



Lifelong and Lifewide or Piecemeal and Punitive

ACAL Conference, 2012

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Adult Learning Policy Environment

Productivity Agenda

- 1) Early childhood development
- 2) Vocational education and training reform
 - VET regulator
 - Australian Quality Training Framework (AQTF)*
 - National Student Identifier
 - Green Skills Agreement
 - Apprenticeships ¹

Social Inclusion Agenda

1. Supporting children at greatest risk of long term disadvantage
2. Helping jobless families with children
3. Focusing on the locations of greatest disadvantage
4. Assisting in the employment of people with disability or mental illness
5. Addressing the incidence of homelessness
6. Closing the gap for Indigenous Australians ²

1) 2011 Council of Australian Governments Communique

2) www.socialinclusion.gov.au



Question: How do we improve productivity, workforce participation and adult literacy?

- Vocational training is the best educational response to productivity, and industry are best placed to determine what this looks like.
- “Welfare to Work” programs are the best educational response to workforce participation. “sticks and carrots.”
- More places in the Language, Literacy and Numeracy and WELL Programs

“Our strong economy gives us a real chance to create opportunity from the cradle to the grave.I want to help individuals, families and communities whose worklessness has seen them excluded from society and the economy through decades of economic growth.... Under our Language, Literacy and Numeracy Program and the Workplace English Language and Literacy Program we’re offering 140,000 places in adult literacy and foundation skills programs for existing workers and job seekers.”

Prime Minister Gillard, April 2011 Speech to the Sydney Institute



Fly 1) A significant body of research about adult literacy suggests that it is largely a social process developed **through** participation, not as a prerequisite to it.

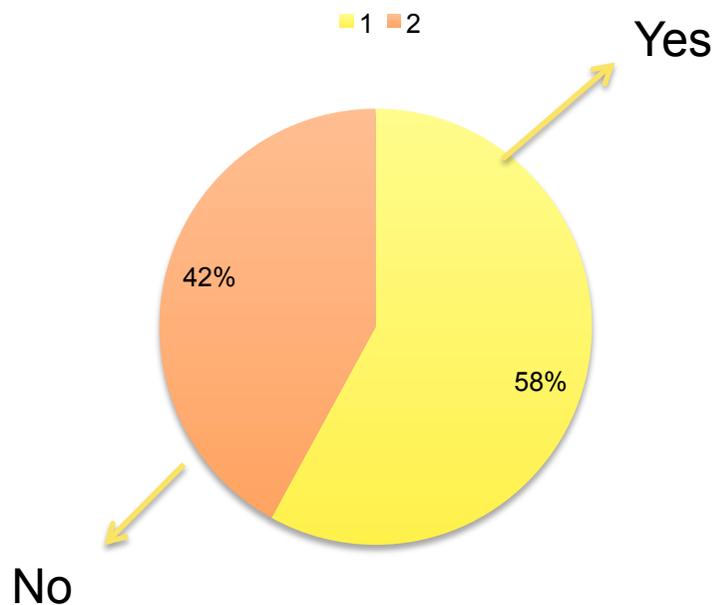
“Literacy is socially situated, culturally constituted and actively mediated by the local everyday demands of work and life. Like it or not, uses of literacy and numeracy cannot be generalised across cultures, nor taught as isolated technical skills (even though they can be taught as distinctive routines or procedures). Meanings depend upon the social context in which they are embedded.”

Sue Shore, University of South Australia, Jean Searle, Griffith University Literacy and lifeskills in Australia: implications for policy activism, 2010 Paper to AVETRA Conference

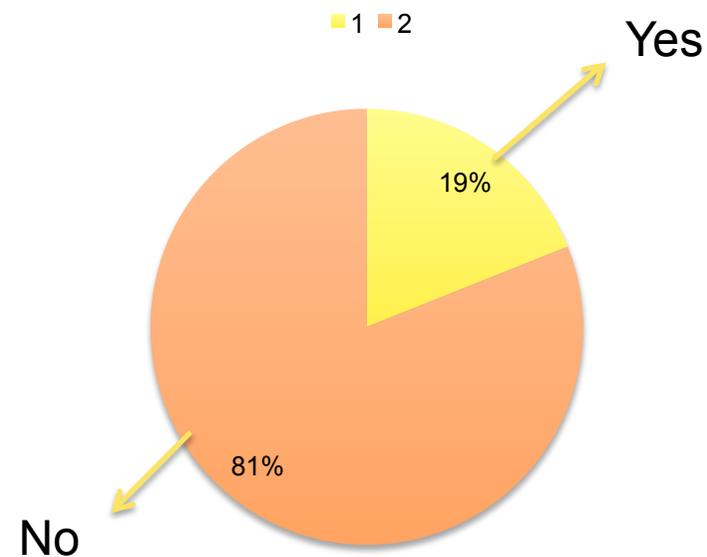


Fly 2) Non-formal learning plays a significant role in the development of literacy skills.

Participated in learning in the last 12 months?



Level 3 and Above



Level 3 and below



Fly 3) Today's 18 year olds can be expected to make up to 10 significant employment / career changes in their adult lives. ¹

“How many times does the average worker change careers?The major problem in collecting such data is the difficulty in defining what a "career change" is... However, the Labor Department's U.S. Bureau of Labor Statistics (BLS) does collect data on *job* change: the switch from one employer to another or a switch from one occupation to another while working for the same employer. What's the number of job changes? The average is about 10 jobs for workers between ages 18 and 38.....Whatever the average number of jobs or careers, one fact is certain: Most people make many changes during their working lives. .”

David Terkanian, BLS economist, 2011



Fly 4) Adults will not “enter” the workforce once. They will enter, leave and re-enter many times. ¹

University of Sydney. Workplace Research Centre

**1 (a). Analysis: Understanding flows of learning and labour,
Example: unemployment in the last recession**

Static account (%)

Unemployment rate 9

Incidence of long term unemployment 33

Casualisation rate 25

Dynamic account (%)

Looking for work during the year 23

Job search periods lasting more than
a year 46

Working in jobs that were not
permanent 39

Source: Static from ABS Labour Force Surveys (except for marginally attached which comes from unpublished ABS Survey of Training and Education 1993). Dynamic from ABS (1997c) Australian's Employment and Unemployment Patterns 1994-1996, Cat. no. 6286.0, p. 4.. .”



Fly 5) Even though we are living longer, not all of us are working longer. In fact, men in particular, are retiring earlier than ever before.

“From 1973 - 1993, the proportion of men aged 55 to 59 who were not in the full-time labour force rose from 14% to 36%. For men aged 60 - 64 the rise is from 28% to 61%. So, for a variety of reasons, the majority of men retire well before age 65.12”

Wesley Mission, Face of Ageing Report, <http://www.wesleymission.org.au/publications/ageing/impact.htm>



Question: What are the skills and knowledge that Australian adults need to live happy and productive lives?

1. Training for multiple careers
2. Periods of full time, part time, casual work, underemployment, unemployment and active retirement.
3. Working (and learning) into the senior years, encore careers
4. Managing roles of worker, parent, grandparent, community member.
5. Participating as citizens in a vibrant democracy including the important debates of our time eg low carbon society, immigration etc.



Question: What are the skills and knowledge that Australian adults need to live happy and productive lives?

Question: What are the points at which governments need to intervene?

Question: Who has access to learning and who doesn't?

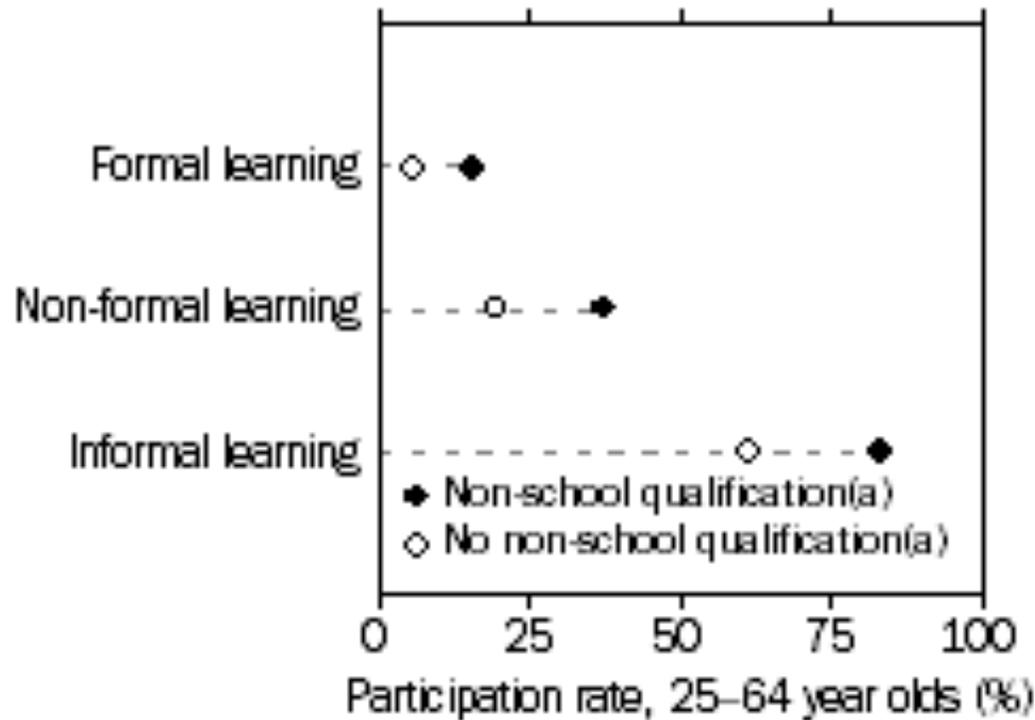


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Lifelong and Lifewide Learning for All Australians

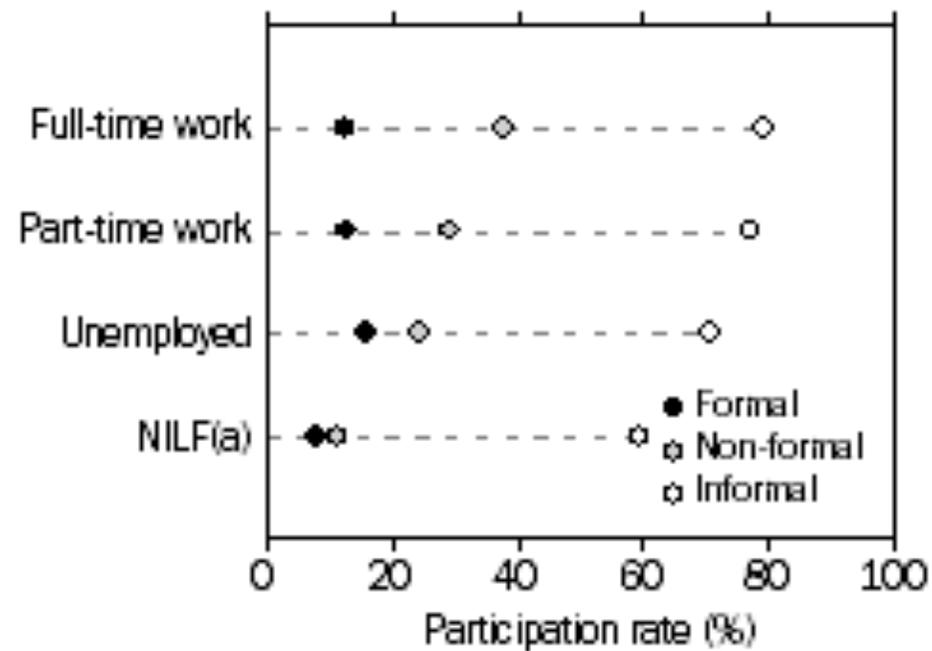
Who has access to the most Adult Learning?

- 1) Those who already have formal qualifications.

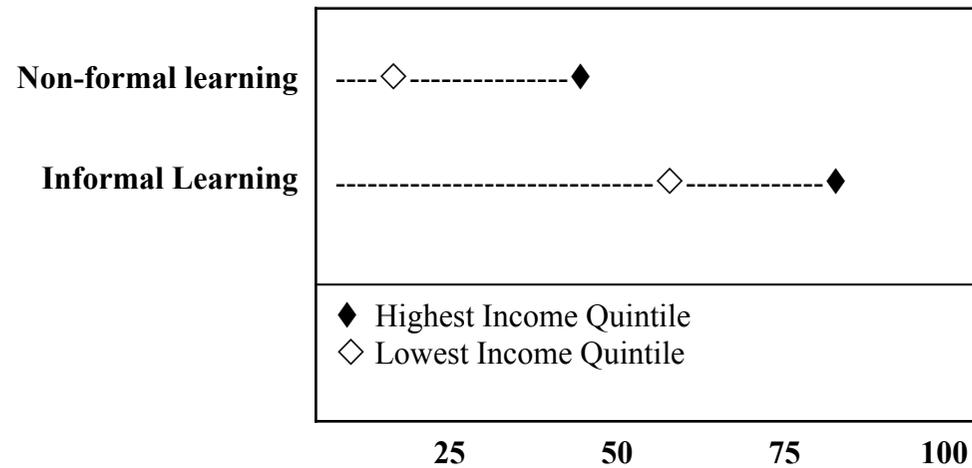


Source: ABS, Australian Social Trends, 2008 4229.0 - Adult Learning, Australia, 2006-07

2) Those who are already working.



3) Those with the highest incomes.





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The 7 Habits of Highly Literate Countries

- Lifelong learning policies
- Policy levers for informal and non-formal as well as formal learning
- Highly qualified and valued teachers in formal settings
- Concepts of “Grundvig” or “publicness”
- Levies for industry investment in VET
- Intergenerational / Family Literacy programs
- Value bilingualism



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The Road Not Travelled.....

1996 - UNESCO's International Commission on Education for the Twenty-first Century, produced the report: *Learning: the treasure within* as an attempt to grapple with the educational challenges of rapid technological change and globalisation. The resulting report had key features:

- Lifelong learning defined according to four “pillars”: Learning to know, Learning to do, Learning to be, Learning to live together
- Learning occurs through formal, informal and non-formal means,
- Most lifelong learning will be self-funded with government facilitating rather than providing.
- “Learning to Learn” is the key 21st century competency.

Delors, Jacques, *Learning: the Treasure Within*, the report to UNESCO of the International Commission on Education for the Twenty-first Century, 1996.



Learning to know

<i>Measures</i>	<i>Indicators</i>
<ul style="list-style-type: none"> • Participation in early childhood / pre-school education • Output of secondary education • Participation in postsecondary education • Supply of formal education infrastructure 	<ul style="list-style-type: none"> • Percentage of children aged 4 to compulsory school age attending formal education institutions • Student performance in reading (PISA) • Student performance in math (PISA) • Student performance in science (PISA) • Share of 30 to 34 years old with tertiary education • Adult participation rates in formal education and training • Total public expenditure on education as % of gross national income

Learning to do

<ul style="list-style-type: none"> • Output of formal vocational education and training • Participation in non-formal vocational education and training • Supply of non-formal vocational education and training • Integration of learning in the work environment 	<ul style="list-style-type: none"> • Graduate quota in upper secondary education (vocational programs) • Participation in job-related non-formal education and training • Participation of employees in CVT courses • Expenditure in training as part of labor market policies • Numbers of hours of CVT courses • Enterprises providing CVT courses • Relative costs of CVT courses • Enterprises providing any other form of training (non-CVT) • Learning new things at work • Doing monotonous tasks at work
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Learning to live together

- | | |
|--|---|
| <ul style="list-style-type: none"> • Participation in active citizenship • Tolerance, trust and openness • Inclusion in social Networks | <ul style="list-style-type: none"> • Involvement in work for voluntary or charitable organizations • Membership in any political party • Working in a political party or action group • Opinion that the country's cultural life is either enriched or undermined by immigrants • Opinion that gays and lesbians should be free to live their own lives as they wish • Trust in other people • Meetings with friends, relatives or colleagues • Anyone to discuss personal matters with |
|--|---|

Learning to be

- | | |
|---|---|
| <ul style="list-style-type: none"> • Participation in sports and leisure activities • Participation in learning through culture • Participation in continuing/ further education and training • Self-directed learning through media • Supply of media for self directed learning • Work-life balance | <ul style="list-style-type: none"> • Participation in sports • Attendance at ballet, dance, opera • Attendance at cinema • Attendance at concerts • Visiting museums/galleries • Participation in lifelong learning • Personal use of internet • Internet access in households • Accordance of working hours with family commitments |
|---|---|



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Canadian Approach

Learning to Know (Data Source)

Literacy (reading, math, problem solving) (PISA)

Dropout rates (Labour Force Survey)

Participation in post-secondary education of 20- to 24-year-olds
(Labour Force Survey)

University attainment (Labour Force Survey)

Learning to Do (Data Source)

Participation in job-related training (Adult Education and Training Survey)

Availability of work training (Workplace and Employee Survey)

Access to learning institutions (InfoCanada geographic data)



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Canadian Approach

Learning to Live Together (Data Source)

Charitable giving (Longitudinal Administrative Databank (LAD))

Volunteerism (National Survey of Giving, Volunteering and Participation)

Participation in clubs, associations (Survey of Household Spending)

Access to community institutions (InfoCanada data geographic data)

Learning to Be (Data Source)

Exposure to learning media (Survey of Household Spending)

Exposure to performing arts, museums and cultural venues (Survey of Household Spending)

Exposure to sports and recreation (Survey of Household Spending)

Access to cultural resources (InfoCanada data geographic data)



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The Japanese Approach

'New Strategy for Growth – A scenario to recover "Vigorous Japan" was released. Some of the goals to be achieved by 2020 in the field of education and LLL included:

- Increase the number of adult students in university and professional colleges up to 90,000 and 150,000
- Increase the number of workers engaging in learning for self-enlightenment up to 70% of full-time employees and 50% of part-time employees
- 50% of Japanese participate in the 'New Public' Initiative.

(The 'New Public' Initiative includes volunteerism and participative democracy.)
Yukiko Sawano, August 2011, Trend of Lifelong Learning Policies and Practices in Japan,
Address to UNESCO research forum on Employability and Lifeskills Training



A National Lifelong Learning Policy

1. Whole of government approach to Adult literacy
2. Non-Formal Lifelong Learning
3. Family and community based approaches to Indigenous Education
4. Learning for Civic Participation
5. Learning that Supports an Aging Population
6. A Strong Community Education (ACE) Sector

ALA Policy Platform 2011, www.ala.asn.au