



# Peter Underwood Centre





### Kentish Community Learning Plan and Strategy Team

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## List of acronyms

ACELG	Australian Centre for Excellence in Local Government
ALCF	Australian Learning Communities Framework
ALCN	Australian Learning Communities Network
CHETCC	Circular Head Education and Training Consultative Committee
CHNA	Community Health Needs Assessment
CLP	Community Learning Plan
GNLC	Global Network of Learning Cities
IEO	Index of Education and Occupation
IER	Index of Economic Resources
IRSAD	Index of Relative Socio-economic Advantage and Disadvantage
IRSD	Index of Relative Socio-economic Disadvantage
LGA	Local Government Area
OECD	Organisation for Economic Co-operation and Development
SEIFA	Socio-Economic Indexes for Areas
UNESCO	United National Economic Social Community Organization
VPMF	Victorian Performance Measurement Framework

## Introduction

This report by the University of Tasmania presents the first Kentish Community Learning Strategy and Plan.

Based on staged stakeholder and community consultations since February 2016, the report outlines the background, purpose, rationale and principles of the Kentish Community Learning Plan and Strategy.

The report acknowledges the local context and demography of the Kentish municipality in considering the unique and complex nature of lifelong learning and its value for different individuals and the Kentish community.

## Project background

In early 2016, the University of Tasmania commenced a new collaboration with the Kentish Council and its community to develop its first Community Learning Strategy and Plan.

This is not the first collaboration between Kentish Council and the University of Tasmania. In 2014–2015, an extensive Community Health Needs Assessment of the Kentish LGA was commissioned by Kentish Council with funding from Primary Health Tasmania under its Social Determinants of Health Strategy. The project was led and undertaken by the University of Tasmania's Centre for Rural Health. The project aimed to (1) address social determinants of health and develop relevant strategies at a local level, and (2) support local communities to develop and implement appropriate local responses to local issues through community engagement, planning and establishing stakeholder networks.

The project took place over nearly 12 months and engaged with more than 1000 Kentish residents and service providers and identified education as a priority focus area for the community.

When comparing education data across Australia and the rest of Tasmania it was identified more Kentish residents had no formal post-Year 10 education and although the proportion of students leaving education at Year 11 level was similar for Kentish, Tasmania and Australia, attainment of Year 12 level was much lower in this local government area.

This project acknowledges the local context and demography of the Kentish municipality. Based on the Australian Learning Communities Framework developed by the Australian Centre for Excellence in Local Government (Australian Learning Communities Network, 2013), it considers the unique and complex nature of lifelong learning as a driver of change and its value for different individuals and the community.

Work on this project began in February 2016 and will end in June 2016.

### What is a community learning plan?

In recent years, there has been a significant increase in the use of community learning plans and strategies at international, national and local levels.

Community learning plans have been utilised in many international communities to solidify and generate lifelong learning opportunities with the aim of growing the community's socio-economic well-being (Wheeler, 2014). The Global Network of Learning Cities (GNLC) was established by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and provides a link for existing and future learning communities and cities to collaborate and work together to provide improved learning opportunities for their populations (UNESCO GNLC, 2016).

A key report to UNESCO in 1972 documenting the concept of a learning society was in fact responsible for influencing the international development of learning cities and communities (Faure et al., 1972).

Internationally, since 2010 UNESCO has led initiatives to frame the concept of a 'learning city' and to identify its active goals, leading many national and local visions for community learning which recognise that learning drives social, economic and cultural change in all communities and is a major determinant of individual and community well-being.

There are now more than one thousand registered learning cities globally (UNESCO GLNC, 2016), all with slightly different contextual foci. In Asia, learning-city models focus on community relations through collaboration given that social cohesion has been identified as a priority focus area for many learning cities across East Asia (Wheeler, 2014). In Europe, learning models and community priorities differ, with more of a focus on life skills development and competence.

In 2013, within Australia, a consortium of local government representatives, researchers and other stakeholders known as the Australian Centre for Excellence for Local Government (ACELG) developed the Australian Learning Communities Framework. Created for the Australian context, the framework provides important strategic justifications and pragmatic advice for communities in Australia whose members wish to become part of 'learning communities'. Among many important considerations, the framework points to the importance of community learning plans being place based, with no 'one size fits all' approach; rather the expectation is that plans will be sensitive to local context, based on shared values, and emphasise how resources are used, how organisations collaborate and how citizens' needs are met given resource levels.

**Learning communities are an approach to describe how places respond to emerging challenges by bringing key organisations and people together to learn and invent new responses to challenges their communities face...**

(ACELG, 2013)

Community learning plans should also present both short- and long-term visions and should be strengths-based approaches to community learning and not based on deficit thinking.

Community learning plans have consequently been utilised in communities as a means of capacity building by providing supportive lifelong learning through partnerships, collaboration and additional resources. At a regional level, a report entitled What Tasmania needs from education identified learning cities or community learning plans (CLPs) as a regional development approach to advancing education (Perkins & Turner, 2014).

### What is lifelong learning? What does it look like?

Lifelong learning is the continual development of capabilities, skills and knowledge that makes life more meaningful and fulfilling. Lifelong learning equips people for personal, family, community and employment life spheres.

One of the most widely used definitions of lifelong learning, developed by the Commission of the European Communities in their A Memorandum on Lifelong Learning (Commission of the European Communities, 2000), states that it is:

**All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective.**

Outdoor Karate, Railton 2013  
[image: Kelly Slater]





Lifelong learning is not just about education—it can be formal and informal episodes or stages in one’s life which add value and enhance our individual or collective well-being. Using the words of those in the Kentish community, the following are examples of what lifelong learning in Kentish might look like, and what opportunities might encourage Kentish to become a learning community:

- Promoting volunteering in the community
- Learning new skills and gaining new ideas and knowledge that can be transferred to other contexts
- Rewarding informal learning efforts and achievements through community awards or other recognition processes
- Celebrating local efforts
- Improving understanding and promoting that learning can occur at any age
- Building confidence amongst all community members to explore pathways to learning
- Encouraging community champions and role models to mentor and work with young community members
- Promoting involvement and awareness of programs, resources and environments which promote lifelong learning in the community
- Valuing all forms of participation and involvement in the community
- Promoting leadership and creativity
- Engaging local industry in community learning
- Promoting diversity and awareness of difference
- Celebrating local stories which showcase ‘learning lives’
- Ensuring that programs, services and other pathways to lifelong learning are inclusive
- Understanding the needs of the community in order to positively respond to barriers and to create new opportunities
- Valuing people and groups that work together to encourage lifelong learning in Kentish

The broader benefits of learning have been well documented, including that education of any form helps people adapt and contribute to change (Schuller & Watson, 2009) and that lifelong learning has wide-reaching social benefits due to better employment rates, income equity and a reduction in poverty (Thöne-Geyer, 2014; PASCAL International Observatory, 2014; Feinstein, Budge, Vorhaus, & Duckworth, 2008).

Additionally, a 2010 Organisation for Economic Co-operation and Development (OECD) learning project on improving health and social outcomes through education highlighted individual empowerment and social cohesion as key outcomes of lifelong learning.

## Aims of the Kentish community learning project

This project aims to create a ‘living’ evidence-based resource which reflects the needs, priorities and challenges within the Kentish community. The key aim of the Kentish Community Learning Plan and Strategy is:

**The development of the first Kentish Community Learning Plan and Strategy, as informed by the use of the adaption of the ACELG’s Learning Communities Framework within the Kentish municipality.**

We define the Kentish community as both the geographic region that makes up the Kentish local government area and municipality—including the townships and households within this area—and the social

and cultural affiliations and relationships within this geographic region, including residents, ratepayers, industries, visiting services and those who travel into the municipality to work.

## Expected outcomes of the project

Kentish is one of the first Tasmanian communities to produce a community learning plan. It is anticipated that the project will have many outcomes for the Kentish community— we acknowledge that some may be immediate and short term achievements and impacts, and some will be seen some time after the completion of the project and finalisation of the plan and strategy. We note that among other Australian communities on their ‘second cycle’ of community learning planning, only now are people seeing continued developments and impacts, and this is because significant groundwork and efforts to embed community learning were needed for the plans and their goals to be sustainable.

The expected outcomes for the Kentish community learning project are as follows:

- **enhancing awareness of benefits and availability of informal and formal learning;**
- **investigating and promoting new and existing pathways of learning**
- **building on and strengthening existing resources, infrastructure, networks and partnerships, and**
- **identifying and embracing new opportunities for learning programs, resources and infrastructure which support learning.**

### Stakeholder consultation

Any community learning strategy and planning and implementation process should be based on leadership, partnerships and community input. This project has engaged with a number of individuals and groups identified by members of the community in consultation processes that provided opportunities to contribute to planning days, interviews and stakeholder forums. In total, approximately 15 individuals have been involved in the project to date, representing a number of interests and areas in the Kentish community including local government, local industry and business, the VET sector, government LINC’s, childcare, the Department of Education, Sheffield School, non-government organisations and community groups.

Those involved in consultations provided significant information relating to learning activities and resources that exist in the Kentish community, detailing what is being done well, thinking about where there are gaps or opportunities for future collaboration or resourcing, considering what the purpose and vision of a Kentish community learning plan might look like, reflecting on what partnerships are needed or could be used, assessing the importance of engaging with industry and identifying the need to be aware that terms such as ‘education’ can invoke negative connotations for members of the community, and may be viewed as a stigmatising term, which may inhibit the purpose of a CLP by alienating people.



Community Consultation, March 2016

### Governance

The process of developing and implementing the community learning plan is underpinned by the principles of good governance and ongoing engagement with the community as defined in the ACELG Learning Communities Framework. Good governance means that processes and structures associated with the plan’s implementation produce results that meet the learning needs of the community while making the best use of available resources.

Adopting these principles by working in partnership with key stakeholders will ensure that all residents of the Kentish municipality have a sense of ownership of the plan as informed and organised participants. In particular, the plan recognises the role of leadership and the role of Kentish Council in making sure that key aspects of the plan are implemented, and in upholding and adhering to the principles of good governance as the community learning plan is implemented.

The Kentish community learning plan acknowledges existing community strengths and assets that are pivotal to building strong governance support structures for the implementation of the plan.



University of the Third Age Meeting

# About the Kentish municipality

The Kentish Municipal Area (KMA) is located in the north-west region of the state and is bounded by the municipalities of Meander Valley, Latrobe, Devonport, Central Coast, Waratah–Wynyard and the West Coast. The municipality has a geographic area of 1,187 square kilometres, making it the fifteenth largest of the 29 local government areas in Tasmania. It comprises the three major townships of Sheffield, Railton and Wilmot as well as numerous smaller townships located within the municipality.

The municipality is traditionally renowned for its diverse agricultural production which includes dairy, lamb and beef production as well as the increasing prominence of fruit and vegetable production, particularly stone fruit and berries. Kentish has a growing population which currently stands at 6,056 people, which is just over 1% of Tasmania's population.

Sheffield, the municipality's main township, is located approximately 30 kilometres from Devonport and is on a main transport route to the World Heritage listed Cradle Mountain National Park. Kentish is known as Tasmania's Outdoor Gallery, and is the gateway to the Cradle Mountain National Park. It attracts many tourists who visit the municipality to enjoy the beautiful vista of Mt Roland or visit the internationally recognised rowing course at Lake Barrington. Sheffield is famous for its historic murals painted on the walls of its buildings portraying the history and industries of the region and the International Mural Fest. The municipality is served by an extensive road network which dissects the municipality and links the north coast to the west coast.

Together with its renowned quality agricultural production and thriving tourism sector, Kentish is a hub for the vibrant regional arts industry which attracts funding for a range of local arts festivals and community arts workshops.



Lantern Workshop at the Working Art Space TRAK

A number of permanent and visiting health and community services operate from the Kentish municipality. The municipality is serviced by three schools: Sheffield School (with campuses in Sheffield and Railton) and Wilmot Primary School. It also has other services and groups such as LINC and the University of the Third Age (U3A).

## Key demographic indicators of Kentish

Key demographic indicators provide an important contextual basis for the Kentish Community Learning Plan and Strategy. Demographic indicators provide a snapshot of characteristics of the Kentish community and enable analysis of how the municipality is faring compared to state and national averages. This information helps stakeholders to identify various challenges to and opportunities for lifelong learning, and has informed the development of the Kentish Community Learning Plan and Strategy.

In 2011, 6,086 people lived in the local government area of Kentish, with 1,109 living in the township of Sheffield and 883 living in Railton. The remaining 4,094 residents lived in the rural areas of the municipality. Between 2006 and 2011, the population of Kentish grew at a rate faster than the growth rate for Tasmania as a whole (5.7% compared to 4.0%), but at a rate slower than the national average (8.3%).

This report explores the characteristics of the residential population that lives in the Kentish municipality, including the subset of residents who commute to other municipalities for work. The report also considers those who live elsewhere and commute into Kentish to work and learn.

## Age and lifelong learning stage

Lifelong learning opportunities and challenges differ for people of different ages and life stages. Lifelong learning stages have been identified for the Kentish community based on age group. The majority of Kentish residents in 2011 could be classified as being in the adult learner stage. Compared with Tasmania, there were fewer Kentish residents in the early, young adult and older adult learning stages, and more school children and adults (Figure 1).

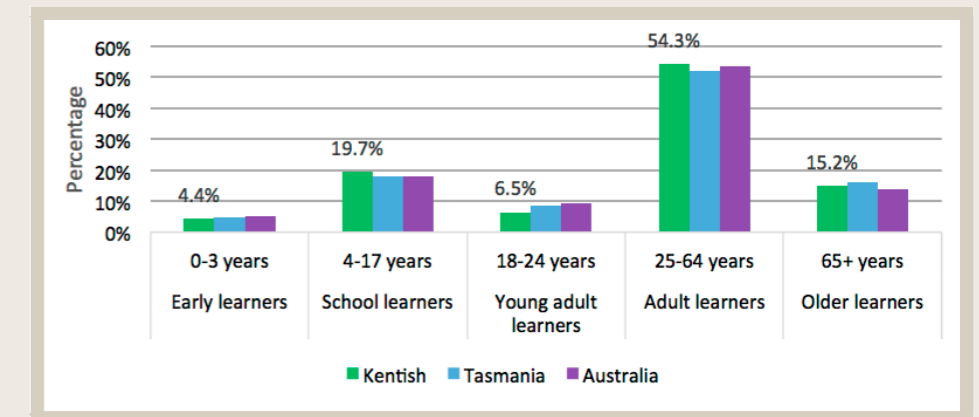


Figure 1: Lifelong learning stage by % of the population in each age group, Kentish, Tasmania, Australia 2011  
Data source: ABS Census of Population and Housing, 2011



### Education and qualifications

Education and qualification indicators provide information about formal education levels in the Kentish community. However, it is not possible to capture information about informal learning opportunities or capacity using these indicators. Formal education and qualification levels were generally lower in Kentish in 2011 than for Tasmania or Australia. In the Kentish population, the majority of residents left formal education at Year 10 level. Greater proportions of the Kentish population left school at Year 10, 9 or 8 than was the

average for Tasmania or Australia. The proportion leaving education at Year 11 level was similar for Kentish, Tasmania and Australia but Year 12 attainment levels were much lower among students from the Kentish Municipality than at state or national levels (Figure 2). Almost three in five Kentish residents aged 15 years and over had no post-school qualification in 2011. In general the Kentish population had fewer residents with higher-level qualifications and more with certificate-level qualifications or no qualification than was the case in either Tasmania or Australia (Figure 3).

### Socio-economic disadvantage

Socio-economic resources and the ability to access services are important influences on barriers to, and opportunities for, lifelong learning. The Index of Relative Socio-economic Disadvantage (IRSD) is a general socio-economic index that measures relative disadvantage. More members of the Kentish population in 2011 were living in the 25% of most disadvantaged areas nationally, than was the case for the Tasmanian population, with two-thirds of Kentish residents in the 30% of Australian areas deemed most disadvantaged. Kentish residents were more likely to have difficulty accessing services than was the case for Tasmanian or Australian residents, with nearly four in 10 Kentish residents experiencing difficulty (Figure 4).

Kentish residents were also slightly more likely to have experienced difficulty getting to places needed due to transport. Kentish households were less likely to have internet access at home than households in Tasmania or Australia, with almost three in 10 Kentish households without internet access. The majority of internet-connected households in Kentish had a broadband connection, with very few having dial-up or other connections.

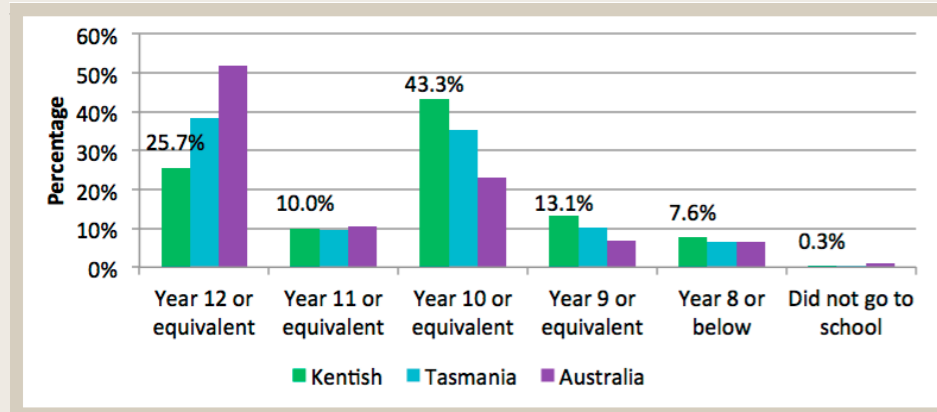


Figure 2: Highest level of schooling completed (% of population aged 15+ years), Kentish, Tasmania, Australia, 2011. Data source: ABS Census of Population and Housing, 2011

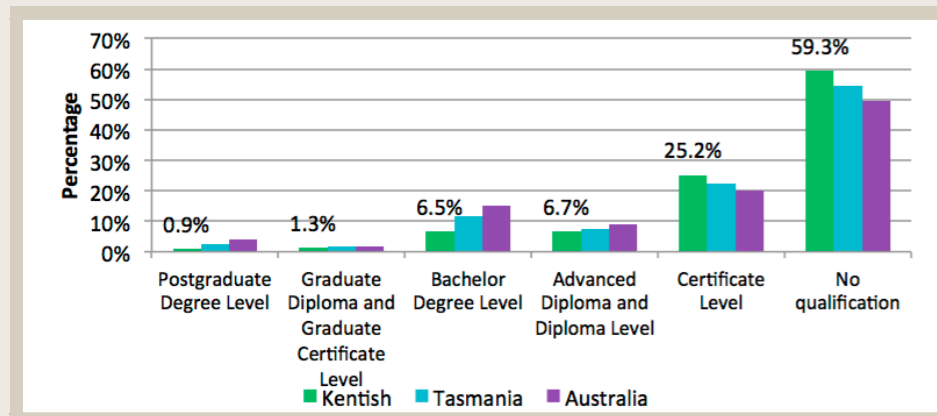


Figure 3: Post-school qualification (% of population aged 15+ years), Kentish, Tasmania, Australia, 2011. Data source: ABS Census of Population and Housing, 2011

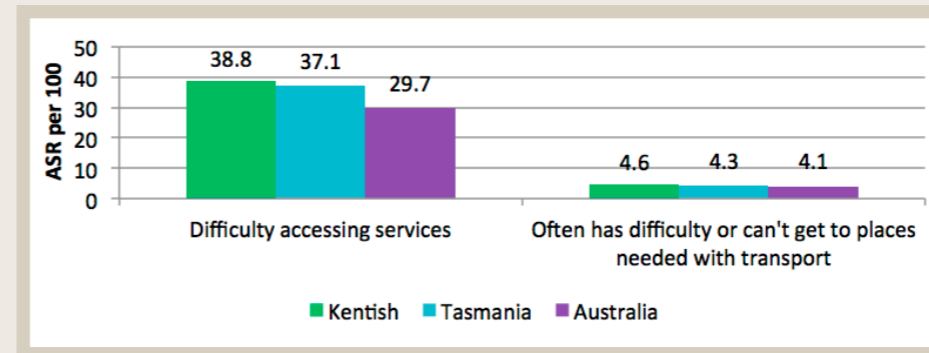


Figure 4: Difficulty accessing services; often has difficulty or can't get to places needed with transport; (age standardised rate per 100 people over 18 years of age) (modelled estimate), Kentish, Tasmania, Australia, 2010. Data source: PHIDU Social Health Atlas of Tasmania 2010

### Employment and the labour force

Kentish had fewer residents employed and more residents not in the labour force, when compared with Tasmania or Australia in 2011. More than two in five Kentish residents aged 15 years and over were not in the labour force, more than in Tasmania or Australia (Figure 5). The category 'not in the labour force' may include students, retirees and others not able or not willing to participate in the labour force. The unemployment rate, or the percentage of the labour force that was unemployed and

seeking work in Kentish (7.4%) in 2011 was higher than in Tasmania (6.4%) or Australia (5.6%). More families with children under 15 years of age were jobless in Kentish, than in Tasmania or Australia. Similarly the proportion of children living in jobless families was higher in Kentish than in Tasmania or Australia.

Employed Kentish residents include those who work locally in the municipality and those who commute to other areas for work. More employed Kentish residents were working as technicians or trades workers, managers and labourers than

were working in other occupational groups. The occupational distribution for employed Kentish residents differed markedly from the distributions for Tasmania and Australia. Kentish had more resident labourers, managers, machinery operators and drivers, sales workers, clerical and administrative workers and technicians and trades workers, and fewer professionals and community and personal services workers. In 2011, the industries that most Kentish residents were employed in were manufacturing, retail trade, agriculture, forestry and fishing accommodation and food services, and health care and social assistance. It is important to note that these figures are for Kentish residents and not the Kentish workforce, and the majority of employed Kentish residents commute to other municipalities for work.

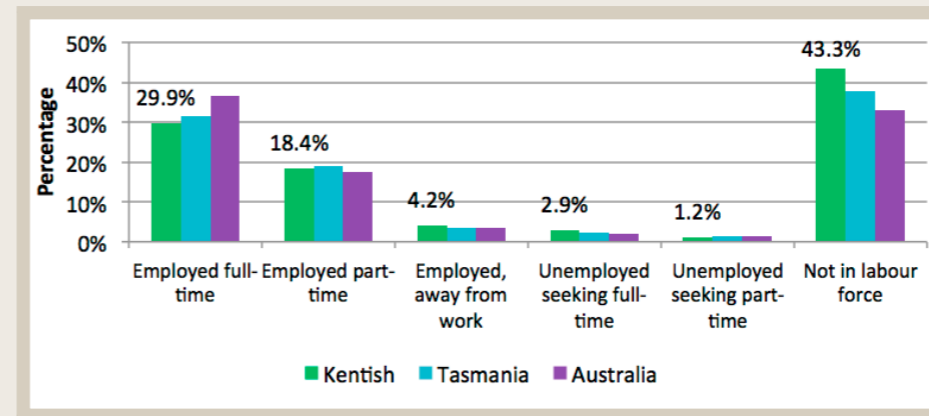


Figure 5: Labour force status (% of population aged 15 years and over), Kentish, Tasmania, Australia, 2011. Data source: ABS Census of Population and Housing, 2011

**Local workforce and commuting**

The Kentish workforce in 2011 included 1,257 people, whereas there were 2,481 employed Kentish residents. In 2011, more Kentish residents commuted to another council area for work than worked in the local area, with almost two-thirds of employed residents being outward commuters. At the same time, not all people employed in the Kentish workforce resided in the Kentish municipality, with almost three in 10 commuting into Kentish from other council areas to work (Figure 6).

Almost half of the Kentish workforce and working residents in 2011 had no formal post-school qualification (Figure 7). However, comparing inward and outward commuters with those who lived and worked in Kentish reveals marked differences. Kentish residents who worked locally were less likely to have any formal qualification, while inward commuters were most likely to have a tertiary-level qualification of bachelor degree or higher (Figure 7).

**Volunteering**

More than one-fifth of the Kentish population (aged 15 years and over) volunteered for an organisation or group in a 12-month period, as did a similar proportion of the Tasmanian population. The volunteering rate in both Kentish and Tasmania was higher than for Australia as a whole. In all age groups 30–44 years and 55–89 years volunteering was more popular in Kentish than in Tasmania or Australia. In fact, more than one-quarter of Kentish residents aged 60–79 years were involved in volunteering in 2011.

**Informing the Kentish Community Learning Plan**

These key demographic indicators help to ‘paint a picture’ of the Kentish community, providing an evidence base and context for the development of the Kentish Community Learning Plan and Strategy. This targeted demographic profile enables the community to utilise their combined insight and local knowledge to identify potential opportunities for lifelong learning, as well as the associated challenges.

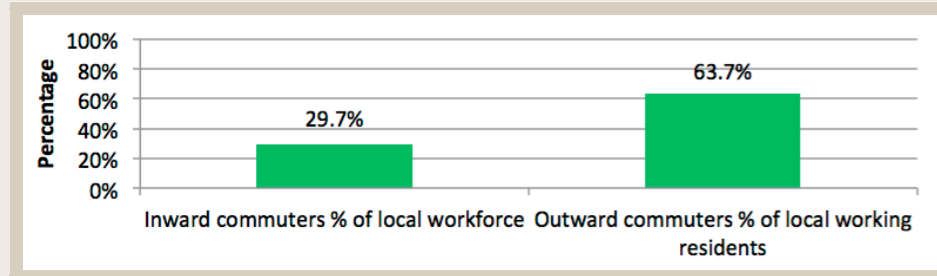


Figure 6: Commuting – inward (% of local workforce); outward (% of working residents), Kentish, 2011  
Data source: ABS Census of Population and Housing, 2011

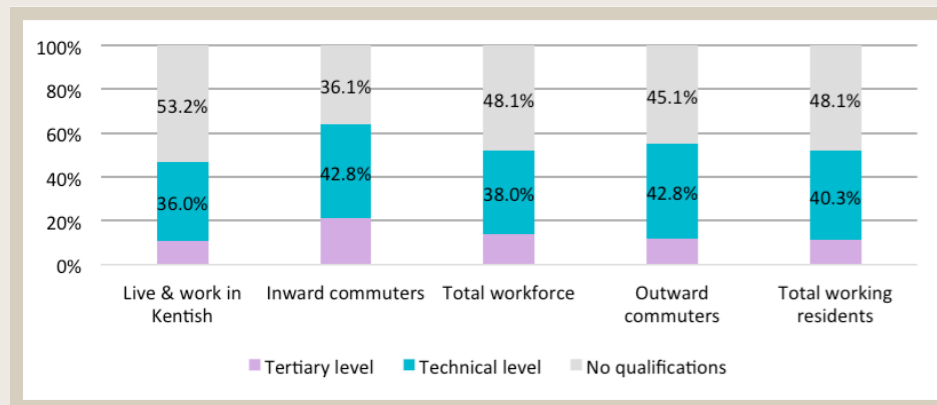


Figure 7: Qualification level for Kentish residents who worked locally; inward and outward commuters, total workforce and working residents, Kentish, 2011. Data source: ABS Census of Population and Housing, 2011

# Kentish Community Learning Plan Purpose Statement



Men's Shed  
[image: Dan Fellows/Kentish Council]

In using the Australian Community Learning Framework, emphasis is rightly put on communities themselves creating a vision for the plan, which encapsulates what they want to achieve.

Consultations with the Kentish community revealed a number of themes and ideas which could be used to form a vision statement for the community—all importantly engaged with what it means to be living in, and part of, the Kentish community. These were then collated and presented to the stakeholder forum in April 2016—with a number of community representatives present from a number of sectors and groups including education (schools, TAFE organisations and departments of education), local governments, small businesses, childcare centres, NGOs. At this consultation stage, it was agreed that the statement should be called a purpose statement, and the following title was chosen by community stakeholders for the community learning plan.

**“Kentish – a cradle of lifelong learning and opportunity”**

This purpose statement guided this plan, and the creation of strategies and goals for the Kentish community in becoming a learning community.



# What do we mean by Kentish Learners?

A review of community learning plans within Australia revealed that many plans develop strategies based generically on learning across the lifespan, while some provide more specific actions and strategies targeted at age groups within a community.

Based on the evidence we have collected, and drawing from the community consultations conducted thus far, we propose that the Kentish Community Learning Plan and Strategy acknowledges that there are particular 'categories' or 'stages' of learning throughout the life course which provide a strong platform for creating strategies and actions for learning in the Kentish municipality.

Identifying each of these stages allows a more meaningful and targeted approach to understanding, identifying and planning for actions and strategies which allow these age groups specifically or cross age-groups to be pursued in the planning process.

Table 1 below provides a draft overview of the different life learning stages which are reflected in the draft strategies provided later in this report.

Life Learning Stage	Who are we?
<b>Early Learners</b>	We are the babies and pre-schoolers of the Kentish community.
<b>School Learners</b>	We are children and young people in Kentish who are at primary or secondary/senior secondary school or home schooled.
<b>Young Adult Learners</b>	We live in Kentish and have left school and are transitioning to/engaged in work and/or further education or unsure what we want to do.
<b>Adult Learners</b>	We are Kentish residents engaged in paid and/or unpaid work and/or further education/learning.
<b>Older Learners</b>	We live in Kentish and have left or are transitioning out of employment and are engaged in or are planning to become engaged in further education/learning.

Table 1: Kentish Lifelong Learning Stages



MRRCI Field Day. [image: Courtesy of the Centre for Rural Health]

# Principles of the Kentish Community Learning Plan

While there is no 'recipe' or 'one size fits all' approach to developing community learning plans, a review of work in this area reveals that it is important to recognise the underlying principles, issues or elements that are important to Kentish in guiding its plan and strategies for community learning.

We propose the following statement to reflect our integrated approach to drafting the guiding principles for the Kentish Community Learning Plan and Strategy:

**The principles of the Kentish community learning plan are evidence based, take a lifelong approach to learning and place a positive value on learning. The principles recognise that education can be an alienating term, and that stigma may exist about the value of education and learning, so we need to consider and celebrate all pathways and approaches to learning, in all stages of life.**

As shown below in Figure 8, the following principles have been drafted to reflect what we have heard from the community in the consultation process, and what we know about the Kentish community from existing evidence.

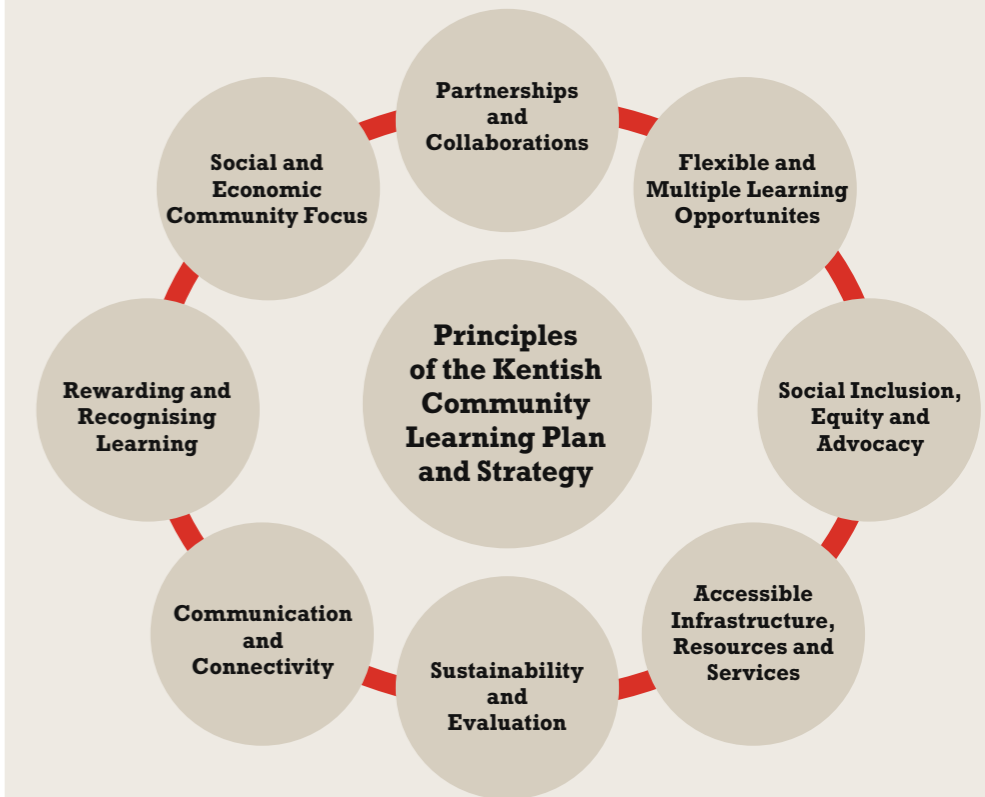


Figure 8: Underlying principles of the Kentish Community Learning Plan and Strategy

Each of these principles shown above in Figure 8 underpins the strategies and goals for the Kentish learning plan presented in the next section. The table below provides a short overview of the meaning of each of these principles, allowing the strategies to be understood.



**Overview of Principles of the Community Learning Plan**

<b>Communication and connectivity</b>	As a learning community, members of the Kentish community have opportunities to communicate and connect with all types of learning including online resources and services.  Opportunities for and pathways to learning will be promoted and communicated in as many forms as possible to the community including print, electronic and visual media.
<b>Accessible infrastructure, resources and services</b>	That the resources, services and infrastructure needed to promote and strengthen all forms of community learning in the Kentish region are accessible and available to the community and are based on social inclusion and equity.
<b>Rewarding and recognising learning</b>	That the Kentish community recognises and values all forms of learning—not just formal learning—through ways that celebrate and showcase learning through the life course. That community events and initiatives which involve learning consider ways in which individuals or groups who pursue knowledge, skills or other forms of learning are valued.
<b>Flexible and multiple learning opportunities</b>	That the Kentish community promotes and encourages all forms of learning through life, and where feasible makes these opportunities as flexible and diverse as possible to allow as many people as possible to be included or to access these opportunities if they wish to.
<b>Social inclusion, equity and advocacy</b>	The Kentish community as a learning community appreciates that access to learning opportunities and resources is not always fairly distributed and that new and existing learning programs, resources or opportunities will consider issues such as inclusion, equity and advocacy in how they are developed, provided or promoted and that no person regardless of gender, sexuality, ethnicity, disability, education, income or age be excluded from opportunities for learning.
<b>Partnerships and collaborations</b>	That wherever possible the Kentish community collaborates informally or formally to create or support opportunities for learning, including partnerships between different sectors or areas that can work together to make Kentish a learning community in any way feasible.
<b>Social and economic community focus</b>	That the Kentish community recognises that there are both social and economic benefits to, and reasons for, lifelong learning and that these should be considered in Kentish becoming a learning community including increasing employability, raising aspirations and building social inclusion.
<b>Sustainability and evaluation</b>	As a learning community, the Kentish Community Learning Plan will be monitored and evaluated to gauge process and success in relevant areas and to ensure that change is enacted when needed and efforts to support community learning are sustainable.

Table 2: Overview of Principles of the Community Learning Plan

# Development of Kentish Community Learning goals and strategies

Existing evidence about Kentish as well as consultations with the Kentish community revealed a number of themes, thoughts and ideas which could be used to form a number of draft strategies for the Community Learning Plan and Strategy.

These ideas were then refined, ensuring that the principles of the CLP (Table 2 above) as well as life learning stages (Table 1) were incorporated and considered. These draft strategies are presented below as a draft for consideration by the council and the project team.

This section presents the key learning strategies developed by the project team. These strategies consider all the elements of consultation and information shown in Figure 9 and aim to bring together strategies which are reflective of the Kentish community and its current strengths and priorities in order to create actions and directions for Kentish as a 'learning community' into the future.

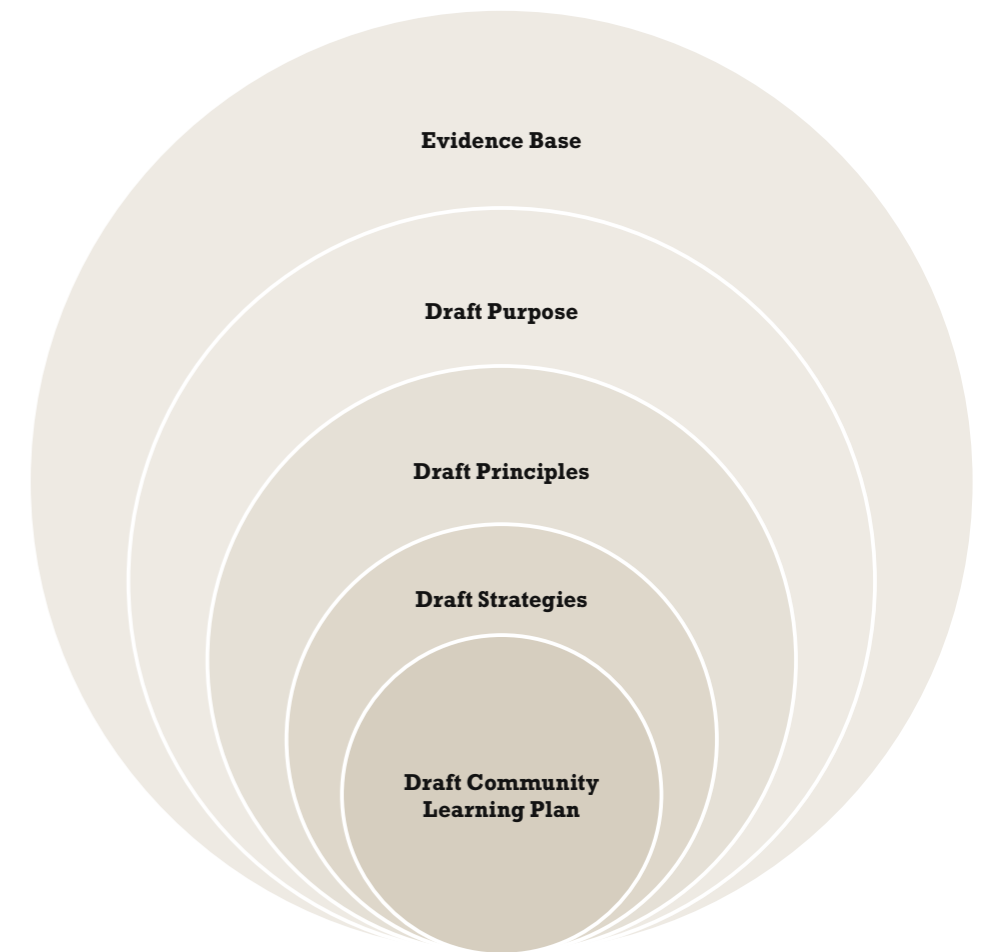


Figure 9: Process and layers of information informing the Kentish CLP



Health Kit Launch. [image: Dan Fellows/Kentish Council]



Community Consultation through the Arts. [image: Dan Fellows]



### Learning for everyone — these aims are common across all learner groups

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>1. Facilitate lifelong learning for all in Kentish</b>	<ul style="list-style-type: none"> <li>Partnerships and collaborations</li> <li>Social and economic community focus</li> <li>Sustainability and evaluation</li> <li>Accessible infrastructure, resources and services</li> </ul>	<ul style="list-style-type: none"> <li>A representative community advisory steering committee to implement and monitor the community learning plan, consistent with principles of good governance</li> <li>A community learning support fund to resource recognition and celebration of learning and to support community mentors and learning facilitators develop their skills</li> </ul>	<ul style="list-style-type: none"> <li>Council</li> <li>Business and industry</li> <li>Community groups</li> <li>Education providers</li> <li>Not-for-profit and government agencies</li> <li>Young adult learners</li> <li>Adult learners</li> <li>Older adult learners</li> <li>Council to facilitate</li> <li>Business and industry to sponsor</li> <li>Community steering committee to advise Council on allocation of funds</li> </ul>
<b>2. Value and celebrate learning whenever it occurs</b>	<ul style="list-style-type: none"> <li>Reward and recognise learning</li> <li>Partnerships and collaborations</li> <li>Social and economic community focus</li> <li>Accessible infrastructure, resources and services</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Provide a framework to recognise all learning including formal and non-formal, and existing skills and knowledge</li> <li>Give public recognition and 'community learning certificates' or 'skills statements' to those who learn through engagement in community events, service, sporting and other clubs and groups; volunteering; and mentoring, supporting or training others, including school and young adult learners who work with children or older adults and older adult volunteers. Statements to expose the skills learnt</li> <li>Support mentors and those who promote learning, e.g. through supporting attendance at courses and other resources</li> <li>Celebrate other learning achievements such as school transition points successfully navigated, significant learning achievements at school, and achievement of post-school qualifications with public recognition</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Community steering committee (Businesses to sponsor)</li> <li>Community steering committee and primary, secondary and senior secondary schools (Businesses to sponsor)</li> </ul>
<b>3. Understand and monitor the extent and impact of learning in the community</b>	<ul style="list-style-type: none"> <li>Sustainability and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Put in place processes to evaluate, monitor and measure, where possible, the impact of the community learning plan</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> </ul>
<b>4. Better utilisation of community facilities and resources for training</b>	<ul style="list-style-type: none"> <li>Accessible infrastructure, resources and services</li> <li>Partnerships and collaborations</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Audit of community learning facilities and resources</li> <li>Promote available facilities and resources to externally based learning providers</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Schools, UTAS, RTOs, LINC, TasTAFE, industry, community facilities and volunteer organisations</li> </ul>

### Kentish Early Learners

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>1. Families engage together in supportive learning environments</b>	<ul style="list-style-type: none"> <li>Social inclusion, equity and advocacy</li> <li>Partnerships and collaboration</li> <li>Flexible and multiple learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for families to learn together</li> <li>Programs/activities to be affordable and accessible</li> </ul>	<ul style="list-style-type: none"> <li>HIPPY</li> <li>Childcare Services and Playgroups</li> <li>LINC</li> <li>Child Health Services</li> <li>Schools</li> <li>Faith-based groups</li> <li>Not-for-profit and government agencies</li> <li>Kentish Health Centre</li> <li>Kentish Family Support House</li> <li>Glenhaven Family Care</li> </ul>
<b>2. Enhance parenting skills</b>	<ul style="list-style-type: none"> <li>Social inclusion, equity and advocacy</li> <li>Flexible and multiple learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Provide parenting skills programs for the early years</li> <li>Programs/activities to be affordable and accessible</li> </ul>	<ul style="list-style-type: none"> <li>Kentish Family Support House</li> <li>Kentish Health Centre Child Health Services</li> <li>Glenhaven Family Care</li> <li>Not-for-profit and government agencies</li> </ul>

### Kentish School Learners

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>1. School learners are engaged in their formal learning</b>	<ul style="list-style-type: none"> <li>Flexible and multiple learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Provide and support a diverse range of formal learning opportunities and environments</li> </ul>	<ul style="list-style-type: none"> <li>Schools</li> <li>Families</li> <li>Government agencies e.g. work experiences, school farm/ community garden</li> </ul>
<b>2. School learners participate and are engaged in informal learning</b>	<ul style="list-style-type: none"> <li>Flexible and multiple learning opportunities</li> <li>Partnerships and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Provide a broad range of social recreational activities, sporting, arts and other clubs</li> </ul>	<ul style="list-style-type: none"> <li>Community clubs and services and volunteer programs</li> <li>Event organisers</li> <li>Community mentors</li> <li>Faith-based organisations</li> <li>Families</li> <li>Children's University</li> <li>Green room and other youth spaces</li> <li>Not-for-profit and government agencies e.g. work experiences, social programs facilitated by outside agencies</li> </ul>
<b>3. School learners develop life skills and willingness to be active community participants</b>	<ul style="list-style-type: none"> <li>Flexible and multiple learning opportunities</li> <li>Partnerships and collaborations</li> <li>Social inclusion, equity and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>Practical and social skills included in school and informal programs</li> <li>Provide opportunities and support for school learners to volunteer in the community</li> </ul>	<ul style="list-style-type: none"> <li>Schools</li> <li>Service clubs</li> <li>Community clubs' Organisations Businesses</li> <li>Not-for-profit and government agencies</li> <li>Glenhaven Family Care</li> <li>Green room and other youth spaces</li> </ul>
<b>4. All students are supported through education transition points</b>	<ul style="list-style-type: none"> <li>Flexible and multiple learning opportunities</li> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> <li>Social inclusion, equity and advocacy</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Transition support at all transition points including to secondary school, senior secondary, employment and further study</li> <li>Transition support includes support customised for those with special needs and cultural diversity</li> </ul>	<ul style="list-style-type: none"> <li>Schools</li> <li>My Education</li> <li>Service clubs</li> <li>Businesses and local industry</li> <li>Not-for-profit and government agencies</li> <li>Community mentors</li> </ul>
<b>5. Business sector and local industry is engaged with school learners</b>	<ul style="list-style-type: none"> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> <li>Social inclusion, equity and advocacy</li> <li>Social and economic community focus</li> <li>Flexible and multiple learning opportunities</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Develop programs to engage businesses and industry</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Beacon Foundation or similar organisations</li> <li>Businesses and local industry</li> <li>Service Clubs</li> <li>UTAS Pathways to Success project</li> <li>Schools</li> </ul>

### Kentish Young Adult Learners

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>1. All young adult learners are engaged in learning opportunities</b>	<ul style="list-style-type: none"> <li>Flexible and multiple learning opportunities</li> <li>Partnerships and collaborations</li> <li>Social and economic community focus</li> <li>Social inclusion, equity and advocacy</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Audit of existing learning opportunities (formal and informal)</li> <li>Affordable access to learning opportunities that meet the needs of ALL young adults</li> <li>Matching young learners to opportunities—a mentoring program established</li> <li>Expose young people to successful role models who were not high academic achievers</li> <li>Transition support all young adults at all transition points including to senior secondary, employment and further study, and as life circumstances change</li> <li>Access learning opportunities that provide a pathway to a fulfilling career locally/in the region</li> <li>De-stigmatising learning opportunities among parents/carers and broader community as well as young people</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Education providers</li> <li>Community clubs and services and volunteer programs</li> <li>Event organisers</li> <li>Community mentors</li> <li>Faith-based organisations</li> <li>Families</li> <li>Green room and other youth spaces</li> <li>Job network agencies</li> <li>Not-for-profit and government agencies</li> <li>Business and local industry Kentish Health Centre, Kentish Family Support House and NDIS networks/agencies—National Disability Insurance Agency</li> </ul>
<b>2. Community–industry–education partnerships provide learning opportunities for young adult learners</b>	<ul style="list-style-type: none"> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> <li>Social and economic community focus</li> <li>Flexible and multiple learning opportunities</li> <li>Social inclusion, equity and advocacy</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Building and maintaining relationships with each other and facilitating what works already</li> <li>Develop programs to engage businesses and industry</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Community groups of all kinds</li> <li>Education providers</li> <li>Beacon Foundation or similar organisations</li> <li>Businesses and local industry</li> <li>Service Clubs</li> <li>UTAS Pathways to Success project</li> <li>Young adults</li> <li>Kentish Health Centre</li> <li>Kentish Family Support House</li> </ul>
<b>3. Recognise and promote transferable and generic skills developed through participation in community spaces and workplaces</b>	<ul style="list-style-type: none"> <li>Social and economic community focus</li> <li>Communication and connectivity</li> <li>Flexible and multiple learning opportunities</li> <li>Social inclusion, equity and advocacy</li> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> <li>Reward and recognise learning</li> </ul>	<ul style="list-style-type: none"> <li>Engaging individuals, community groups and businesses and industry to identify and recognise the learning that happens in their group and at their events or workplace including sporting teams and other volunteering</li> <li>Publicise transferable and generic skills needed in employment and community spheres</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Businesses and local industry</li> <li>Community clubs, groups and event organisers</li> <li>Education providers</li> </ul>



### Kentish Young Adult Learners : continued

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>4. Build communication, literacy, numeracy, and other generic transferable skills</b>	<ul style="list-style-type: none"> <li>– Communication and connectivity</li> <li>– Flexible and multiple learning opportunities</li> <li>– Social inclusion, equity and advocacy</li> <li>– Partnerships and collaborations</li> <li>– Accessible infrastructure, resources and services</li> </ul>	<ul style="list-style-type: none"> <li>– Engage and support community groups to build communication, literacy, numeracy, and other generic transferable skills</li> <li>– Encourage business and industry to up skill workforce in communication, literacy, numeracy, and other generic transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>– LINC</li> <li>– Community groups</li> <li>– Business and industry Education providers</li> <li>– Not-for-profit and government agencies</li> <li>– Kentish Health Centre</li> <li>– Kentish Family Support House</li> </ul>
<b>5. Young adults are active mentors and facilitators of learning in the community</b>	<ul style="list-style-type: none"> <li>– Social inclusion, equity and advocacy</li> <li>– Flexible and multiple learning opportunities</li> <li>– Partnerships and collaborations</li> <li>– Accessible infrastructure, resources and services</li> </ul>	<ul style="list-style-type: none"> <li>– Provide opportunities and support for young adults to mentor younger and older people (e.g. in ICT) and act in volunteer roles.</li> </ul>	<ul style="list-style-type: none"> <li>– Council</li> <li>– Community clubs and services and volunteer programs</li> <li>– Event organisers</li> <li>– Community mentors</li> <li>– Faith-based organisations</li> <li>– Families</li> <li>– Green room and other youth spaces</li> <li>– Not-for-profit and government agencies</li> </ul>

### Kentish Adult Learners

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>1. All adults engage in learning throughout their lives for personal, community and work/professional purposes</b>	<ul style="list-style-type: none"> <li>– Communication and connectivity</li> <li>– Partnerships and collaborations</li> <li>– Accessible infrastructure, resources and services</li> <li>– Social and economic community focus</li> <li>– Flexible and multiple learning opportunities</li> <li>– Social inclusion, equity and advocacy</li> </ul>	<ul style="list-style-type: none"> <li>– Audit of existing learning opportunities (formal and informal)</li> <li>– Affordable access to learning opportunities that meet the needs of adults</li> <li>– Transition support through learning for all adults as goals and/or life circumstances change</li> <li>– Provide opportunities and support (including learning to develop necessary skills) for adults to mentor others and act in volunteer roles</li> </ul>	<ul style="list-style-type: none"> <li>– Community steering committee</li> <li>– Business and industry Community groups</li> <li>– Education providers</li> <li>– Not-for-profit and government agencies</li> <li>– Job network agencies</li> <li>– Service clubs</li> <li>– NDIS networks/agencies— National Disability Insurance Agency</li> </ul>
<b>2. Community–industry–education partnerships provide learning opportunities for adult learners</b>	<ul style="list-style-type: none"> <li>– Partnerships and collaborations</li> <li>– Accessible infrastructure, resources and services</li> <li>– Social and economic community focus</li> <li>– Flexible and multiple learning opportunities</li> <li>– Social inclusion, equity and advocacy</li> <li>– Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>– Building and maintaining relationships with each other and facilitating what works already</li> <li>– Develop programs to engage businesses and industry</li> </ul>	<ul style="list-style-type: none"> <li>– Community steering committee</li> <li>– Community groups</li> <li>– Education providers</li> <li>– Businesses and local industry</li> <li>– Service Clubs</li> <li>– UTAS Pathways to Success project</li> </ul>
<b>3. Engage local industry, community groups and volunteer organisations to identify, expose and provide skills used in the community</b>	<ul style="list-style-type: none"> <li>– Social and economic community focus</li> <li>– Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>– Audit of skills, identify learning needs and promote learning opportunities that meet local and regional employment and community needs</li> <li>– Provide skill set training to meet business needs</li> </ul>	<ul style="list-style-type: none"> <li>– Community steering committee</li> <li>– Community groups</li> <li>– Education providers</li> <li>– Businesses and local industry</li> <li>– Service Clubs</li> <li>– TasTAFE, other RTOs and local businesses</li> </ul>

Continued next page

**Kentish Adult Learners : continued**

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>4. Recognise and promote transferable and generic skills developed through participation in community spaces and workplaces</b>	<ul style="list-style-type: none"> <li>Reward and recognise learning</li> <li>Social and economic community focus</li> <li>Communication and connectivity</li> <li>Flexible and multiple learning opportunities</li> <li>Social inclusion, equity and advocacy</li> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> </ul>	<ul style="list-style-type: none"> <li>Engaging individuals, community groups and businesses and industry to identify and recognise the learning that happens in their group and at their events or workplace including sporting teams and other volunteering</li> <li>Publicise transferable and generic skills needed in employment and community spheres</li> </ul>	<ul style="list-style-type: none"> <li>Community steering committee</li> <li>Businesses and local industry</li> <li>Community clubs, groups and event organisers</li> <li>Education providers</li> </ul>
<b>5. Build communication, literacy, numeracy, and other generic transferable skills</b>	<ul style="list-style-type: none"> <li>Communication and connectivity</li> <li>Flexible and multiple learning opportunities</li> <li>Social inclusion, equity and advocacy</li> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> </ul>	<ul style="list-style-type: none"> <li>Engage and support community groups to build communication, literacy, numeracy, and other generic transferable skills</li> <li>Encourage business and industry to upskill workforce in communication, literacy, numeracy and other generic transferable skills</li> </ul>	<ul style="list-style-type: none"> <li>LINC</li> <li>Community groups</li> <li>Business and industry Education providers</li> <li>Not-for-profit and government agencies</li> </ul>

**Kentish Older Adult Learners**

Aims	Guiding principles	How we will achieve the aim	Who might be involved?
<b>1. Older adults maintain an interest and participation in lifelong learning</b>	<ul style="list-style-type: none"> <li>Partnerships and collaborations</li> <li>Accessible infrastructure, resources and services</li> <li>Flexible and multiple learning opportunities</li> <li>Social inclusion, equity and advocacy</li> <li>Communication and connectivity</li> </ul>	<ul style="list-style-type: none"> <li>Develop approaches to learning that attract multi age groups to learn together</li> <li>Promote and provide an affordable and accessible range of programs and activities in Kentish that appeal to the diversity of older adults in Kentish.</li> <li>Provide and promote opportunities and support (including learning to develop necessary skills) for older adults to mentor others and volunteer</li> <li>Identify isolated older adults and mechanisms to encourage and facilitate participation in learning</li> </ul>	<ul style="list-style-type: none"> <li>Community groups</li> <li>LINC</li> <li>U3A</li> <li>Men's shed</li> <li>Education providers</li> <li>Tandara Lodge</li> <li>Kentish Health Centre</li> <li>Volunteering Tasmania</li> <li>Kentish Health Centre Transport services</li> </ul>

In some cases the same list of organisations or groups should be involved in all the 'How we will achieve the aim' activities for an aim; in other cases different lists of organisations or groups should be involved.

## Where to from now?

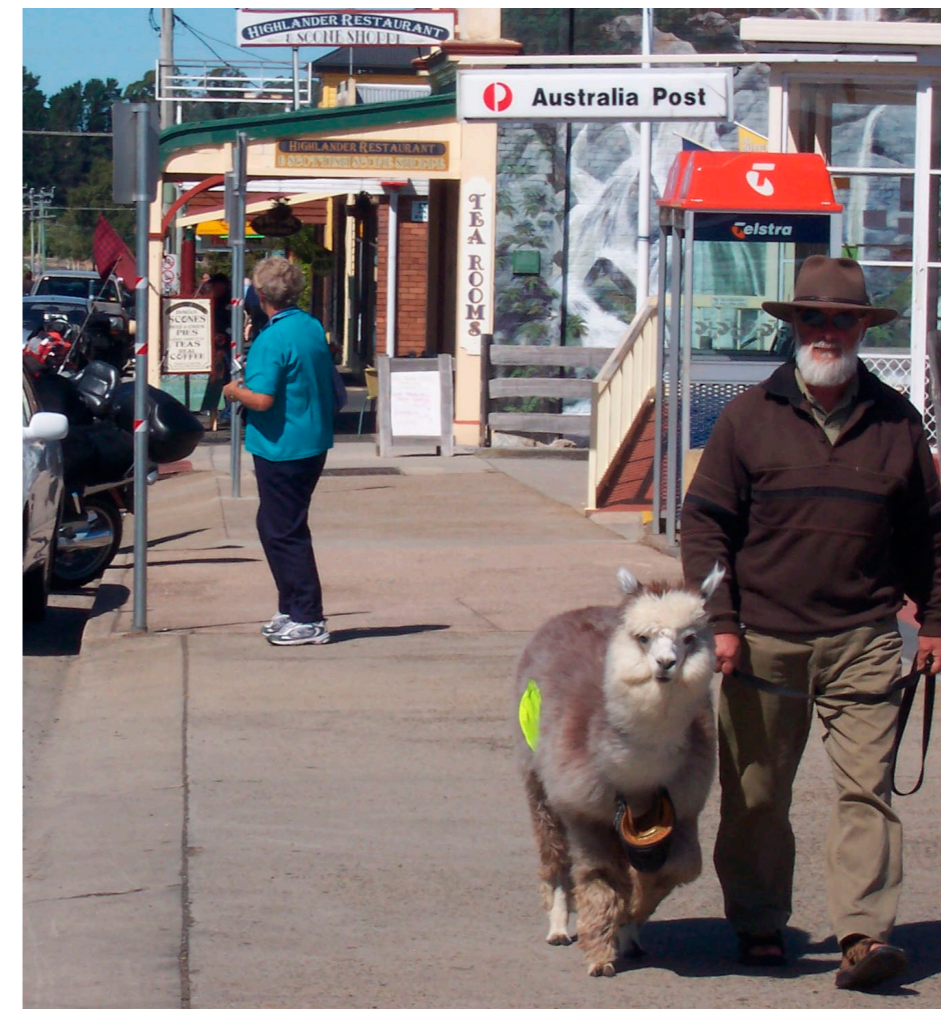
This report outlines the development and presentation of the first Kentish Community Learning Plan and Strategy.

Based on staged stakeholder and community consultations undertaken since February 2016, the plan acknowledges the local context and demography of the Kentish municipality and considers the unique and complex nature of lifelong learning and its value for different individuals and the community.

In particular, it recognises that words such as education and learning can have negative connotations, therefore the plan needs to take a strengths-based approach to learning across the life course which can be both formal and informal.

The goals and strategies presented within this report provide a solid foundation towards addressing lifelong learning opportunities within the Kentish community, including supporting and consolidating existing areas of strength as well as looking to new areas of expansion to address needs.

From here, there is work to be done beyond 2016 in promoting the plan to the community, enacting and leading development and action around strategies and goals, and creating collaboration and partnerships that will assist in achieving this plan and seeing its growth over the coming years.



Sheffield Streetscape. [Image: UTAS Rural Health]



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## Appendix A: Key Demographic Indicators

Karen Eyles, May 2016

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### Key demographic indicators

Key demographic indicators provide an important contextual basis for the Kentish Community Learning Plan and Strategy. Demographic indicators provide a snapshot of characteristics of the Kentish community and enable analysis of how the municipality is faring compared to state and national averages. This information helps stakeholders to identify various challenges to and opportunities for lifelong learning, and has informed the development of the Kentish Community Learning Plan and Strategy.

Primary data sources utilised in these analyses include:

- Australian Bureau of Statistics (ABS), Census of Population and Housing 2011 and 2006;
- Public Health Information Development Unit (PHIDU), Social Health Atlas of Australia 2014; Social Health Atlas of Australia: Tasmania 2014 and 2010; and
- Australian Bureau of Statistics (ABS), SEIFA: Socio-Economic Indexes for Areas 2011

In 2011, 6,086 people lived in the local government area of Kentish, with 1,109 living in the township of Sheffield and 883 living in Railton. The remaining 4,094 residents lived in the rural areas of the municipality. Between 2006 and 2011, the population of Kentish grew at a rate faster than the growth rate for Tasmania as a whole (5.7% compared to 4.0%), but at a rate slower than the national average (8.3%).

This report explores the characteristics of the residential population that lives in the Kentish municipality, including the subset of residents who commute to other municipalities for work. The report also considers those who live elsewhere and commute into Kentish to work and learn.

### Age and lifelong learning stage

Lifelong learning opportunities and challenges differ for people of different ages and life stages. While the proportion of children in the population was similar for Kentish, Tasmania and Australia, there were fewer youths (15–24 years), young adults (25–44 years) and older adults (75 years and over) (Figure 1).

Making up a larger proportion of the population in Kentish than at state and

national level were adults aged 45–64 and 65–74 years. However, it was the 45–64 years age group which was the largest in Kentish, with 1,949 people.

Lifelong learning stages have been identified for the Kentish community based on age group. The majority of Kentish residents in 2011 could be classified as being in the adult learner stage. Compared with Tasmania, there were fewer Kentish residents in the early, young adult and older adult learning stages, and more school children and adults. (Figure 2).

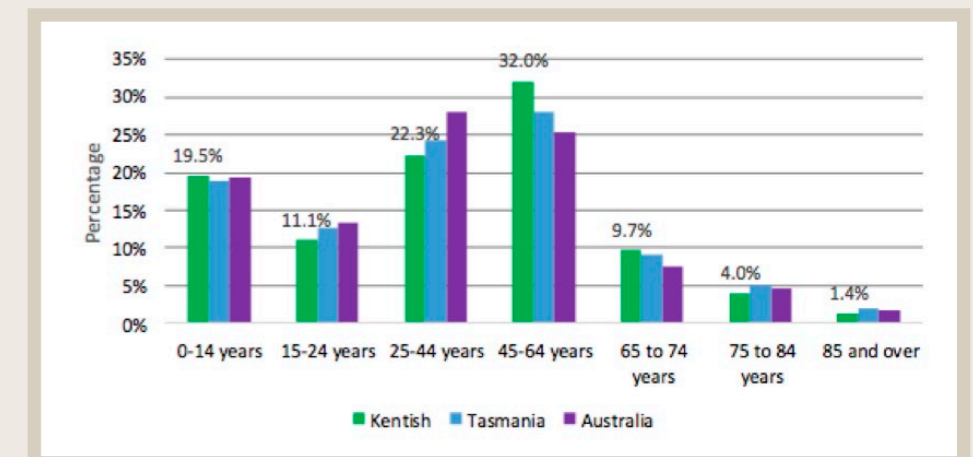


Figure 1: Broad age groups (% of population), Kentish, Tasmania, Australia, 2011  
Data source: ABS Census of Population and Housing, 2011

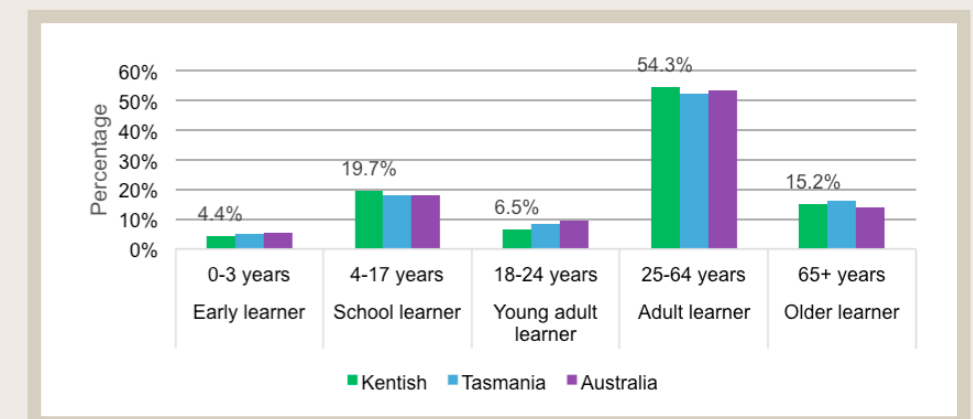


Figure 2: Lifelong learning stage by % of the population in each age group, Kentish, Tasmania, Australia 2011  
Data source: ABS Census of Population and Housing, 2011



**Education and qualifications**

Education and qualification indicators provide information about formal education levels in the Kentish community. However, it is not possible to capture information about informal learning opportunities or capacity using these indicators. Formal education and qualification levels were generally lower in Kentish in 2011 than for Tasmania or Australia. In the Kentish population, the majority of residents left formal education at Year 10 level. Greater proportions of the Kentish population left school at Year 10, 9 or 8 than was the average for Tasmania or Australia. The proportion leaving education at Year 11 level was similar for Kentish, Tasmania and Australia but Year 12 attainment levels were much lower among students from the Kentish Municipality than at state or national levels (Figure 3). There were 14 Kentish residents aged 15 years and over who indicated that they had had no formal education. Almost three in five Kentish residents aged 15 years and over had no post-school qualification in 2011. In general the Kentish population had fewer residents with higher-level qualifications and more with certificate-level qualifications or no qualification than was the case in either Tasmania or Australia (Figure 4). While 2,634 Kentish residents had no formal qualification, just 390 had a bachelor degree or post-graduate qualification in 2011.

With regard to the current government policy for young people to be learning or earning, in 2011 79% of 15–19 year-olds in Kentish were participating in study or employment. This was slightly higher than for Tasmania and slightly lower than for Australia.

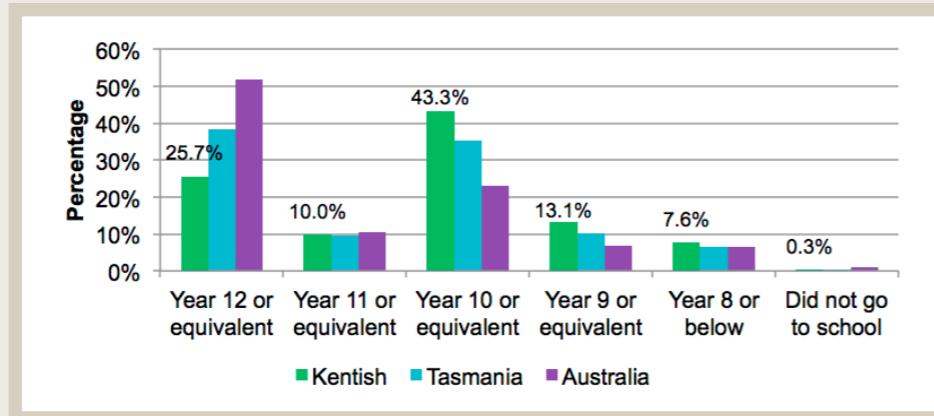


Figure 3: Highest level of schooling completed (% of population aged 15+ years), Kentish, Tasmania, Australia, 2011. Data source: ABS Census of Population and Housing, 2011

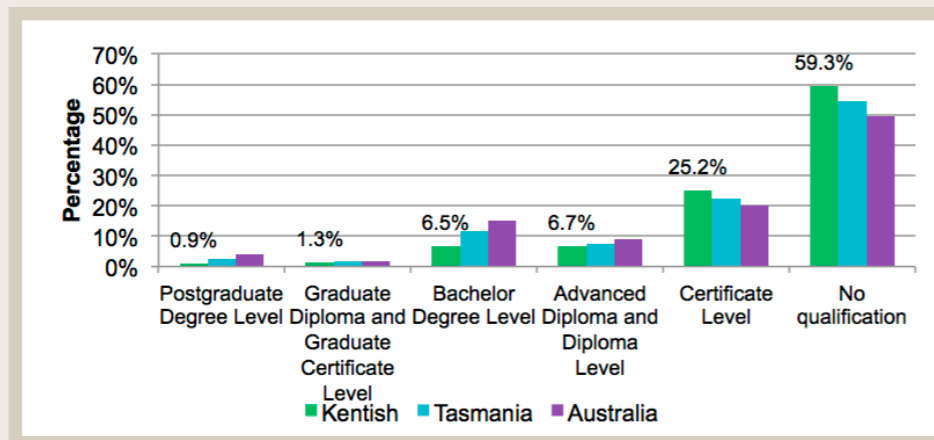


Figure 4: Post-school qualification (% of population aged 15+ years), Kentish, Tasmania, Australia, 2011. Data source: ABS Census of Population and Housing, 2011

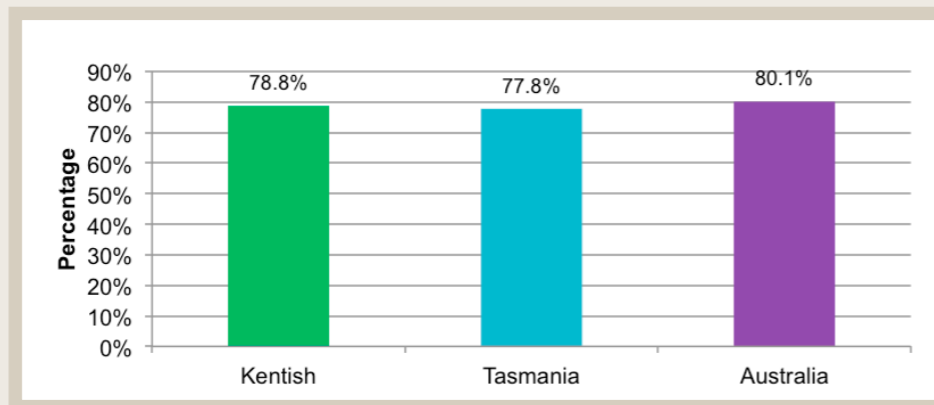


Figure 5: Learning or earning (% of population aged 15–19 years), Kentish, Tasmania, Australia, 2011. Data source: PHIDU Social Health Atlas of Australia: Tasmania 2014

**Socio-economic disadvantage**

Socio-economic resources and the ability to access services are important influences on barriers to, and opportunities for, lifelong learning.

SEIFA is a suite of four indices that each summarise a different aspect of socio-economic conditions by geographic area. Each index is derived from 2011 census variables. The four indices are the Index of Relative Socio-economic Advantage and Disadvantage (IRSAD); the Index of Relative Socio-economic Disadvantage (IRSD); the Index of Economic Resources (IER), and the Index of Education and Occupation (IEO). “Each index aims to capture a slightly different aspect of relative advantage and/or disadvantage and is constructed using different variables. It is therefore likely that the same area will have different rankings on each index” (ABS Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), 2011). Comparing socio-economic conditions in different geographic areas can be undertaken by comparing the proportion of the population in each of the national deciles. Decile 1 contains the 10% of areas in Australia with the lowest score on that particular SEIFA index, while decile 10 contains the 10% of areas with the highest score on that index. It is important to note, however, that not all the people living in an advantaged or disadvantaged area will have the same socio-economic circumstances, but that the average for all the people in that area means that the area is advantaged or disadvantaged overall.

The Index of Relative Socio-economic Disadvantage (IRSD) is a general socio-economic index that includes only measures of relative disadvantage. A low score indicates greater disadvantage, while a high score indicates a relative lack of disadvantage. More members of the Kentish population in 2011 were living in the most disadvantaged areas nationally, than was the case for the Tasmanian population, with two-thirds of Kentish residents in the 30% of Australian areas deemed most disadvantaged (Figure 6).

The Index of Education and Occupation (IEO) reflects the educational and occupational level of communities.

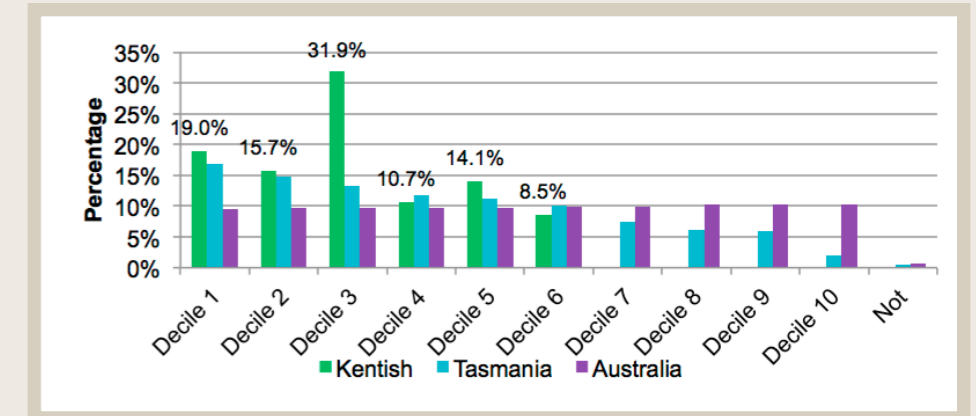


Figure 6: Population in IRSD national SA1 deciles (% of population), Kentish, Tasmania, Australia, 2011. Data source: ABS SEIFA: Socio-Economic Indexes for Areas 2011

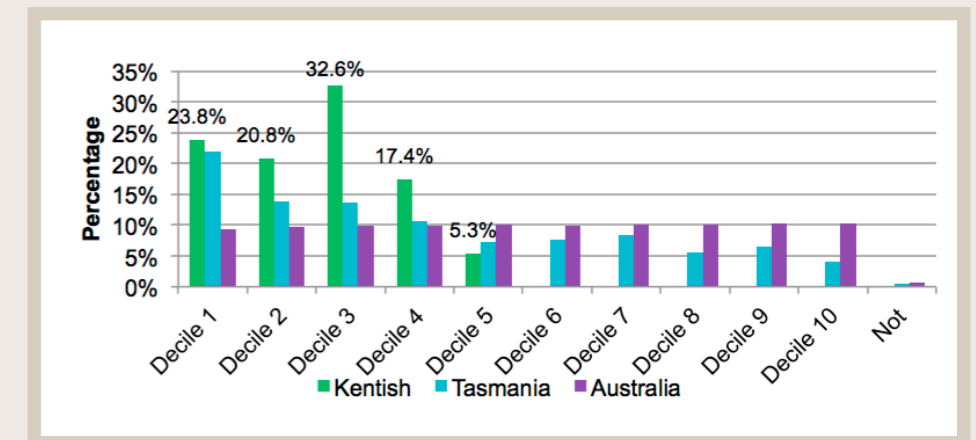


Figure 7: Population in IEO national SA1 deciles (% of population), Kentish, Tasmania, Australia, 2011. Data source: ABS SEIFA: Socio-Economic Indexes for Areas 2011

A low score indicates lower education and occupation status, and a high score indicates higher education and occupation status relative to other areas. In general, Kentish has a lower education and occupation status than Tasmania or Australia, with no Kentish residents living in areas in the top 50% of Australian areas in terms of education and occupation (Figure 7). Over three-quarters of the Kentish population (4,695 people) lived in areas that are amongst the lowest 30% of areas in Australia, whereas half of the Tasmanian population are in the lowest 30% of areas nationally (Figure 7).

Kentish residents were more likely to have difficulty accessing services than was the case for Tasmanian or Australian residents, with nearly four in 10 Kentish residents experiencing difficulty (Figure 8). Kentish residents were also slightly more likely to have experienced difficulty getting to places needed due to transport.

Kentish households were less likely to have internet access at home than households in Tasmania or Australia, with almost three in 10 Kentish households without internet access (Figure 9). The majority of internet-connected households in Kentish had a broadband connection, with very few having dial-up or other connections.

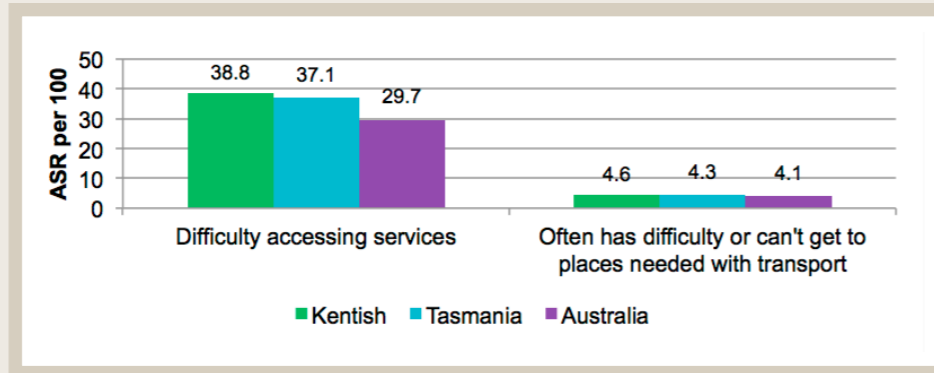


Figure 8: Difficulty accessing services; often has difficulty or can't get to places needed with transport; (age standardised rate per 100 people over 18 years of age) (modelled estimate), Kentish, Tasmania, Australia, 2010  
Data source: PHIDU Social Health Atlas of Tasmania 2010

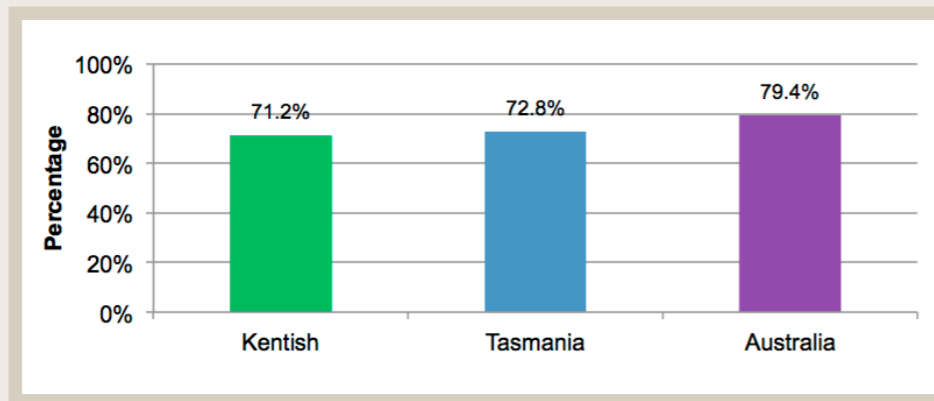


Figure 9: Internet connected (% of occupied private dwellings), Kentish, Tasmania, Australia, 2011  
Data source: ABS Census of Population and Housing, 2011

### The labour force

Kentish had fewer residents employed and more residents not in the labour force, when compared with Tasmania or Australia in 2011 (Figure 10). In 2011, 2,483 Kentish residents aged 15 years and over were employed, 197 were unemployed and looking for work, and 2,048 were not in the labour force.

More than two in five Kentish residents aged 15 years and over were not in the labour force, more than in Tasmania or Australia (Figure 11a). The category 'not in the labour force' may include students, retirees and others not able or not willing to participate in the labour force. Rates of non-participation in the labour force were highest for those aged 15–19 years (who are likely to be full-time students) and for those aged 65 years and over (who are likely to be retired). Perhaps most surprising was the higher rates of non-participation evident in all age groups between 25 and 64 years of age in Kentish.

The unemployment rate, or the percentage of the labour force that was unemployed and seeking work in Kentish (7.4%) in 2011 was higher than in Tasmania (6.4%) or Australia (5.6%) (Figure 11b). Unemployment rate by age group was lower in the 15–19 and 25–29 years age groups in Kentish than in Tasmania, but higher in all other age groups under 65 years of age. More unemployed people in Kentish were aged 15–24 years and 35–44 years than other age groups.

More families with children under 15 years of age were jobless in Kentish than in Tasmania or Australia (Figure 12). Similarly the proportion of children living in jobless families was higher in Kentish than in Tasmania or Australia.

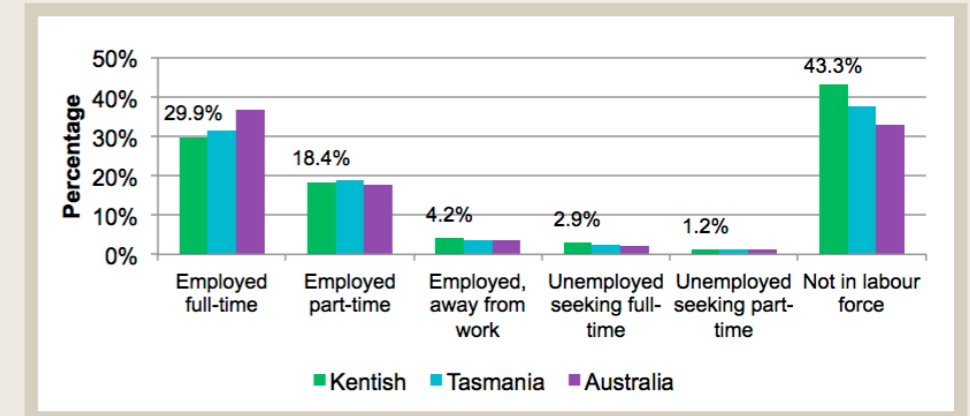


Figure 10: Labour force status (% of population aged 15 years and over), Kentish, Tasmania, Australia, 2011  
Data source: ABS Census of Population and Housing, 2011

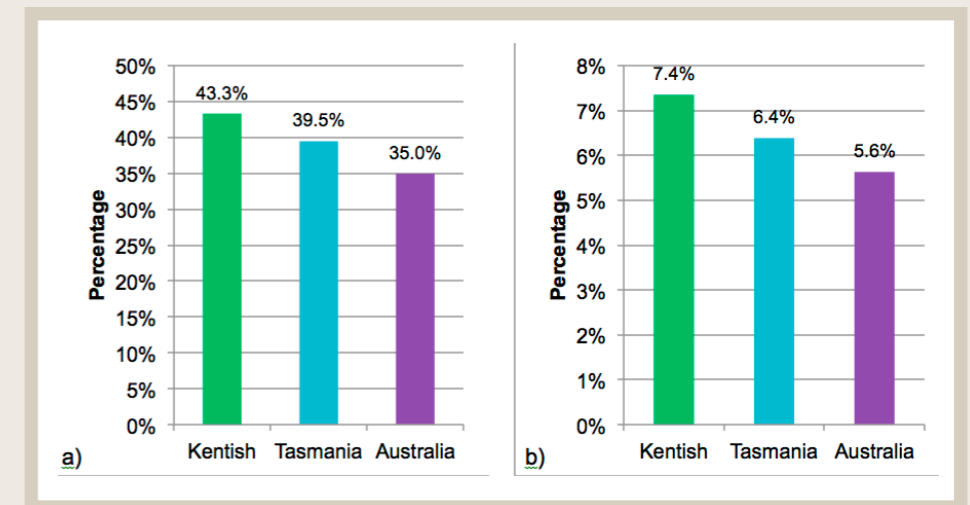


Figure 11: a) Not in the labour force (% of population aged 15 years and over), Kentish, Tasmania, Australia, 2011  
b) Unemployed and looking for work (% of labour force), Kentish, Tasmania, Australia, 2011.  
Data source: ABS Census of Population and Housing, 2011

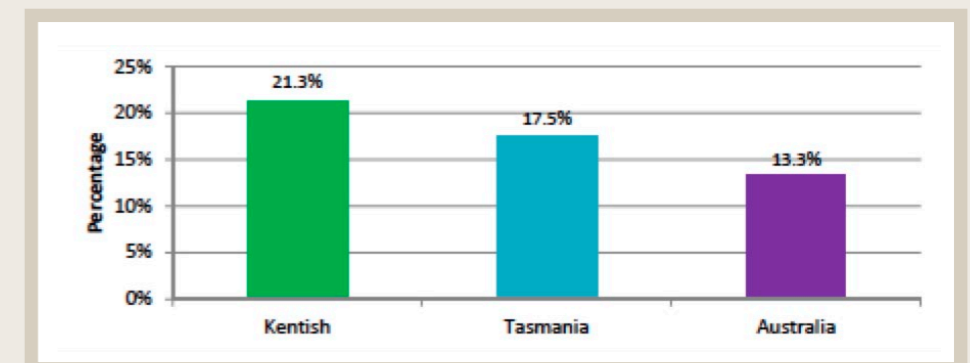


Figure 12: Jobless families with children under 15 (% of families with children under 15), Kentish, Tasmania, Australia, 2011. Data source: PHIDU Social Health Atlas of Australia 2014



**Employment and the workforce**

Employed Kentish residents include those who work locally in the municipality and those who commute to other areas for work. More employed Kentish residents were working as technicians or trades workers, managers and labourers than were working in other occupational groups. The occupational distribution for employed Kentish residents differed markedly from the distributions for Tasmania and Australia. Kentish had more resident labourers, managers, machinery operators and drivers, sales workers, clerical and administrative workers and technicians and trades workers, and fewer professionals and community and personal services workers.

It is important to note that these figures are for Kentish residents and not the Kentish workforce, and the majority of employed Kentish residents commute to other municipalities for work.

In 2011, the industries in which most Kentish residents were employed were manufacturing, retail trade, agriculture, forestry and fishing, accommodation and food services, and health care and social assistance. Comparing industries of employment for Kentish residents with Tasmania and Australia reveals that there were more residents employed in agriculture, forestry and fishing, manufacturing, accommodation and food services, transport, postal and warehousing, and other services than Tasmania and Australia, and fewer in information media and telecommunications, financial and insurance services, rental hiring and real estate services, professional, scientific and technical services, administrative and support services, public administration and safety, education and training, health care and social assistance, and arts and recreation services (Figure 14).

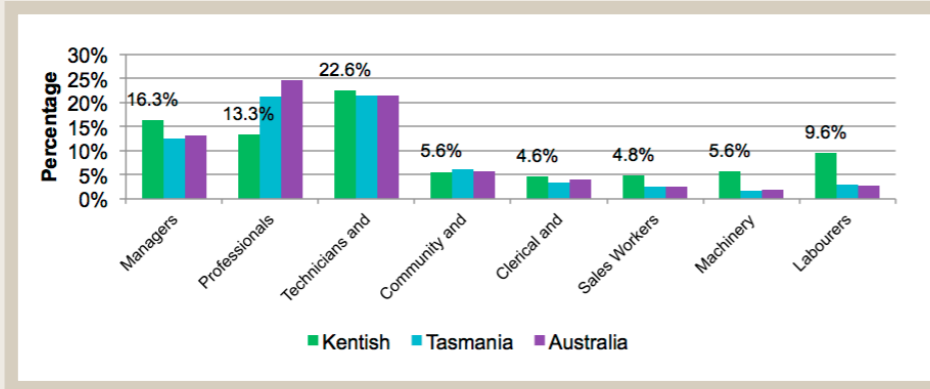


Figure 13: Occupation of employed residents (% of employed persons), Kentish, Tasmania, Australia, 2011  
Data source: ABS Census of Population and Housing, 2011

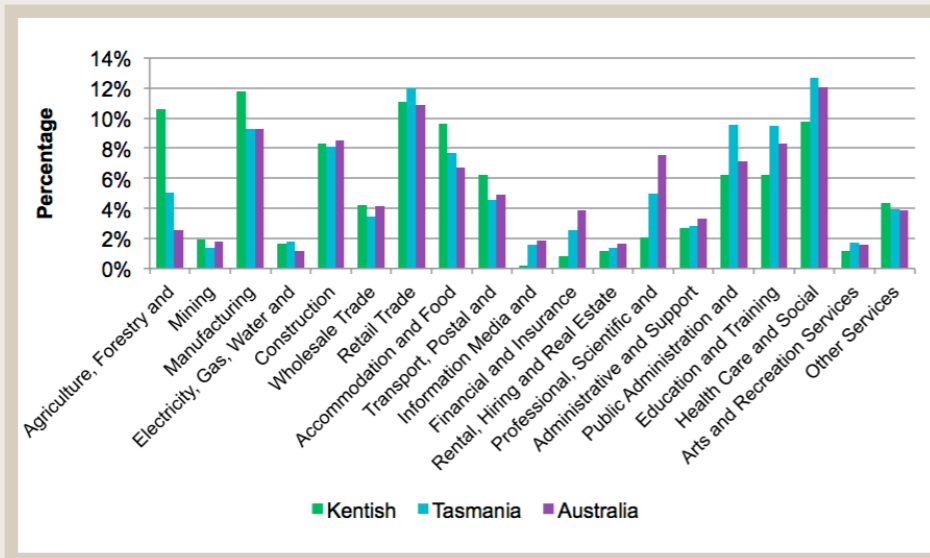


Figure 14: Industry of employed residents (% of employed persons), Kentish, Tasmania, Australia, 2011  
Data source: ABS Census of Population and Housing, 2011

**Local workforce and commuters**

The Kentish workforce in 2011 was comprised of 1,257 people, whereas there were 2,481 employed Kentish residents. There were almost two employed residents for each local job, suggesting that Kentish rates highly in terms of liveability despite a shortfall in local employment. In 2011, more Kentish residents commuted to another council area for work than worked in the local area, with almost two-thirds of employed residents being outward commuters. At the same time, not all people employed in the Kentish workforce resided in the Kentish municipality, with almost three in 10 commuting into Kentish from other council areas to work (Figure 15).

A total of 881 Kentish residents worked in the local workforce in 2011. Another 147 residents of Devonport, 96 Latrobe residents, 44 Central Coast residents, 42 residents from the northern region and smaller numbers from other areas commuted into Kentish to work. At the same time, 830 Kentish residents were commuting out to Devonport to work, as well as 190 to Latrobe, 97 to Central Coast, 74 to the northern region and smaller numbers to other areas.

Almost half of the Kentish workforce and working residents in 2011 had no formal post-school qualification (Figure 16). However, comparing inward and outward commuters with those who lived and worked in Kentish reveals marked differences. Kentish residents who worked locally were less likely to have any formal qualification, while inward commuters were most likely to have a tertiary-level qualification of bachelor degree or higher (Figure 16).

Post-school qualifications varied markedly by labour force and commuting status of Kentish residents (aged 15 years and over). Seven in 10 Kentish residents who were not in the labour force or unemployed and seeking work had no post-school qualification, with only 5% having a tertiary-level qualification of bachelor degree or higher (Figure 17). Employed residents were much more likely to have a tertiary or technical qualification, with outward commuters being the most qualified segment of the Kentish population.

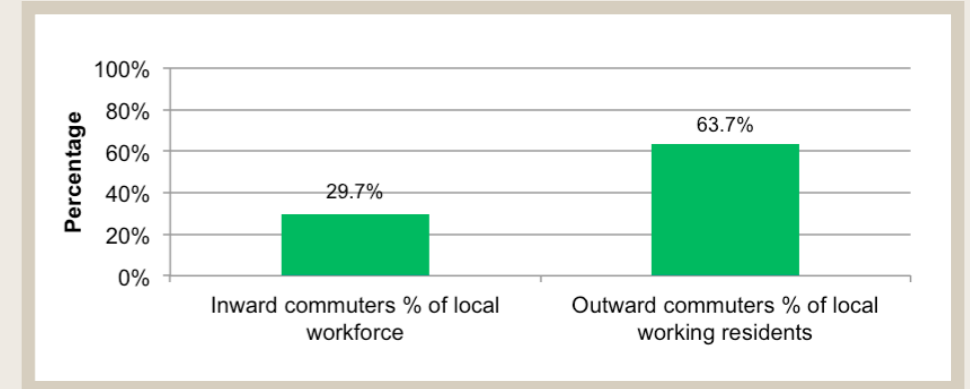


Figure 15: Commuting – inward (% of local workforce); outward (% of working residents), Kentish, 2011  
Data source: ABS Census of Population and Housing, 2011

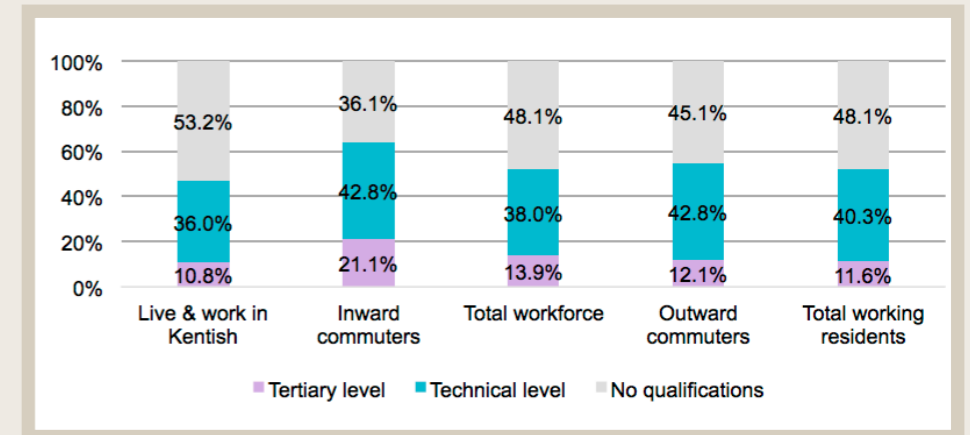


Figure 16: Qualification level for Kentish residents who worked locally; inward and outward commuters, total workforce and working residents, Kentish, 2011. Data source: ABS Census of Population and Housing, 2011

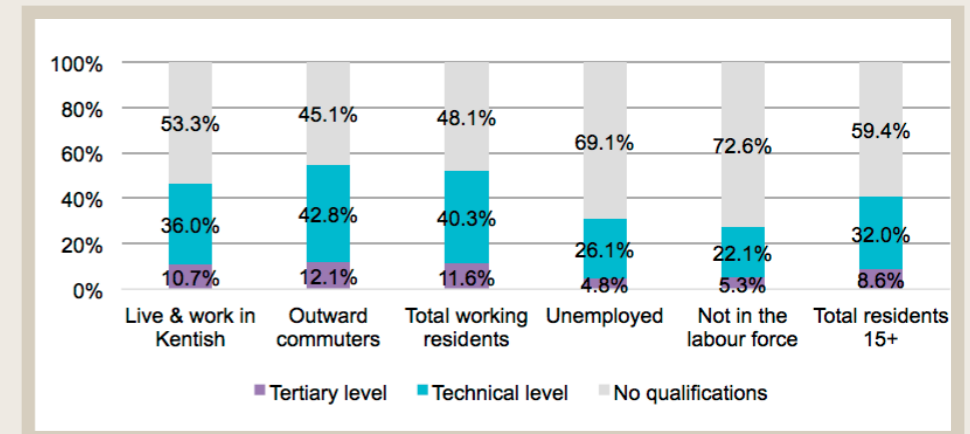


Figure 17: Qualification level for Kentish residents by labour force and commuting status, Kentish, 2011  
Data source: ABS Census of Population and Housing, 2011

Outward commuters outnumber Kentish residents who live and work locally, as well as inward commuters (Figure 18). For each level of qualification—tertiary, technical or no qualification— outward commuters predominated, followed by those Kentish residents who work locally, and a smaller number of inward commuters.

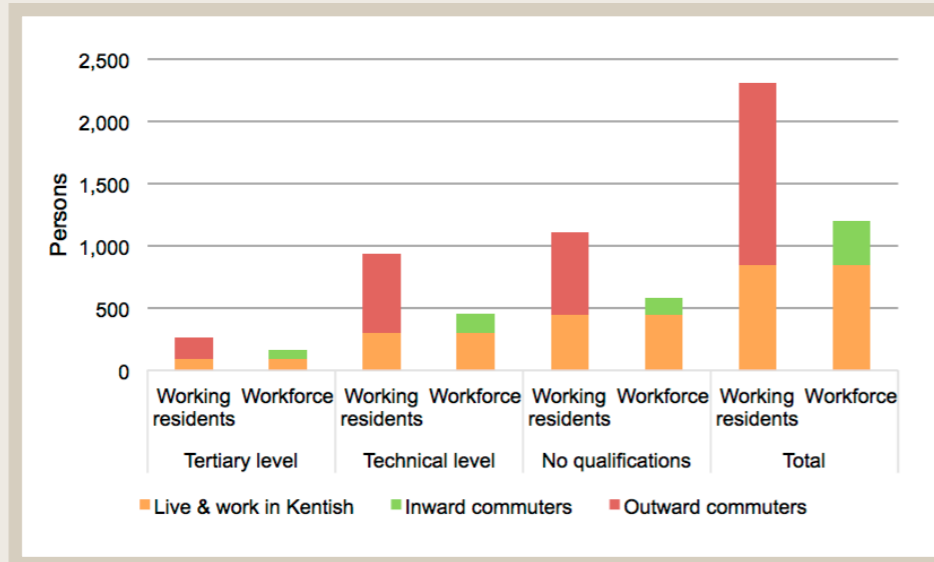


Figure 18: Working residents and workforce – by qualification level and commuting status (persons), Kentish, 2011  
Data source: ABS Census of Population and Housing, 2011

### Volunteering

More than one-fifth of the Kentish population (aged 15 years and over) volunteered for an organisation or group in a 12-month period, as did a similar proportion of the Tasmanian population. The volunteering rate in both Kentish and Tasmania was higher than for Australia as a whole (Figure 19). In all age groups 30–44 years and 55–89 years, volunteering was more popular in Kentish than in Tasmania or Australia. In fact, more than one-quarter of Kentish residents aged 60–79 years were involved in volunteering in 2011.



Figure 19: Volunteered for an organisation or group (in the past year), (% of population aged 15 years and over), Kentish, Tasmania, Australia, 2011. Data source: ABS Census of Population and Housing, 2011

### Informing the Kentish Community Learning Plan

These key demographic indicators help to 'paint a picture' of the Kentish community, providing an evidence base and context for the development of the Kentish Community Learning Plan and Strategy. This targeted demographic profile enables the community to utilise its combined insights and local knowledge to identify potential opportunities for lifelong learning, as well as the associated challenges.

## Appendix B: Kentish local government area community learning plan literature review

Erin Jackson, April 2016

### Introduction

The aim of this literature review is to inform the development, implementation and evaluation of a community learning plan in the Kentish local government area (LGA). A community health needs assessment of the Kentish LGA undertaken by the University of Tasmania in 2014 under commission by the Kentish Council identified education as a priority focus area for the community (Auckland, Wild, Eyles, & Woodroffe, 2015). When comparing education data across Australia and the rest of Tasmania it was identified that more Kentish residents had no formal post-Year 10 education and, although the proportion of students leaving education at Year 11 level was similar for Kentish, Tasmania and Australia, attainment of Year 12 level was much lower in this local government area (Eyles, 2015). Education and employment are key areas of the social determinants of health (World Health Organisation (WHO), 2011) with education attainment said to improve the general health of a community through building community capacity. The development of a community learning plan and strategy was proposed as a means of addressing the poor health outcomes and low education attainment rates in the Kentish local government area. This finding supports the Department of Education's Strategic Plan 2012–15 (2012) to provide purposeful pathways for adult learners including engaging with the community to provide relevant learning and to build capacity. Community learning plans have been utilised across other communities as a means of capacity building by providing supportive lifelong learning through partnerships, collaboration and additional resources (Shire of Melton, 2015; Brimbank City Council, 2014; City of Whittlesea, 2013). This literature review explores and details learnings from existing international, national and local community learning plans

to help inform the successful development, implementation and evaluation of the Kentish local government area community learning plan.

### Why a community learning plan?

The pressing socio-economic issues apparent across Tasmania, including low levels of educational attainment and labour-force skills, low income, limited employment opportunities and an ageing population are well documented (Australian Bureau of Statistics (ABS), 2011; Tasmania Medicare Local Limited, 2012; Eyles, 2015). These issues compromise productivity, economic growth and quality of life (26Ten Coalition, 2015) and, according to Perkins and Turner (2014), can be addressed through education to provide an innovative and resilient population. In the Kentish local government area, education attainment and labour skills statistics are even poorer than the state average (Eyles, 2015; Australian Bureau of Statistics (ABS), 2011). This adversely positions Kentish residents in terms of employability, income, health and overall quality of life (26Ten Coalition, 2015). A community health needs assessment (CHNA) of the Kentish local government area was commissioned by the Kentish Council in 2014 to help establish an appropriate future direction for health and well-being service delivery within the community following development of the Kentish Health Care Centre. The CHNA adopted a social determinants of health approach, acknowledging education as a key element of community health outcomes (Auckland et al., 2015). Recommendations from the Kentish LGA CHNA supported the requisite for enhancements in education (Auckland et al., 2015). The broader benefits of learning



have been well documented, including that education of any form helps people adapt and contribute to change (Schuller & Watson, 2009) and that lifelong learning has wide-reaching social benefits due to better employment rates, income equity and a reduction in poverty (Thöne -Geyner, 2014; PASCAL International Observatory, 2014; Feinstein, Budge, Vorhaus, & Duckworth, 2008). Additionally, the Organisation for Economic Cooperation and Development (OECD) report on improving health and social change through education highlighted individual empowerment and social cohesion as key outcomes of lifelong learning (Organisation for Economic Cooperation and Development (OECD), 2010). A recent Regional Development Australia – Tasmania report on what Tasmania needs from education identified ‘learning cities’ or community learning plans (CLPs) as a regional development approach to advancing education (Perkins & Turner, 2014). The Kentish LGA CHNA has recommended the development of a CLP for the Kentish LGA to help achieve the benefits of lifelong learning and address the socio-economic issues identified within the community (Auckland et al., 2014; Eyles, 2015).

### International community learning plans

Community learning plans have been utilised in many international communities to solidify and generate lifelong learning opportunities with the aim of growing the community’s socio-economic well-being (Wheeler, 2014). The Global Network of Learning Cities (GNLC) was established by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and provides a link for existing and future learning communities and cities to collaborate and work together to provide improved learning opportunities for their populations (UNESCO GNLC, 2016). A key report to UNESCO in 1972 documenting the concept of a learning society was in fact responsible for influencing the international development of learning cities and communities (Faure et al., 1972). With now more than one thousand registered learning cities globally (UNESCO GNLC,

2016) it is evident that East Asia is attributing significantly to these statistics with over one third of the LGAs in Korea named lifelong learning cities (Kwon & Schied, 2009). The learning city model in Asia focuses on community relations through collaboration given social cohesion has been identified as a priority focus area for many learning cities across East Asia (Wheeler, 2014). In Europe, the model is different as community priorities vary and there is more of a focus on life skills development and competence. This focus is reflected in the European Commission’s definition of lifelong learning to be “All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related perspective” (Commission of the European Communities, 2000, p. 9). A framework developed by UNESCO, which details the key features of learning cities, recognises these differing contexts and the need to adapt a community learning plan to meet diverse priorities (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2014). Further explanation of this key framework is provided later in this review.

It has been suggested that becoming a member of the Global Network of Learning Cities should be a consideration of aspiring learning cities. There are now more than a thousand registered learning cities globally, with membership providing the opportunity to participate in collaborative peer learning which will enable successful practice in lifelong learning for communities. To be eligible for membership of the GNLC, UNESCO suggests meeting a defined set of criteria. These criteria include the community committing to developing a learning plan, that it adopts the guiding documents of the UNESCO Global Network of Learning Cities including the Framework of Key Features of Learning Cities, and that it completes the application form with signed approval from the mayor (UNESCO GNLC, 2016). The guiding documents specifically refer to utilising the Framework of Key Features of Learning Cities and that these are adapted to each community’s own learning requirements and resources (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2015).

### National community learning plans

At a national level, the most successful learning communities have been those run by local government (Wheeler, 2014). The first learning communities in Australia were established in Victoria on a background of government funding and as part of a National Learning Communities Project (Kearns, Longworth, & Reghenzani, 2008). There are now many learning cities across the country, evident in the increasing member numbers of the Australian Learning Communities Network (ALCN, 2016). Many of these learning communities have accessible, documented community learning plans, including the Shire of Melton (2011), City of Whittlesea (2013), Hume City Council (2014), Moonee Valley Council (2012), Townsville City Council (2012), Wyndham City Council (2013) and Brimbank City Council (2014) to name a few. These CLPs are a mixture of the European and Asian approach, based on collaboration and collective learning in partnerships and via the development of competence and life skills. The City of Melton in particular has produced a number of CLPs over the years (Shire of Melton, 2002; Shire of Melton, 2008; Shire of Melton, 2011; Shire of Melton, 2015) and the experience is evident in the quality and focus areas of the learning plans produced. In particular, the most recent CLP for the Shire of Melton (2015) has highlighted the importance of governance and learning across different life stages. They have also aligned their past framework approach, the Australian Centre of Excellence for Local Government’s (ACELG) ‘Learning as a Driver of Change: Learning Community Framework’ (Wheeler & Wong, 2013) with the United Nations Educational, Scientific and Cultural Organization (UNESCO) Framework of Key Features of Learning Cities (2014) to produce an approach recognised by and eligible for collaboration with the Global Network of Learning Cities (Shire of Melton, 2015).

Governance has been highlighted recurrently across these national learning plans as being key to the sustainability and effectiveness of a CLP. In particular, across the Melton City Learning Plans it has been identified that good governance allows for

ethical and transparent decision making and compliance with appropriate regulations (Shire of Melton, 2015). Therefore, when developing a governance structure for a CLP, considering whether the governing body will be able to achieve transparent decisions and have a good understanding of key regulations appears to be of optimum importance.

Interestingly many of the national learning plans studied have identified different learning goals and actions across different life stages (Shire of Melton, 2015; Wyndham City Council, 2013; Brimbank City Council, 2014). Within the CLPs the author has distinctly separated each life stage ranging from early years, school years and young people to adults. It appears the rationale for this is that, depending on which life stage you fall into, your learning goals and therefore strategies may differ. For example, a young person’s goal may be education to improve employment prospects whereas an older adult’s may be for enhanced socialisation. Grouping according to life stage therefore appears to be a consistently utilised and practical method of overcoming differences in learning goals across different life stages and should be considered when developing a learning plan.

### Local community learning plans

At a local Tasmanian level, Glenorchy, Devonport and Circular Head have been pioneers in developing documented community learning plans (Glenorchy City Council 2013; Devonport City Council, 2015; Circular Head Education and Training Consultative Committee (CHETCC), 2014). The key features of these particular plans are that they are well aligned with local council and state government strategic documents such as the Devonport CLP with the Devonport Strategic Plan 2009–2030 (Devonport City Council, n.d.) and the Glenorchy CLP with

the Tasmania Together Plan 2020 (Tasmania Together Progress Board, 2006), Tasmania’s Adult Literacy Action Plan (Department of Education, 2010), the Department of Education Strategic Plan 2012–2015 (2012), A Social Inclusion Strategy for Tasmania (Adams, 2009) and the Tasmanian Department of Education, Retention and Attainment Strategy (2011). Aligning CLPs to key government documents enables a clear direction and focus for a learning plan and supports broader socio-economic objectives of the local community and state.

There are a number of key local documents relevant to the Kentish community that should be consulted and aligned with in the development of the Kentish community learning plan. These documents include the Kentish Economic Development Strategy (Kentish Council, 2014) which encompasses the Kentish Agriculture Development Strategy, Kentish Retail Development Strategy, Kentish Tourism Development Strategy, Lorinna Development Strategy, Railton Development Strategy and the Wilmot Development Strategy.

In addition to the alignment of key strategies with the objectives of their CLP, the local Glenorchy learning plan also outlined their community consultation approach which allowed the developing body to determine exactly what the community and key stakeholders expected to achieve from developing and implementing a CLP (Glenorchy City Council, 2013). Consulting key stakeholders early in the development phase of a community learning plan is crucial in ensuring the learning needs of a community are established appropriately and that the community are therefore satisfied with the outcome (Wheeler & Wong, 2013; United Nations Educational, Scientific and Cultural Organization (UNESCO), 2014).

### Framework for a community learning plan

When exploring existing CLPs and learning cities at both a national and international level it appears the most prominent frameworks for developing learning plans include the United Nations Educational,

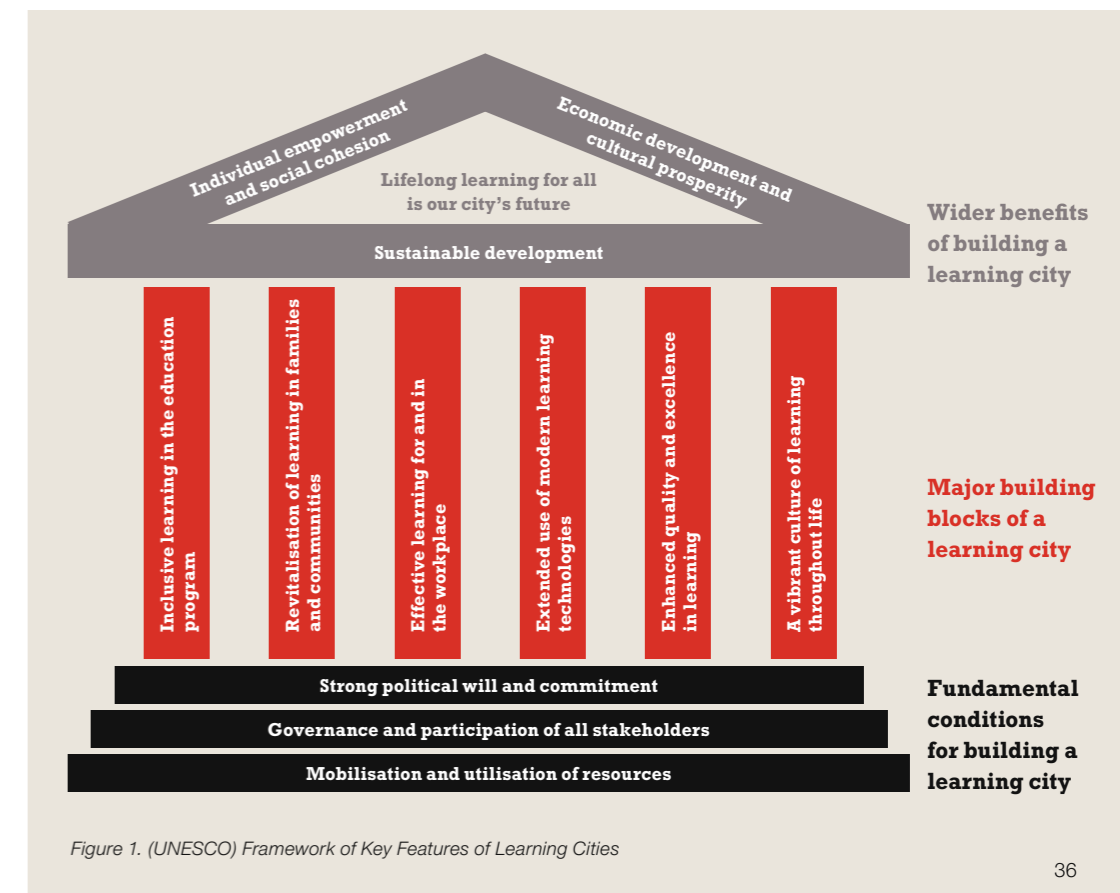


Figure 1. (UNESCO) Framework of Key Features of Learning Cities

Scientific and Cultural Organization (UNESCO) Framework of Key Features of Learning Cities (2014) and the Australian Centre of Excellence for Local Government's (ACELG) 'Learning as a Driver of Change: Learning Community Framework' (Wheeler & Wong, 2013). The UNESCO Framework of Key Features of Learning Cities comprises three key areas including the wider benefits of learning such as empowerment, social cohesion, economic development, the building blocks of learning including different facets of learning and the foundations of building a learning city such as governance and mobilisation of resources (UNESCO, 2014). A visual representation of this framework is presented in Figure 1.

The Australian Centre of Excellence for Local Government's (ACELG) Learning Community Framework originally used exclusively by the Melton City Council in their early CLPs (Shire of Melton, 2011), is comprised of three distinct phases, namely establishment, consolidation and enhancement (Wheeler & Wong, 2013). In the establishment phase engagement and innovation activities are suggested before moving to the consolidation phase where a strong governance structure and delivery of successful engagement activities is advocated. The third enhancement phase is about developing new ideas and innovation to strengthen activities and sustain change. A key document recently developed by the Australian Centre for Excellence in Local Government in collaboration with the Australian Learning Communities Network, Gwydir Learning Region and the Melton City Council as part of the ACELG Measuring Impact of Learning Communities project has aligned both the ACELG and UNESCO frameworks. This Learning Communities Framework and Measuring Impact Tool Volume 2 explicitly details the key processes in developing an effective CLP from planning and implementation through to evaluation (Wheeler, Wong, & Blunden, 2014). Figure 2, taken from the Australian Learning Communities Framework (Wheeler et al., 2014), highlights the recommended course for the establishment, implementation and evaluation of a CLP.

The framework document and toolkit also provides fundamental templates including examples of a community learning plan with action plan and outcome measures and example questions to ask key stakeholders at each stage of developing a CLP.

The initial stage in developing a CLP is to create a learning community strategy. Figure 3, taken from the Australian Learning Community Framework, details the fundamental features of this step (Wheeler et al., 2014). These elements include having a long-term vision, encouraging and facilitating the right governance structure and mobilising appropriate resources. The next stage is about the major building blocks of a learning community and considers encouragement, facilitation and enhancement of learning opportunities to achieve lifelong learning.

**Monitoring and evaluating a community learning plan**

Arguably the most important stage of a community learning plan is the monitoring

and evaluation of the strategy as this shapes performance and thus sustainability. At an international level it has been well documented that, similar to the identification of learning priorities for a community, there is no blanket approach to monitoring and evaluation and the key is to actually carry out the evaluation plan as intended on its development (Wheeler et al., 2014). The UNESCO Learning Cities Framework (2014) presents a general guide of key features and measurements and highlights the need to identify key measurement indicators early on. In Europe, as part of the Towards a European Learning Society (TELS) project, the Learning Cities Audit Tool was developed as a means to identify potential areas for action. Additionally, the R3L program developed a number of evaluation resources called stakeholder audits which were based on indicators and whether or not these were achieved (Longworth, 2006). A more recent approach to evaluation of learning cities in Europe utilises elements of the R3L program and is focussed on four key areas namely partnership, participation, progress/sustainability and learning culture

with detailed criteria and indicators listed for each (Preisinger-Kleine, 2013).

At a national level, councils must adhere to their Local Government Act and thus their frameworks and committee structures will somewhat align. The Victorian Performance Measurement Framework (VPMF) consists of different levels where stakeholders are required to identify the key evaluation components for each level. The levels include function of learning communities, learning delivery and outcomes and lifelong learning and community capacity (Wheeler et al., 2014). The Shire of Melton again provides key learnings on the best approach for evaluating a CLP and the latest methodologies used encompass a comprehensive mixed method approach utilising both qualitative and quantitative data to formulate key recommendations for each CLP goal (Shire of Melton, 2010). Finally, to ensure the sustainability and relevance of a CLP, key stakeholders need to be identified and engaged in the process from development and implementation to evaluation (Shire of Melton, 2015). The Australian Learning Community Framework

(Wheeler & Wong, 2013) specifies collaboration between local government and its community, with clear allocation of roles and responsibilities and consideration of legality and ethics. Formulating a successful governance structure is about engaging in a collaborative approach with the local community to ensure it is making decisions about what the community needs and how this can be achieved to produce the desired outcomes. As highlighted earlier in the review, roles and responsibilities of members needs to be clearly outlined from the onset of engagement and the monitoring and subsequent improvements to the plan need to be undertaken continuously (Wheeler et al., 2014).

**Conclusion**

In conclusion, development of a community learning plan looks to be an appropriate approach to address the burdening socio-economic issues in the Kentish local government area, including low levels of education attainment. The recommended framework for a community learning plan,

the Learning Communities Framework and Measuring Impact Tool, incorporates both the UNESCO and ACELG frameworks and utilisation of this approach will allow for future consideration and eligibility for Kentish to apply to the Global Network of Learning Cities. A key consideration for developing an effective and sustainable CLP is to formulate an appropriate governance structure from the onset, with evidence of a locally driven approach more successful long term. Additionally, engaging key stakeholders to identify priority areas specific to the community is essential along with an action research approach to appropriately monitor, mitigate and act on risk. Finally, a key document that should be utilised in developing a CLP is the Learning Communities Framework and Measuring Impact Tool Volume Two as this toolkit clearly details each stage of the CLP development process, the possible risks and mitigation strategies and provides templates utilised by experienced local learning communities.

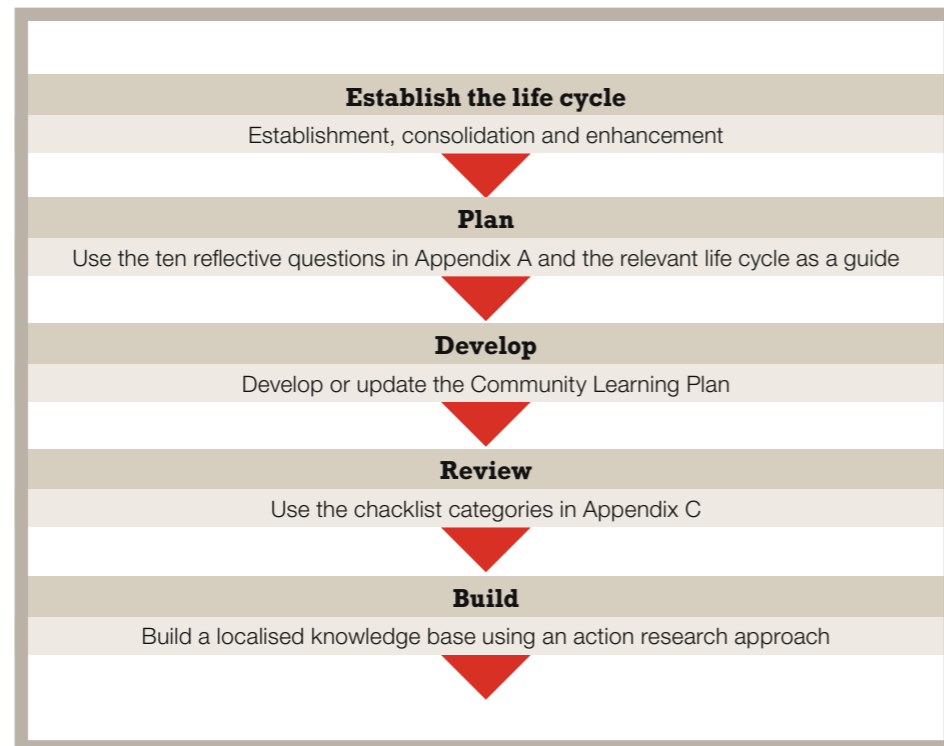


Figure 2. Flow Chart for using the Australian Learning Communities Framework

	<b>UNESCO's Key Features of a Learning City</b>	<b>Learning Community Framework</b>
<b>Fundamental conditions</b>	Strong political will and commitment	1. Long-term vision 2. Leadership to drive change
	Governance and participation of stakeholders	3. Strategic partnership 4. Integrated community governance
	Mobilisation and utilisation of resources	5. Building community capacity 6. Mobilising social/learning/technological infrastructure
<b>Major building blocks of a learning city</b>	Foster a learning culture throughout life	7. Learning and innovation
	Facilitate learning for and in the workplace	• Foster a learning culture throughout life
	Revitalise learning in families and communities	• Facilitate learning for and in the workplace
	Extend the use of modern learning technologies	• Revitalise learning in families and communities
Enhance quality in learning	• Extend the use of modern learning technologies	
		• Enhance quality in learning

Figure 3. The Australian Centre of Excellence for Local Government's (ACELG) Learning Community Framework



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