and refer to other services.</td>
<td>Phase 2</td>
<td>Joint responsibility</td>
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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.

**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.

**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.

**Community education** – or community-based education is when community organisations provide learning and development opportunities to individuals and groups in their communities using a range of formal and informal methods.

**VET** – Vocational Education and Training, typically delivered by TAFEs or other vocational providers.

**Skill Set** – a grouping of one or more competencies within or across full qualifications that meet a particular skill need. May include licensing or compliance requirements.

References

Relevant policies and strategies


Healthy Tasmania Five Year Strategic Plan (July 2016) (https://www.dhhs.tas.gov.au/about_the_department/our_plans_and_strategies/a_healthy_tasmania)
Draft Tasmanian Adult Learning Strategy

Libraries Tasmania Strategic Directions 2018-2021

Strong, liveable communities: Tasmania’s Active Ageing Plan 2017-2022

TasTAFE’s Corporate Plan 2018–2021

Other references

Australian Bureau of Statistics (2014) 4228.0 Programme for the International Assessment of Adult Competencies, Australia, 2011–12

Australian Bureau of Statistics (various publications, see footnotes)

TCCI Tasmania Report 2018