



Ipswich, towards a learning community

A learning community profile, audit and gap analysis for Ipswich LGA



UQ Boilerhouse
Community Engagement Centre

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List of acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACE	Adult Community Education
ALIA	Australian Library and Information Association
AUS	Australia
CaLD	Cultural and Linguistic Diversity
CBD	Central Business District
CBL	Community-Based Learning
CLI	Composite Learning Index
DEEDI	Department of Employment, Economic Development & Innovation
DEEWR	Department of Education, Employment and Workplace Relations
ICC	Ipswich City Council
LGA	Local Government Area
NAPLAN	National Assessment Program - Literacy and Numeracy
NBN	National Broadband Network
OESR	Office of Economic and Statistical Research
QLD	Queensland
RDA	Regional Development Australia
RMCN	Regional Managers Coordination Network
SEIFA	Socio-Economic Indexes for Areas
SLA	Statistical Local Area
TAFE	Technical and Further Education
UQ	The University of Queensland
UK	United Kingdom
USA	United States of America
VET	Vocational Education and Training

Executive summary

Background

Broad concepts of learning and education play a key role in building just, healthy and prosperous communities.

The *Ipswich Learning Communities Working Group* was formed in mid-2010 to progress this agenda. The group's shared vision is to:

... help build a community culture that values and supports lifelong learning in the Ipswich and West Moreton region.

A learning community philosophy underpins the operational concept of **lifelong learning** which is defined as any formal or informal learning activity undertaken across the lifespan of an individual. Lifelong learning has the aim of improving knowledge, skills and competencies within personal, civic, social or employment related contexts. It includes learning in a variety of environments - at home, at work or at play.

This report focuses at an Ipswich LGA 'whole of city' level and presents

1. a learning profile,
2. an audit of lifelong learning services, facilities and programs, and
3. a lifelong learning gap analysis.

Results from this work provide both an evidence base for subsequent actions in the Ipswich LGA, as well as a framework on which other LGAs within the West Moreton region can base their lifelong learning responses.

Audit summary

Research demonstrates that the higher the levels of 'learning' within a community the more robust its economy and social fabric will be.

Countries such as Canada and the United Kingdom have developed national level responses to support and direct lifelong learning.

In Australia there is little evidence of national or state government policy or strategy relating to lifelong learning. Ipswich LGA does not have any formal response relating to lifelong learning.

Key historical factors underpinning the Ipswich LGA demographic are a low socio-economic status and low education levels. This situation is currently considered to be in a positive transition phase.

Ipswich appears to have a relatively good level of infrastructure supporting the broad concept of a learning community. This infrastructure does not appear to be fully utilised.

Learning needs and focus can change over a person's lifespan, and different **formal, work based and community-based** learning settings are evident for different age groups in Ipswich.

There is an abundance of information describing **formal** learning services, facilities and programs, however you have to know where to look to find it.

Work based learning is largely an area of interest for individual employers, and as such services and programs are generally operated 'in house'.

Community-based learning services and programs are generally ill defined, small scale and relatively informal, and as such it is difficult to locate information on this topic.

Some commonly cited barriers to learning include costs; lack of confidence, aspiration or motivation; lack of information; lack of opportunity, poor transport options and lack of time.

For learning to be appealing it needs to be self chosen, enjoyable and aligned with personal interest.

Gap analysis and action focus

Gap: National and state governments need to become aware of the benefits of a lifelong learning policy and to develop a strategy to support and direct regional responses.

Action focus: The Learning Communities working group to develop an advocacy plan to lobby state and national governments to recognise the importance and benefits of lifelong learning and to develop policy and strategy in this area. The Learning Communities Working group will look to promote this through organisations such as RDA, DEEDI, DEEWR, ALIA, UQ, ICC & RMCN.

Gap: There is a need to better understand, articulate and promote the benefits of lifelong learning as a key driver for personal, social and economic development.

Action focus: Some responses might include 'Learning Communities' branding; Ipswich (and West Moreton) 'Year of learning'; development of a lifelong learning personal, social and economic benefits and impact framework; and a Learning Communities marketing strategy.

Gap: Information relating to broad concepts of learning in the Ipswich LGA needs to be better managed and shared, and made easier to find and access.

Action focus: A number of responses could support this gap, such as updating existing directories with a learning database; an education, training and learning website; one stop shops or regional learning centres which could

be situated in a local library, a kiosk, the new CBD or Ripley Valley; and improving 'digital literacy'.

Gap: Rapidly emerging Information and Communications Technology needs to be explored in terms of how this might support lifelong learning opportunities.

Action focus: The NBN rollout provides a conduit for responses which might focus on regional ICT applications such as infoXchange; social networking; Gov-2; and e-learning in regional and rural areas.

Gap: There is potential to make better use of some of the 'learning' facilities in Ipswich but little information is currently available.

Action focus: An inventory of learning facilities and a description of their current use and capacity, and physical condition would provide an evidence base for moving towards more effective use of valuable facilities. ICC is currently undertaking work which will address this gap.

Gap: Community-based learning (CBL) appears to offer a significant potential for building a community culture that values and support lifelong learning. It has been suggested that events relating to for example local food, music or festivals might offer an entry point to promote CBL. However, there is a lack of understanding and information about community-based learning in Ipswich, and subsequently, how this opportunity can be approached.

Action focus: There is a need for research to provide a clearer picture of community-based learning in Ipswich. Some areas to be addressed include,

- 🚧 What is currently taking place?
- 🚧 What benefits are being gained?
- 🚧 What support is required to enhance CBL?
- 🚧 How can learning be better linked with personal interest and enjoyment? and
- 🚧 What are appropriate 'engagement strategies' that address barriers to learning?

Gap: Four specific target areas require specific and ongoing attention and support:

1. Lifelong learning and the ageing population is an area which offers much opportunity and many challenges.
2. While they are a relatively small percentage of the overall population, from a social equity perspective, 'disadvantaged' groups in Ipswich require ongoing opportunities and support to achieve appropriate learning outcomes.
3. While disadvantaged groups do require ongoing support, there is also a concurrent need to focus on 'whole of community' initiatives to help develop a community culture that values and supports lifelong learning.
4. The focus on traineeships, cadetships and apprenticeships should be further enhanced, and linked to industry and community requirements.

Action focus: Further discussion is required to identify an appropriate role for the working group in these four areas.

Gap: There is an opportunity to develop a regional approach to lifelong learning in the Ipswich West Moreton region. This opportunity could be led by the Ipswich and West Moreton RDA which has a regional mandate relating to personal, social and economic development.

Action focus: RDA will facilitate a regional Learning Communities forum in 2012 to explore regional needs and responses to this lifelong learning opportunity.

Introduction

Broad concepts of learning and education play a key role in building just, healthy and prosperous communities. Research demonstrates that the more 'educated' a city's population, the more robust its economy and social fabric will be. For example, research from the USA shows that increasing education attainment and learning opportunities in each of its 51 largest metropolitan areas by one percentage point generates a \$124 billion increase in aggregate annual personal income and contributes to better social and well-being outcomes (CEOs for Cities). Such results provide a clear rationale for current work in developing a *Learning Communities Program* for the Ipswich and West Moreton region.

In response to this identified need, the *Learning Communities Working Group* was formed in mid-2010. The group's shared vision is to:

... help build a community culture that values and supports lifelong learning in the Ipswich and West Moreton region.

To date, the group has overseen development of a 'draft' *Learning Communities Plan*. The plan presents a preliminary review of what has been done elsewhere, identification of key factors contributing to a successful learning community, and outlines the next steps in developing a strategic response to achieving the group's vision.

In relation to the plan, a **Learning Community** is defined as any group of people, whether linked by geography or shared interest, that address the learning needs of its members through proactive partnerships (Barrett, Jones & Kilpatrick, 2003). A learning community approach draws on the strength of social and institutional relationships to bring about cultural shifts in perceptions of the value of lifelong learning. Learning opportunities offered to

people within a community will promote social cohesion and prosperity, and involve people from diverse backgrounds.

Research identifies seven key components for establishing a successful learning community program. These include:

- ✚ It targets both formal and informal learning processes
- ✚ It has independent and collaborative governance
- ✚ Interagency partnerships and networks are established and maintained
- ✚ It includes a strong focus on information sharing
- ✚ Dedicated learning precincts are supported
- ✚ Dedicated resources are identified
- ✚ It operates off a valid and reliable evidence-base

In operational terms, a learning community promotes the concept of **lifelong learning** which is defined as any learning activity undertaken across the lifespan, from the early years through to adult life, and including the third age (65+ years of age). Lifelong learning has the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment related context. It includes formal, work-based and community-based learning in a variety of environments - at home, at work and at play (Table 1) (European Commission 2001; Marutona, 2006; Dinevski & Kokol, 2011).

Formal learning	Work-based learning	Community-based learning
Primary schools	Return to work skills training	Art and craft classes
Universities	Professional associations	Libraries, museums and art galleries
VET providers	Professional development	Children’s play groups
High schools	Work experience programs	Sport and recreation clubs

Table 1: Examples of lifelong learning settings.

Project design

A key finding from the first six months of developmental work is a lack of collated information relating to Ipswich learning services, facilities and programs, and an Ipswich 'learning' profile. This information is required as an evidence base for a lifelong learning 'gap analysis'. The gap analysis will direct future actions by the *Learning Communities Working Group*.

The work detailed in this report focuses on the Ipswich LGA. It provides a platform and a framework for subsequent work across the Ipswich West and Moreton Regional Development Area including Lockyer Valley, Somerset and Scenic Rim local government areas.

The UQ Boilerhouse Community Engagement Centre was commissioned by the *Learning Communities Working Group* (funded by RDA IWM) to complete the following three tasks between March-June 2011.

1. Develop a learning communities profile – existing OESR, ABS and local agency data sourced and processed; relevant variables describing age, gender, Indigenous, CaLD, disability, socio-economic status, education and training levels, employment, and population projections to be included as appropriate; search for data that reflects community-based learning *e.g.* 'Community Learning Index', or similar measures.
2. Conduct an audit of facilities/services/programs in the Ipswich LGA across each of the three learning typology theme areas,
 - ✚ formal learning,
 - ✚ work-based learning, and
 - ✚ community-based learning.

Acknowledging the limited resources available, this initial task focused on providing summarised categories and identification of key providers within each typology drawing mainly on existing data (e.g. Worklinks Environmental Scan, ICC community and cultural database, and other community or educational directories). The database is available on request.

3. Explore the context for community-based learning focusing on the following questions,
 - ✚ What is the scope of community-based learning?
 - ✚ Where does it take place?
 - ✚ What are some of the potential benefits?
 - ✚ What support might enhance community-based learning?

Subsequently a gap analysis was conducted based on the data from these three tasks.

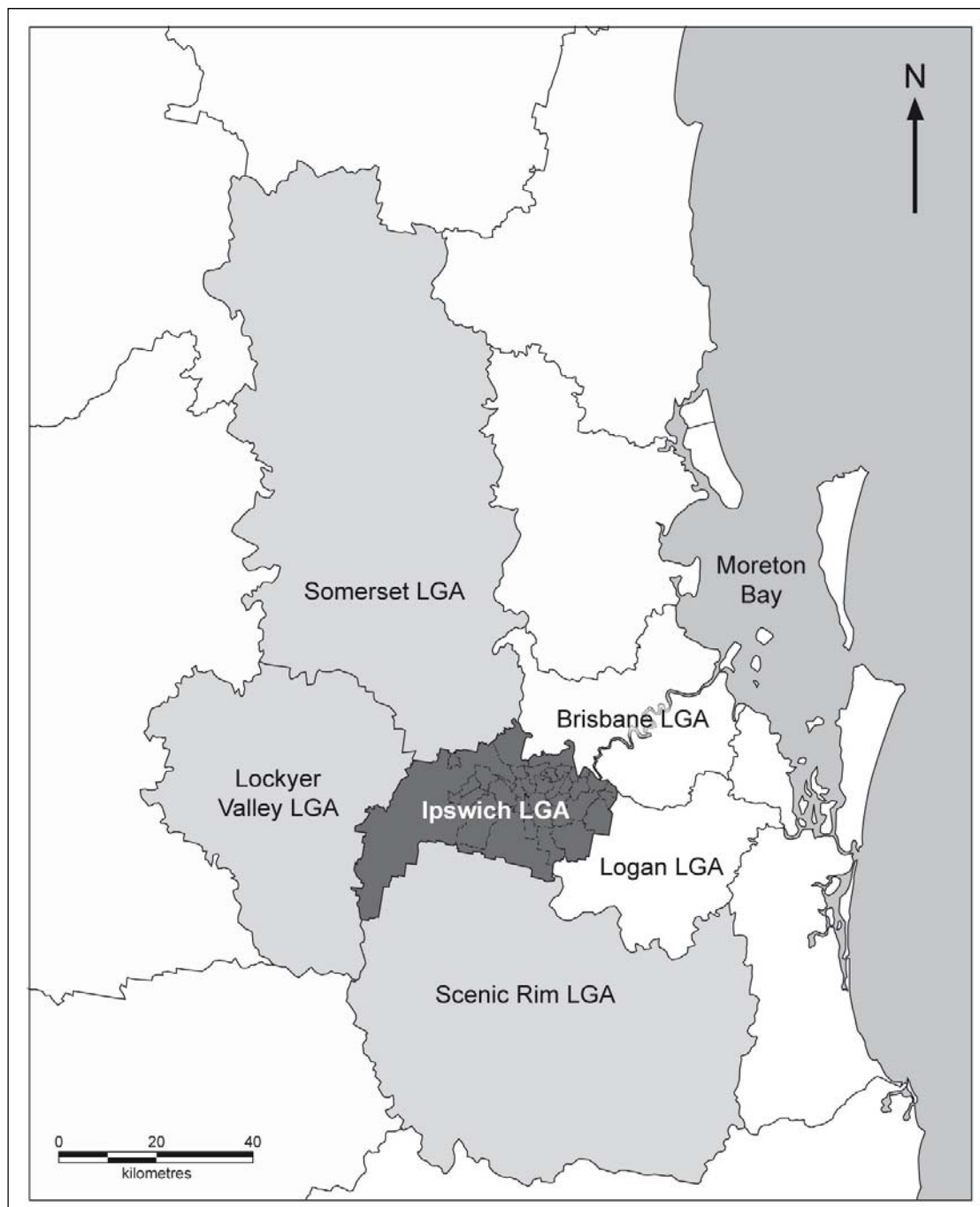
The following sections of this report present,

- ✚ Ipswich local government area learning profile
- ✚ Audit of learning services, facilities and programs
- ✚ Gap analysis relating to lifelong learning in Ipswich LGA
- ✚ List of references and resources compiled during this project

Ipswich local government area 'learning' profile

The Ipswich local government area (LGA) covers 1,090sq km and is located in South East Queensland. Together with Lockyer Valley, Scenic Rim and Somerset LGAs it forms part of the Ipswich and West Moreton region and is bounded to its east by Brisbane and Logan City Councils (Figure 1).

Figure 1: Ipswich LGA within Ipswich & West Moreton Region



Most of the data in this report is taken from the 2006 census (new 2011 census data is due for release by the Australian Bureau of Statistics (ABS) around mid 2012). More recent data collections have also been referred to when available. Note that some statistics in this profile are based on slightly different LGA boundaries due to changes in 2008. Hence there are slight inconsistencies between overall population figures.

This report focuses on LGA level data and provides a broad community profile. It does not attempt to distinguish between the similarities and differences in the smaller geographic units such as suburbs. On the other hand whilst this profile illustrates characteristics of some of Ipswich's social groups it should be remembered that there are varying degrees of overlap between groups. Additionally, some recent events are not reflected in the data. For example, Ipswich is currently recovering from flood events at the start of 2011 that have had negative social, economic and environmental impacts on the local area.

In broad terms, Ipswich has a history of relatively low levels of educational attainment and high levels of socio-economic disadvantage. Its proud history is firmly situated as a 'blue collar' workers' town. However, Ipswich is undergoing transitions related to rapid population growth and urban development. There are a variety of factors driving and attracting rapid growth to the area including the relative proximity of Ipswich to Brisbane and the Gold Coast, and the availability of land for competitively priced industrial and housing developments¹.

This profile is organised into three main sections:

- 1) Community overview,
- 2) 'Lifelong' age structure, and
- 3) 'Learning' attainments.

¹Queensland's future population (2008 edition), Dept of Infrastructure and Planning; South East Queensland Regional Plan 2009 – 2031 p32; Current Economic Profile and Future Economic Projections and Scenarios (2008) Ipswich City Council - AEC Group

1: *Community overview*

Population numbers and growth:

At the time of the 2006 ABS Census there were just over 142,000 people estimated to be living in the Ipswich LGA. In 2009 the population had risen to around 162,000. Predictions are that over the next two decades the population will increase substantially to approximately 462,000 residents. The peak for the Ipswich population boom is suggested to occur within the next ten years, with an average annual growth rate of 5% (compared with a predicted state average annual growth rate over the same period of 1.9%).² This growth presents an opportunity to enhance the Ipswich learning context, but also poses challenges in meeting the community's learning needs.

Occupations and industries:

Important aspects of a learning community include its local employment opportunities, and residents' occupations including identification of areas of labour/skills/knowledge oversupply and shortfall (*e.g.* ICC's *Skilling Ipswich Plan*). In the September quarter of 2010 there were an estimated 79,280 employed persons living in the Ipswich LGA.³ Of the employed resident population in the Ipswich LGA significant numbers have been engaged (whether locally or by commute) in 'blue collar' jobs in the construction and manufacturing industries.

For instance, at the time of the 2006 ABS Census manufacturing represented the largest industry of employment of the Ipswich LGA labour force (17.7% - much higher than the state figure of 9.9%). Similarly, technicians and trades workers were the largest occupation groups in the Ipswich LGA with 17.4% of the local labour force (Qld 15.4%). Other occupation groups with relatively large numbers included labourers (Ipswich 15.4%; Qld 11.9%) and clerical and

²Queensland Government population projections to 2031 – Local government areas (2011 edition), OESR. Note: Population figures rounded to nearest '000. Predictions based on 'medium' series.

³DEEWR, Australian Government Department of Education, Employment and Workplace Relations, Small Area Labour Markets Australia, various editions (based on; persons 15 years of age and over, 'smoothed' series)

administrative workers (Ipswich 15.3%; Qld 14.8%). Conversely, some 'white collar' occupations were notably lower in Ipswich when compared with state averages including managers (Ipswich 8.5%; Qld 12.4%) and professionals (Ipswich 11.8%; Qld 17.1%).⁴

Blue collar related industries with a base in Ipswich also have a strong presence in the local area. In 2008-09 a count of local businesses within the Ipswich LGA indicated that the highest number of businesses in any sector was in the construction industry (1,833 or 21.6% of local businesses; Qld 18.8%).⁵ While the manufacturing industry is predicted to lead economic growth locally, the Ipswich LGA also boasts a variety of other key industries that drive a fairly diverse economy through trade and employment. Industries currently prevalent or emerging include; education, health and community services, defence and aerospace technologies, transport and storage, property and business services, and wholesale and retail trade.⁶

Socio-economic dis/advantage

Overall individual, household and family income is similar to national figures⁷. At the time of the 2006 ABS Census the median weekly income for usual residents aged 15 and over was:

- ✚ \$469 for Ipswich individuals (\$466 national average)
- ✚ \$1,025 for Ipswich households (\$1,027 national average)
- ✚ \$1,122 for Ipswich families (\$1,171 national average)

While these figures suggest a reasonable comparison with national results, income alone is not necessarily the most sophisticated indicator of socio-economic disadvantage. Other indicators highlight that Ipswich does have 'pockets of disadvantage'.

⁴ ABS Census of Population and Housing, 2006, Basic Community Profile - B44 & B42

⁵ ABS Counts of Australian Businesses, including Entries and Exits, June 2007 to June 2009, cat no. 8165.0.

⁶ Current Economic Profile and Future Economic Projections and Scenarios (2008) Ipswich City Council - Final Report, AEC Group

⁷ ABS Census of Population and Housing, 2006 – QuickStats: Ipswich (C) (Local Government Area)

For instance, the Socio-Economic Index for Areas (SEIFA) focuses on a combination of factors including income, education attainment, employment and car ownership. The index provides a summary measurement that defines the Queensland population as having an average of 20% in each of five quintile divisions (quintile range 1-5, 1 = most disadvantaged group of persons, 5 = least disadvantaged).

As can be seen in Table 2, at the time of the 2006 ABS Census 34.3% of the Ipswich LGA population was identified in the bottom (most socio-economically disadvantaged) quintile, and 55.5% in the bottom two quintiles. At the other end of the index only 7.2% of the population was located in the most advantaged quintile. In short, the Ipswich population rates significantly higher than Queensland figures for socio-economic disadvantage, and much lower than the Queensland average in terms of socio-economic advantage.⁸

	<i>most disadvantaged</i>		<i>least disadvantaged</i>		
	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Ipswich	34.3%	21.2%	21.6%	15.8%	7.2%
Qld	20%	20%	20%	20%	20%

Table 2: SEIFA profile for Ipswich LGA.

Source: ABS, *Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia - Data only, 2006*, cat. no. 2033.0.55.001 (OESR derived)

In 2006 the Ipswich LGA had an unemployment rate of 5.9% or 4,190 persons.⁹ More recently, the December quarter of 2010 registered a drop in the unemployment rate to 4.8% or 3,824 persons for the Ipswich LGA, less than the state unemployment rate of 5.5% at the time.¹⁰ However recent crisis events state-wide have had adverse social and economic impacts in Ipswich and other areas across Queensland. Fluctuations in unemployment rates since

⁸ ABS, *Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia - Data only, 2006*, cat. no. 2033.0.55.001 (OESR derived)

⁹ ABS *Census of Population and Housing, 2006 – QuickStats: Ipswich (C) (Local Government Area)*

¹⁰ DEEWR, Australian Government Department of Education, Employment and Workplace Relations, *Small Area Labour Markets Australia*, various editions. Note: based on persons 15 years of age and over, 'smoothed' series.

then may reflect these events at least in part. The latest release of labour force indicators by DEEWR report the three month average unemployment rate to June 2011 as 5.3% for Ipswich, compared to 5.2% for Queensland and 4.9% nationally.¹¹

Family and household types

Young families moving to the local area are likely to make up a significant proportion of Ipswich LGA's continuing population increase. Recent reports suggest that the Ipswich LGA represents an attractive destination for young families particularly in terms of new and relatively affordable housing.¹² A review of household structures in the Ipswich LGA indicates that at the time of the 2006 ABS Census, 73% of the area's households were occupied by families (compared with the national average of 67.4%). People who lived alone comprised 19% of households. Of the family households 46.1% were couples with children (Aus 45.3%), 33.1% were couples without children (Aus 37.2%) and 19.4% were single parent families (Aus 15.8%, Qld 15.9%).¹³

Gender

Of Ipswich LGA's resident population at the time of the 2006 ABS Census 49.8% was male and 50.2% female. Gender ratios when compared across the overall population and Indigenous, disability and CaLD groups are similar (*i.e.* slightly more women than men in each case). The 2006 ABS Census data indicates that of the population aged 15 years and over there were 36,346 males and 29,821 females in Ipswich's employed labour force. At the same time there were more males than females in full-time employment with 27,701 and 14,301 persons respectively. This situation was reversed for part-time work with more females than males employed, with 11,903 and 4,846 persons respectively. In the two week period before the 2006 ABS Census 10,793

¹¹ DEEWR, Australian Government Department of Education, Employment and Workplace Relations - <http://www.skillsinfo.gov.au/skills/Regions/QLD/QueenslandLabourForceStatistics.htm>

¹² Queensland's future population (2008 edition), Department of Infrastructure and Planning; Queensland Government population projections to 2031 – Local government areas (2011 edition), OESR.

¹³ ABS Census of Population and Housing, 2006 - QuickStats: Ipswich (C) (Local Government Area)

females and 2,324 males indicated they had spent time on unpaid domestic work (30 hours/week or more) and/or child care (20,091 females and 14,062 males).¹⁴

Indigenous

The City's Aboriginal and Torres Strait Islander population in 2006 was counted as 4,700 people, accounting for 3.4% of the total Ipswich population (4,207 Aboriginal, 246 Torres Strait Islander and 247 who identified as both). This was above the national percentage of 2.3% and nearly on a par with the state average of 3.3%.¹⁵

Cultural and Linguistic Diversity (CaLD)

The 2006 ABS Census results show that 21,467 (15.5%) of Ipswich residents were born overseas (Aus 22.2%; Qld 17.9%).¹⁶ Ipswich is not presently a primary immigration destination, however anecdotal evidence suggests that it is becoming a secondary settlement area for displaced and refugee people.

Of the Ipswich population born overseas 31.4% (6,749 persons) spoke a language other than English at home (Qld 31.3%) at Census time in 2006. The predominant languages other than English spoken at home were Samoan (1.5% or 2,086 persons), Vietnamese (1% or 1,440 persons), Spanish (0.5% or 720 persons), German (0.3% or 362 persons) and Dutch (0.2% or 339 persons). Of those overseas born persons, who stated that they spoke a language other than English, 5.2% (1,102 persons) identified themselves as speaking English 'not well' or 'not at all'.^{17 18}

¹⁴ ABS Census of Population and Housing, 2006 – Basic Community Profile – B41, B19 and B21

¹⁵ ABS Census of Population and Housing, 2006 – Indigenous Profile – I02

¹⁶ ABS Census of Population and Housing, 2006 – Basic Community Profile – B09

¹⁷ ABS Census of Population and Housing, 2006 – Basic Community Profile – B11

¹⁸ ABS Census of Population and Housing, 2006 – QuickStats: Ipswich (C) (Local Government Area)

Disability

At the time of the 2006 Census, there were approximately 6,353 persons in the Ipswich LGA who were in need of assistance due to their having a profound or severe disability. This represented 4.6% of total persons in the area, slightly more than the state average of 4% of the population.¹⁹

¹⁹ ABS Census of Population and Housing, 2006 – Basic Community Profile – B17

2: *'Lifelong' age structure*

The concept of a learning community is underpinned by a commitment to lifelong learning or continuous learning across the lifespan of an individual. The next two sections profile this principle in two parts; by Ipswich's age structure and by learning attainments. Similar to state and national trends Ipswich is experiencing population ageing. However, when compared with state and national averages Ipswich continues to be characterised by a generally younger population. On a smaller scale Ipswich's social groups can also be characterised by age structures both similar and different to the overall population. Compared with state averages Ipswich has generally registered lower levels of educational attainment. Demographic changes, related to life course stages, represent challenges and opportunities, both socially and economically, for learning in Ipswich.

Ageing population

While increases in population numbers are predicted across all age groups in Ipswich, forecasts for the next twenty years also draw attention to distributional shifts in population associated with particular age groups. For instance current trends suggest that the proportionate share of children and young people (0-24 years of age) in the Ipswich population will decline over the next two decades. In contrast the proportionate share of mature age people (65+ years of age) is predicted to increase substantially (approximately double) over the same time period. Between the 1996 and 2006 ABS Censuses Ipswich's median age increased from 30 to 33 and by 2031 it is predicted to reach 35. These changes reflect general trends of population ageing elsewhere throughout the state and nationally.²⁰

²⁰ Population and housing profile – Ipswich City Council (2011) OESR. Queensland Government population projections to 2031 – Local government areas (2011 edition), OESR. Median age based on 'medium series' rounded to nearest whole number.

Comparatively young

Whilst the Ipswich population may be ageing it is currently comparatively young when compared against national and state figures (Figure 2). According to the 2006 ABS Census, the median age of those residing in Ipswich was 33 years of age (Qld 36 years, Aus 37 years). ABS estimates in 2009 present age splits in Ipswich as:

- ✚ 0-24 years (~63,000 persons) = 39% of the total population (Qld 34%),
- ✚ 25-64 years (~83,000 persons) = 51% of the total population (Qld 53%)
- ✚ 65+ years (~16,000 persons) = 10% of the total population (Qld 12%).²¹

Comparative predictions, against the rest of Queensland, suggest that Ipswich LGA, over the next two decades, will have higher growth rates particularly in the 0-14 age group, and lower growth rates in the 65+ age group. Across the spectrum of age groups, forecasts are that Ipswich LGA will continue to have a lower median age (35 by 2031) than the state median (40 by 2031). As previously mentioned, some reports suggest that this reflects a larger number of young families residing in the Ipswich LGA and younger families will be attracted to the relatively affordable housing developments in the region.²²

Age structure

Figure 2 highlights Ipswich's younger age structure by comparison with the rest of Queensland. A further look at Ipswich's overall population by smaller units of social groups reveals some general similarities and differences in terms of their characteristic age structures compared with the overall population. Specifically Indigenous and profound/severe disability groups are characteristically younger or weighted towards mature age respectively when compared with overall population shares.

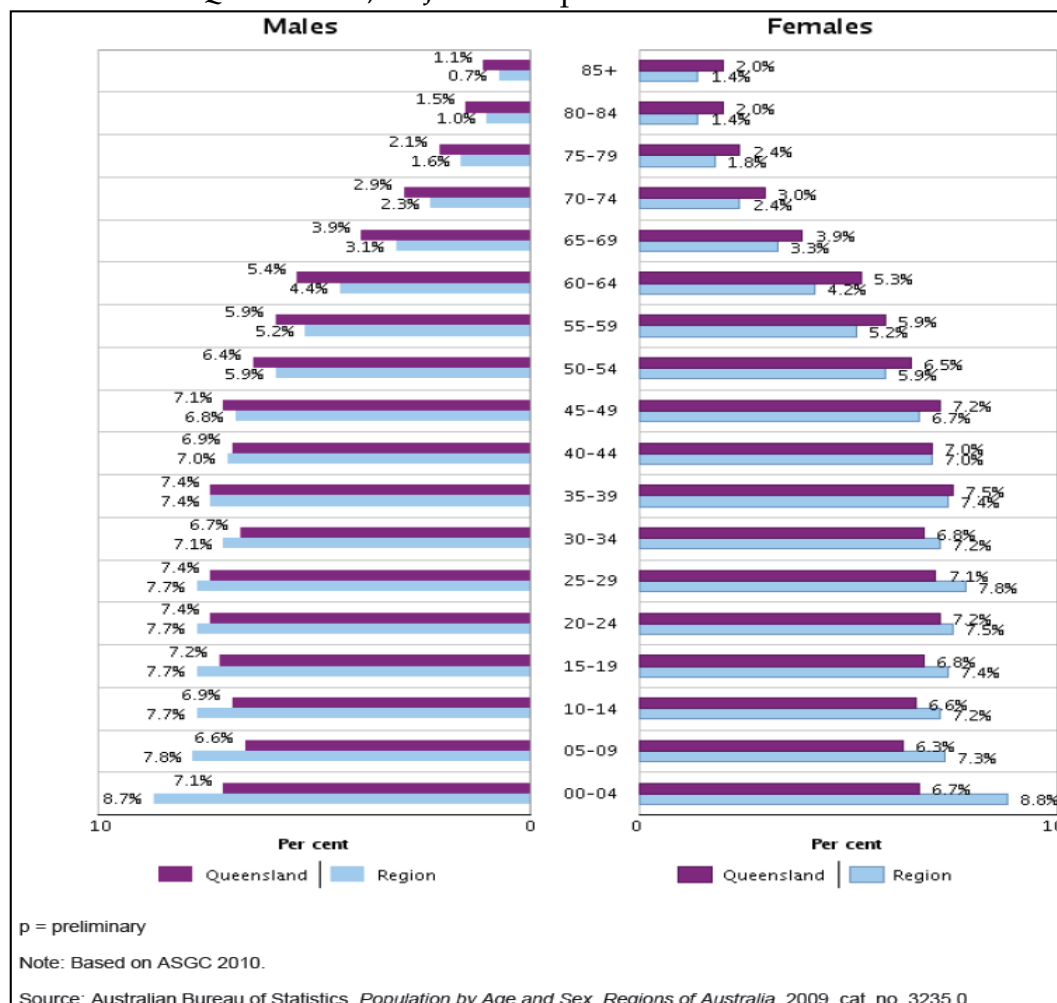
²¹ ABS Census of Population and Housing, 2006 – QuickStats: Ipswich (C) (Local Government Area) ; ABS Population by Age and Sex, Regions of Australia, 2009, cat. no. 3235.0

²² Population and housing profile – Ipswich City Council (2011) OESR; Queensland Government population projections to 2031 – Local government areas (2011 edition), OESR. Median ages based on 'medium series' rounded to nearest whole number.

Gender

Figure 2 conveys discrete differences in the age structures of male and female populations in the Ipswich LGA.

Figure 2. Population by age group and sex, Ipswich LGA and Queensland, 30 June 2009p.



Indigenous

Similar to state and national averages, the age structure of Ipswich's Indigenous population differs significantly to that of the overall population. This group is characteristically younger by comparison. At the time of the 2006 ABS Census, Ipswich's Indigenous population had a median age of 17 years (approximately half the overall population median age of 33 years for Ipswich LGA). In Ipswich 45% of the Indigenous population were aged 14 years or younger (significantly higher than the non-Indigenous proportion of

23%). At the other end of the age scale 1.9% of Ipswich's Indigenous population were aged 65 years or over (significantly lower than the non-Indigenous proportion of 10%).²³

Cultural and Linguistic Diversity (CaLD)

Age splits not available.

Disability

The age structure for those with a profound or severe disability in the Ipswich LGA is similar to the overall population for younger age groups and weighs more heavily towards the mature age category. In Ipswich of those persons who indicated a need for assistance due to profound/severe disability on the 2006 ABS Census approximately 20% were between 0-24 years of age, 40% were between 25-64 years of age and 40% were age 65 or over.²⁴ Whilst a wider 'disability' scope *i.e.* one that includes less 'severe/profound' disabilities, would increase the size of this group, it may likely continue to reflect a similar age structure. ABS research suggests that rates of disability generally increase with age.²⁵

Life course stages

Recent discussion from the UK has noted the importance of framing learning in terms of the life course. This approach recognises the differing learning needs of people as they grow older. Four key life course cohorts are identified - 0-25, 25-50, 50-75 and 75+ years.

²³ ABS Census of Population and Housing, 2006 – data presented in OESR Indigenous Regional Profile

²⁴ ABS Census of Population and Housing, 2006 – Basic Community Profile – B17

²⁵ ABS Disability, Australia 2009 cat. no. 4446.0

In Ipswich, at the time of the 2006 ABS Census,²⁶ this translated to:

0-25 years	~54,000 persons (39%)
25-50 years	~50,000 persons (36%)
50-75 years	~30,000 persons (21%)
75+ years	~6,000 persons (4%)

There is a strong suggestion from the UK research that policy and operational responses to lifelong learning be directed to these distinct age cohorts.

Educational institution attendance

The 43,910 Ipswich residents attending an educational institution (see Appendix A)²⁷ at the time of the 2006 ABS Census included:

- 2,422 persons (5%) attending pre-school
- 23,408 persons (53%) attending primary and secondary schools
- 6,028 persons (14%) attending Technical and Further Education, University or other Tertiary Institution
- 12,052 persons (28%) type of institution unknown

However more recent reports suggest greater numbers of Ipswich residents engaged in non-school based education. For instance, the National Centre for Vocational Education Research released 2009 figures that indicated the Ipswich LGA had approximately 11,300 students engaged in vocational education and training (VET) with ~7,200 students commencing a VET course and ~4,100 students continuing a VET course.²⁸ These differences in reporting suggest figures should be treated with caution.

Of those who stated on the 2006 ABS Census the type of educational institution they were attending, most were under 25 years of age (Table 3).²⁹

²⁶ ABS Census of Population and Housing, 2006 – Basic Community Profile – B04

²⁷ ABS Census of Population and Housing, 2006 – Basic Community Profile – B14

²⁸ National Centre for Vocational Education Research (NCVER). Note: Based on the location of the student and not the location of the educational institute. Includes Subject-only students - no qualification.

²⁹ ABS Census of Population and Housing, 2006 – Basic Community Profile – B01.

Age of persons attending an educational institution	Males	Females	Total Persons
0-4 years	786	702	1,488
5-14 years	10,143	9,756	19,899
15-19 years	2,985	3,041	6,026
20-24 years	779	960	1,739
25 years and over	1,225	2,220	3,445

Table 3: Age of Ipswich residents attending an educational institution.

Source: ABS, Census of Population and Housing: Basic Community Profile B01b, 2006, cat. no. 2001.0. Note: Comprises 'Pre-school', 'Infants/Primary' (including Government, Catholic, Other Non Government), 'Secondary' (including Government, Catholic, Other Non Government), 'Technical or Further Educational Institution (including TAFE Colleges)', and 'University or other Tertiary Institutions'.

In 2009, 63.6% of school students in the Ipswich LGA attended a state school (Qld 67.5%) and 36.4% attended a non-government school (Qld 32.5%). This included 13,195 primary school students (Years 1-7) attending a state school, and 5,496 students at a non-government primary school. This ratio changed markedly for secondary school attendances (Years 8-12) with an almost even split between students who attended a state secondary school (5,950) and students who attended a non-government secondary school (5,673).³⁰

³⁰Queensland Department of Education, Schools Census, unpublished data

Note: The statistics are collected in August each year. Based on school location instead of student's place of usual residence. All student numbers are based on full-time students. Includes prep year and pre-school students, and ungraded and special school students.

3: *'Learning' attainments*

Highest level of schooling

For persons aged 15 years and over at the time of the 2006 Census, 35.2% of the Ipswich population had completed Year 12 or equivalent (see Appendix B), compared with 41.3% in Queensland.³¹ In 2009, Ipswich's public high schools fared poorly compared to the Australian average in the national exams which test Year 9 students in reading, writing, spelling, punctuation and grammar, and numeracy. None of the government secondary schools performed above the national average in any category.³²

Post-school qualifications

In relation to post-school qualifications, at the time of the 2006 Census in Ipswich LGA there were 47,498 persons aged 15 years and over with a qualification, 45% of the population in this age group (Qld 50.4%). Most of the difference between Ipswich and state percentages can be accounted for by comparatively less persons with a university qualification in the Ipswich LGA (see Appendix C). Overall 17.1 % of those aged 15 and over had a bachelor degree or higher (Qld 26%), 12.3% had an advanced diploma or diploma (Qld 13.1%), and 43.3% had a certificate (Qld 35.5%).³³

At the same time in Ipswich the top five fields of study for persons with a post-school qualification were in 'Engineering and Related Technologies', 'Management and Commerce', 'Society and Culture', 'Health' and 'Education' (approximately 27,000 persons collectively).³⁴

Gender

In Ipswich at the time of the 2006 ABS Census there were more males (26,649 persons) than females (21,249 persons) aged 15 years and over with a non-

³¹ ABS Census of Population and Housing, 2006 – Basic Community Profile - B15

³² 'Website shows poor results in Year 9', The Ipswich Advertiser, Wednesday February 3, 2010 Pg 3

³³ ABS Census of Population and Housing, 2006 – Basic Community Profile – B05 and B39

³⁴ ABS Census of Population and Housing, 2006 – Basic Community Profile – B40

school qualification. Across these two groups, more males (14,028) than females (6,732) held a certificate level qualification, and more females (8,023) than males (6,028) held a diploma, advanced diploma, graduate certificate/diploma or graduate/postgraduate degree. The top five fields of study varied for males and females (Table 4, see Appendix D).³⁵

Males	Females
Engineering and Related Technologies (9,674)	Management and Commerce (4,088)
Architecture and Building (2,566)	Society and Culture (2,958)
Management and Commerce (2,139)	Health (2,727)
Society and Culture (1,204)	Education (2,310)
Food, Hospitality and Personal Services (1,003)	Food, Hospitality and Personal Services (1,635)

Table 4: Field of study preferences male/female.

Source: ABS, Census of Population and Housing: Basic Community Profile B40, 2006, cat. no. 2001.0

Indigenous

Based on percentage-of-population comparisons between Indigenous and non-Indigenous populations in Ipswich, a lower proportion of the Indigenous population had completed Year 10 (29%, 755 persons) and a substantially lower proportion had completed Year 12 (24.1%, 626 persons) as their highest level of schooling compared with non-Indigenous (31.5%, 31,042 persons and 37%, 36,523 persons respectively). A greater percentage of Indigenous persons also stated Year 9 (12%, 311 persons) and Year 11 (12.4%, 323 persons) as their highest level of schooling compared with non-Indigenous persons (7.1%, 7,037 persons and 8.7%, 8,618 persons respectively). Similarly, lower proportions of Ipswich's Indigenous population had a non-school qualification when compared with Ipswich's non-Indigenous population.

³⁵ ABS Census of Population and Housing, 2006 – Basic Community Profile – B39 and B40

Overall, 65.2% of Ipswich's Indigenous population aged 15 years or more were without a non-school qualification compared with 57.1% of the Ipswich non-Indigenous population.³⁶

Cultural and Linguistic Diversity (CaLD)

Whilst data is not readily available that depicts the learning attainments of Ipswich's migrant population, 2010 national survey data suggests that 65% of recent migrants (those who arrived into Australia after 2000 and were aged 15 years and over on arrival) had a non-school qualification (of which 67% held a bachelor degree or higher, 18% an advanced diploma/diploma and 12% a certificate level qualification). Approximately a third (33%) of this group had their overseas qualifications recognised in Australia. Of the recent migrants who held a qualification before arriving into Australia 51% indicated they had used their highest qualification for their first job in Australia.³⁷

Disability

National survey data, collected by the ABS indicates that in 2009 one in four people (25%) with a profound or severe disability aged 15-64 years had completed Year 12, approximately half (55%) that of people without a disability. While Year 12 completion rates notably improved across all people aged 15-64 between 2003 and 2009 this was not the case for those of the same age bracket with a severe/profound disability. Between 2003 and 2009 Year 12 completion rates increased by 1%, from 24% to 25%, for those with a severe/profound disability compared with an increase of 6% for all people aged 15-64.

Disability also impacts on the likelihood of doing a higher level qualification. Whilst 57% of those with a profound/severe disability had completed a certificate (compared with 40% of those without a disability), those with a

³⁶ ABS Census of Population and Housing, 2006 – data presented in OESR Indigenous Regional Profile

³⁷ ABS (2011) Characteristics of Recent Migrants 2010

disability were far less likely to have completed a higher level qualification than those without a disability.³⁸

Profile summary

Ipswich LGA can be characterised by 'blue collar' work, relatively higher levels of socio-economic disadvantage and lower levels of educational attainment than state and national averages. As with trends elsewhere Ipswich also has an ageing population. At the same time it is experiencing significant population growth predicted to occur across all age groups. This growth presents an opportunity to enhance the Ipswich learning context, whilst also posing challenges to meeting the community's learning needs.

Reflection on the statistical information used in compiling this 'learning' profile suggests that most available data relates to formal and work-based learning. On the other hand far less information appears to be available in terms of community-based learning. This lack of information may be the result of complications involved with the conceptual definition and measurement of CBL. As has been made clear in earlier sections of this report, a learning community operates on a broader concept of learning than simply learning-for-work, a result of which is broader social and economic benefits.

As will be further described in the following sections of this report, other countries such as Canada and the UK employ a wider range of domains in connection with lifelong learning. For instance Canada's composite learning index (CLI) has used various proxy measurements (such as internet access and travel time) that cross a variety of learning settings to record a community's lifelong learning status over time (CCL, 2010). Identifying a broader range of lifelong learning indicators can contribute to further development of a learning community profile. As an example of a wider conception of learning, in the Ipswich context 59.6% of households had an

³⁸ ABS (2011) Disability, Australia 2009

internet connection at the time of the 2006 Census (62.8% Qld) and approximately 10% more Indigenous households than non-Indigenous households were without an internet connection at that time.³⁹

³⁹ ABS Census of Population and Housing, 2006 – Basic Community Profile - B35; and ABS 2006 Census data presented in OESR Indigenous Regional Profile

Audit of learning services, facilities and programs

The second component of this project was an audit of 'learning' services, facilities and programs within the Ipswich LGA. Data collection and a preliminary report for the audit was conducted by seven UQ students, divided into three work groups, with each group working with a UQ Boilerhouse researcher. More general course supervision was provided by their course coordinator. Data collection focused on publicly available information from sources such as online directories, government sites, the Yellow Pages, other web based sources and recruitment agency sites. No field based data collection was undertaken.

It is useful to note that learning services and programs come and go, subject to oftentimes fickle funding sources. However, every effort was made to ensure the database was accurate and comprehensive at the time of compilation.

The audit focused on the three components of the learning communities typology 1) Formal learning, 2) Work-based learning and 3) Community-based learning. For the purposes of this audit they are defined as,

Formal learning	<i>Formal learning is intentional, organised and structured. Formal learning institutions have learning objectives and expected outcomes in place which generally can be guided by a curriculum or other types of formal programs (Foster & Schultz, 2011; Ainsworth & Eaton, 2010).</i>
Work-based learning	<i>Learning that is situated in the workplace or arises directly out of workplace concerns or need, as well as programs that provide opportunities to achieve employment-related competencies in the workplace (Gravenall & McManus, 2011; Lester & Costley, 2010).</i>
Community-based learning	<i>Learning that takes place external to a structured learning context. It can occur at an individual level, or within a group of people, who share a concern or passion for something they do, and learn how to do it better and gain mutual benefits through their interaction (Davis, Fraser & Hyslop, 2011; Field, 2005).</i>

In total, 425 learning services, facilities and programs were identified within the Ipswich LGA (Table 5).

Learning setting	Total
Formal learning	123
Work-based learning	39
Community-based learning	263

Table 5: Breakdown of identified learning services, facilities and programs against learning settings.

The data entry followed the format used in the Ipswich City Council community and cultural directories database:

(<http://www.ipswich.qld.gov.au/community/directories/>).

The following sections are presented under each of the three typology settings:

1. Formal learning,
2. Work-based learning, and
3. Community-based learning.

Summaries and examples of learning services, facilities and programs are presented under each of the following three learning setting sections.

One challenge with the division into three learning settings is the potential for overlap (Jubas & Butterwick, 2008). For example, day care facilities do not fit within the definition of formal learning used in this study, although they do encourage and support aspects of formal learning and their facilities are structured. Any overlaps between various aspects of the three components of the typology will be addressed when consolidating the database.

1. *Formal Learning*

This section describes formal learning services, facilities and programs within the Ipswich Local Government Area. It assesses the current trends in place in formal learning systems and how they affect the lifelong learning communities in Ipswich. There were 123 formal learning institutes identified. Information on formal learning opportunities was quite readily available, but situated in rather disparate locations.

Key focus areas for formal learning included early childhood centres, kindergartens, schools, colleges, training and further education (TAFE) and universities (Table 6).

Learning setting	Total
Early childhood, kindergartens, after school	54
Primary schools	39
Secondary schools	21
Colleges & TAFE	2
Universities	2
Other	5
TOTAL	123

Table 6: Breakdown of formal learning settings in Ipswich LGA.

Early childhood education can be defined as a combination of physical, cognitive, emotional, and social learning of children during the first six to eight years of their lives. Early childhood practices such as day care facilities, kindergartens and school years prep to grade 3 fall under this definition (Queensland Department of Education and Training, 2011b).

Middle phase learning typically occurs across grades 4 to 9. This involves a transition from the early learning phase to more sophisticated approaches to

learning (Queensland Department of Education and Training, 2011b). The middle phase of learning is designed to promote continuous educational progress for all concerned (Dickinson, 2001).

The senior phase of learning is more concerned with equipping students in grades 10 to 12 with the skills needed to help them negotiate the multiple pathways available after completing school (Queensland Studies Authority, 2009). The senior phase focuses on successful transition to a range of post school outcomes, including further education, training, work and citizenship, and is facilitated by a variety of learning pathways (Queensland Studies Authority, 2009).

These pathways include for example, offering courses which give post-school accreditations to university or TAFE, work readiness classes which develop workplace skills, and school based apprenticeships (Bremer Senior Subject Handbook, 2010). There is evidence of an increasing trend towards school partnerships with employment centres, TAFE, colleges, and the two universities.

Higher education is defined as acquiring an undergraduate degree or higher qualification (Queensland Studies Authority, 2009). Higher education supports the development of trained, inquiring and critical graduates, and supports the ongoing development of human capital nationally and increasingly to international markets (Maassen & Cloete, 2006). In Queensland this form of education is most commonly provided by universities. However, other higher education providers are becoming increasingly common.

A recent development in formal learning in Queensland has been the reform of certain aspects of the structure, function and aims of the state's education system (Education Queensland, 2007). In particular, a preparatory year

leading into Year 1 has recently been introduced. This move recognises that smooth transitions are necessary to optimise lifelong learning (Education Queensland, 2007).

Another focus has been on increasing literacy and numeracy skills and knowledge for middle year students (Queensland Department of Education and Training, 2011b). Research had indicated that Queensland students have significantly lower numeracy and literacy skills than students in other Australian states, and significantly lower results than those recorded in countries such as Hong Kong and Singapore (Masters, 2009).

Considerable effort has been undertaken to achieve higher results in these areas. For example, inter-school partnerships where specialist expertise is shared have been implemented to help improve student learning (Queensland Studies Authority, 2009). The National Assessment Program - Literacy and Numeracy (NAPLAN) was first implemented in 2008 to monitor literacy and numeracy outcomes across Australia. Every year, students in Years 3, 5, 7 and 9 are assessed using national tests in reading, writing, language conventions and numeracy (<http://www.naplan.edu.au/>).

Peer learning or tutoring programs are increasingly common but somewhat difficult to identify due to their oftentimes small 'class' size and limited funding timeframes. Such initiatives can involve either professionals or volunteers (Topping, 2005) and are seen to be critical for some learners in helping facilitate lifelong learning transitions through the education system.

A college has recently opened in Ipswich which provides a range of programs and pathways which present alternate pathways into university.

The TAFE provides vocational education and training services to individuals, businesses and industry. Course are offered through traditional, on-line and distance learning programs in a wide range of areas.

The two universities in the Ipswich LGA are part of a national system of universities in Australia. The most recent direction for the university sector is detailed in a review of Australian higher education (Bradley *et. al.* 2008) <http://www.deewr.gov.au/highereducation/review/pages/reviewofaustralianhighereducationreport.aspx>

2. *Work-based learning*

Work-based learning refers to all and any learning that is situated in the workplace or arises directly out of workplace concerns (Lester & Costley, 2010). It includes learning that takes place at work as a normal part of development and problem-solving, in response to specific work issues, as a result of workplace training or coaching, or to further work-related aspirations and interests. It may be planned and organised by the individual learner, the employer, or a third party such as an educational institution, professional or trade body, or trade union.

In addition, distinctions have been made between learning *for* work, learning *at* work and learning *through* work (Hyland, 2007). Learning *for* work includes general VET courses. Learning *at* work includes in-house training, work experience and continuing professional development. Finally, learning *through* work is the application of job-related knowledge and skills to work tasks, traineeships, and apprenticeships of various kinds.

Highly visible programs include apprenticeships and traineeships, as well as additional programs offered by organisations such as Boystown, Jacaranda Clubhouse and Mission Australia. Induction and professional development programs were not identified in the audit as information about such programs is generally not publicly available, rather this area of activity is conducted 'in house'. Some recruitment agencies offer services that help people gain skills for employment purposes. From a policy perspective a key focus across Australia is skills development. This focus has both an economic and social imperative.

For example, Skills Australia was developed in 2008 to address the skills shortage in workers and the unemployment rates throughout Australia (ALP, 2007). The federal government aims to lift the workforce participation rate to

69% by 2025. They plan to do this by encouraging and supporting men between the ages 25 – 64 and women between the ages 25 – 34 to re-enter and remain in the workforce. In looking to reach this target governments will address both the needs of people in identified target groups, and also people who are vulnerable and disadvantaged (Skills Australia 2009). However, it does not seem that many skills programs in the Ipswich LGA specifically cater to older people, many of whom might be exposed to disadvantage and/or social exclusion.

3. *Community-based learning*

No general consensus with regards to a definition of community-based learning was identified through the literature review. However, some common themes did emerge which link community-based learning with concepts such as community capacity, civic engagement, and personal and social development. For example, Mundel & Schugurensky (2008) suggest that regular engagement within different community organisations opens learning opportunities that can generate new skills, knowledge and attitudes that are important for both personal development and organisational functioning.

Other studies from both Africa (Maruatona, 2006) and Canada (Gouthro, 2010) show similar outcomes. As such, it is argued that such learning fosters an environment which allows individuals from different backgrounds to integrate and share learning experiences and skills (Gouthro, 2010; Longworth, 2006) thereby strengthening social connections and tolerance (Helliwell & Putnam, 2004). It is this active citizenship and civic engagement that facilitates positive personal and social development (Mundel & Schugurensky, 2008; Gouthro, 2010).

Unlike formal education settings, community-based learning is not set within organised settings. Rather, it is a shared learning which takes place within everyday life, with different objectives and multiple outcomes. It draws from the knowledge, skills and values of all members of the community (Shumer, 1994). To some extent, it links to the concept of a 'common good' (Jordan, 1989). For example, it may enhance individual and community well being through neighbourhood, cultural, or faith-based activities which have a learning focus.

Working from an extensive review of interrelated topics the following description of community-based learning was used to guide data collection:

... learning that takes place external to a structured learning context. It can occur at an individual level, or within a group of people who share a concern or passion for something they do, and learn how to do it better and gain mutual benefits through their interaction.

Using this definition, key concepts were employed to filter the facilities, services and programs to create a database for the community-based learning that occurs within the Ipswich LGA. Research from Ireland identifies four potential community-based learning sub-themes, 1) neighbourhood-based groups, 2) cultural activity, 3) churches and other faith-based organisations, and 4) sport (Field, 2005). To satisfy project directions an extra category, ‘services and programs’, was added (Table 7).

Community-based learning sub-category	Total
Churches and other faith-based organisations	34
Cultural activities	60
Services and programs	66
Community or neighbourhood based groups	42
Sport/physical education and exercise	61

Table 7: Breakdown of community-based learning sub-categories.

While there were overlaps when sorting data into these categories, for example, the Salvation Army Bundamba Corps could be classified as a community or neighbourhood based group, the five sub-categories made the data sorting task both more manageable and more open to operational responses. Table 8 provides examples of organisations listed under the five community-based learning sub-categories.

Church and other faith-based organisations	
The Salvation Army Bundamba Corps	Community-based church catering for the spiritual and practical needs of all ages of the greater Ipswich Community
The Oasis	Christian church that meets in multiple locations across Ipswich providing services from counselling, activities and workshops.
Cultural activities	
Agility Dog Club of Queensland	Basic dog obedience: for the pet owner who wants a well behaved dog
Cambrian Youth Choir	Performance ensemble for young singers living in south-east Queensland, providing training, competition and performance opportunities for young singers across all voice types
Services or programs	
Boystown	Boystown provides learning opportunities relating to basic life and social skills. It also offers services towards work preparation and training.
Family Planning Queensland	Sexuality education and training services to all, including families, educators, schools, students, and other service providers.
Community or neighbourhood based groups	
Ipswich Community Aid Inc	Enhances the self-esteem and participation of others through its commitment to the principles of social justice and equity
Southern Cross Care (QLD) Inc	Offers community access support, life skills support, post school service support, adult lifestyle support service
Sport/physical education and exercise	
Ipswich Junior Rugby League Inc	Junior Rugby League Competition in the Ipswich & surrounding areas.
Walk Ipswich	Provides a variety of walking groups throughout Ipswich that are suitable for all ages, interests and abilities.

Table 8: Examples of organisations listed under the five community-based learning sub-categories

This research identifies a general lack of policy, direction, support and appropriate frameworks for community-based learning in Ipswich, Queensland and throughout Australia. A recommendation for further research into locally specific approaches to community-based learning would enhance understanding of need and provide direction to existing community-based learning initiatives in Ipswich. Currently, the lack of an evidence base

relating to community-based learning means it is difficult to develop appropriate policy or operational responses (Fryer, 2010).

Summary and gap analysis

This lifelong learning project focused on development of a lifelong learning profile, an audit of lifelong learning services, facilities and programs, and a lifelong learning gap analysis at an Ipswich LGA level. This provides a useful broad brush description, but detailed information at a statistical local area (SLA) scale would likely identify more specific socio-economic, cultural, infrastructure, demographic and geographical needs and opportunities.

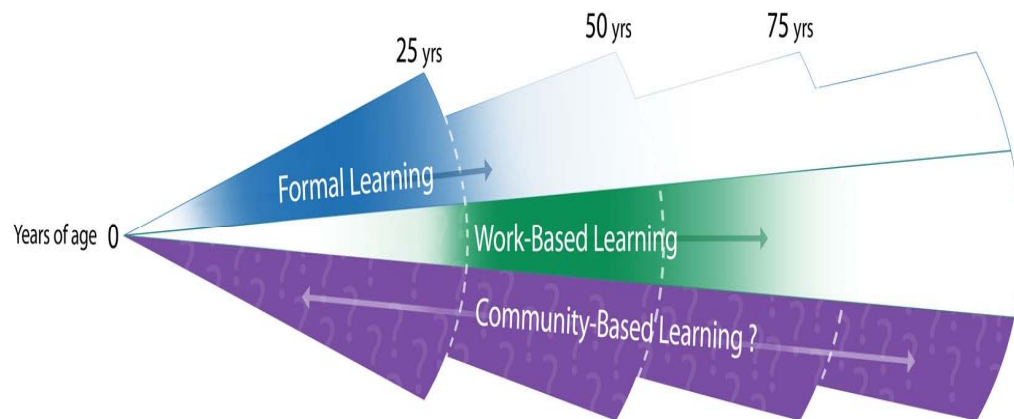
The European Commission (2001:9) found “Four broad and mutually supporting objectives ...” which underpin lifelong learning,

- ✚ personal fulfilment,
- ✚ active citizenship,
- ✚ social inclusion, and
- ✚ employability/adaptability.

However, attainment of these objectives is at times constrained. Commonly cited barriers to learning have generally been grouped under three broad areas – attitudinal, material and structural (Gosling, 2008; Lewis-Fitzgerald, 2005). This might include specific factors such as costs; lack of confidence, aspiration or motivation; lack of information; lack of opportunity, poor transport options and lack of time.

Learning crosses the lifespan and takes place in formal, work-based and community-based settings. These three lifelong learning settings do not have hard boundaries, there is a degree of overlap between each – they have been drawn from the literature and are used to help identify and sort current lifelong learning facilities, activities and gaps. In the UK, Schuller & Watson (2010:1) have presented a four stage model – up to 25, 25-50, 50-75 and 75+ - as the basis for a systematic approach to lifelong learning. Learning needs and/or focus can change over the lifespan (Figure 3).

Figure 3: Learning needs over the lifespan.



In Australia there is little evidence of national or state government policy or strategy relating to lifelong learning although various local governments have grouped their community programs under this or similar banners. In addition, there is a very limited body of Australian literature relating to lifelong learning. This lack of direction and recognition is in stark contrast to other countries such as the UK and Canada where lifelong learning is a high profile area of interest for public, private and community sector agencies. A key success factor for the UK Lifelong Learning agenda was the introduction of a state advisory body which guided policy development, and assisted with research, marketing, local level initiatives and grant applications.

However, policy discussion in Australia has addressed more focused topics such as Adult Community Education (ACE) (DEEWR, 2008). For example, in Queensland (DET, 2009:3), a recent statement relating to ACE outlined that, "It is appropriate that governments adopt a stewardship approach that includes:

- ✚ Policy frameworks that resonate with communities around their learning needs,

- ✚ Explicit recognition of the contribution ACE makes to our society and economic development,
- ✚ Opportunities that assist ACE organisations to determine their own futures in sustainable ways, and
- ✚ Funding agreements with clear expectations about the outcomes and benefits to Queenslanders that are to be realised through any publicly funded services they provide (p.3)”

Focused approaches, such as ACE, do not incorporate broader concepts of lifelong learning, which are currently being explored through this Ipswich based project.

Key historical factors underpinning the Ipswich LGA demographic are a low socio-economic status and low education levels. This situation is currently considered to be in a positive transition phase. However, this transition, in common with the concept of building a community culture that values and supports lifelong learning, should be seen as a strategic, long term process.

Ipswich appears to have a relatively good level of infrastructure, supporting the broad concept of lifelong learning. While this paper reports a preliminary audit of institutions (*e.g.* each school or university) and services, there is also a need to develop an inventory of specific facilities, their current use and capacity, and their physical condition.

There is potential to make better use of these facilities, both regards local residents and also in support of regional communities which do not have the same level of infrastructure as Ipswich ‘central’. Infrastructure responses that might be enhanced to further support lifelong learning opportunities include education/community hubs, community-based learning centres, libraries, one stop shops, information sharing systems (*e.g.* infoXchange and directories), museums, community art galleries and community centres.

In Ipswich, **formal learning** plays a major role in the younger years of life (0-25 years) with compulsory education, often followed by higher education or training. There is an abundance of information describing formal lifelong learning services, facilities and programs, but you have to know where to look to find it.

Work-based learning is largely an area of interest for individual employers, and services and programs are generally operated 'in house'. Therefore there is limited publicly available information. There is a strong indication that these services and programs broadly target the 25-50 age group.

Both **formal and work-based learning** overlap in various areas. For example, many high schools are providing students with alternate learning 'pathways' such as vocational education within their formal learning setting. Breaking down these traditional barriers or silos opens new opportunities for lifelong learning in the region.

Community-based learning services and programs are generally ill defined, small scale and relatively informal, and as such it is difficult to locate information on this topic. As Fryer (2010:211) describes, the challenge regards the community-based learning setting, "... is to recognise this range of learning's manifestations and possibilities and also to ask what sorts of educational interventions and initiatives - not only from public authorities but also from educational bodies, community groups, trades unions, employers and voluntary organisations..." might support this type of learning.

There is some uncertainty with **community-based learning** with assumptions that it is heavily biased to the later years. However, results from this research suggest that it occurs across the lifespan with little current recognition of, or leveraging off, many of the learning opportunities that occur in early and mid

life. Our understanding of and information to describe community-based learning in Ipswich is lacking, a situation common across Australia.

Community-based learning has the potential to deliver both social and economic benefits to the community. Key concepts which appear to underpin community-based learning include social capital, volunteering, social inclusion and civic engagement. As such, based on findings from literature on these interrelated topics there is strong argument that CBL offers a key leverage point for building a community culture which values and supports lifelong learning.

Work-based and community-based learning initiatives, programs, groups and services are 'marketed' through diverse and at times difficult to find sites (*e.g.* websites, notice boards, newsletters, letter box drops, email networks, *etc.*) thus the potential learner is often required to have some prior knowledge of the existence of these activities in order to find out more information on them.

Four specific target areas require specific and ongoing attention and/or support:

- ✚ Lifelong learning and the ageing population is an area which offers much opportunity and many challenges (Schuller & Watson, 2010). Currently, there are very few services or programs specifically designed for mature-aged people. Although none of the programs or services listed in the database specifically state that mature-aged people cannot use the services, some programs, for example apprenticeships and work-based learning, are implicitly directed towards the 0-50 years age groups.
- ✚ While they are a relatively small percentage of the overall population, disadvantaged groups in Ipswich, from a social equity perspective, require ongoing opportunities and support to achieve appropriate

learning outcomes. For example, Australian population level studies show that aspiration for higher education and/or training is believed to be quite low for many low socio-economic groups. Data also indicates that people with a severe/profound disability are less likely to achieve after-school qualifications.

- ✚ While disadvantaged groups do require ongoing support, there is also a concurrent need to focus on 'whole of community' initiatives to help develop a community culture that values and supports lifelong learning.
- ✚ Work-based learning such as traineeships and apprenticeships are now strongly supported within many formal learning settings such as schools. This focus should be further enhanced.

For learning to be appealing it needs to be self chosen, enjoyable and aligned with personal interest. Therefore, if we want to involve community members in learning we need to pay attention to their requirements. Learning opportunities can be built into, and value-added to, existing initiatives such as food, music or cultural festivals. In this way learning becomes a by-product of enjoyable experiences, rather than an imposition. In this approach, changing community culture is seen as a subtle rather than an abrupt process.

Rapidly emerging Information and Communications Technology needs to be explored in terms of how this might support lifelong learning opportunities through avenues such as social networking, Gov-2, and e-learning. This is particularly relevant for rural and regional communities. Goodna and Springfield, two suburbs within the Ipswich LGA, are among the first areas included in the roll-out and this is an exciting opportunity to begin work in this area.

There is ample information available describing formal lifelong learning opportunities, a reasonable amount of information regards work-based

learning, and little information about community-based learning. However, all of this information needs to be better managed and shared, and made easier to find and access. This could involve responses such as a centralised online directory or database; education, training and learning website; a one stop shop; and/or a 'regional learning' information centre.

Underpinning information provision and access is the need to better understand, articulate and promote the benefits of lifelong learning as a key driver for personal, social and economic development. In addition, promotion of lifelong learning should aim to raise the aspirations of individuals to access these learning opportunities in order to enhance their life outcomes. Learning needs to be promoted at every opportunity as a 'normal' part of life. The 'Learning Communities' branding is a first step in increasing the visibility and promotion of learning.

The Canadians have paid serious attention to measuring and tracking lifelong learning across diverse areas of activity. Through the 'composite learning index' (CLI), localised 'learning' information has been gathered annually since 2006 across formal, work-based and community-based learning domains. The five year 'learning' trend that the CLI has established helps to inform policy and generate public debate around learning. Europe has recently initiated a similar index across 23 countries.

The Canadian focus on monitoring lifelong learning outcomes further highlights the need to develop and enhance through a solid evidence base both our understanding of, and operations relating to, lifelong learning. Project evaluations, and program monitoring and reporting, are required to support and direct ongoing lifelong learning initiatives.

Anecdotally, one particular strength within the Ipswich LGA (and also the broader Ipswich West Moreton region), is an existing high level of

collaboration between community organisations, industry groups, education providers, and local and state government departments around regional responses to education and training. This collaboration provides a foundation from which to work regards regional lifelong learning responses.

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APPENDIX A:

Type of educational institution attending (full/ part-time student status by age) by sex (2006) - Ipswich LGA

	<i>Males</i>	<i>Females</i>	<i>Persons</i>
Pre-school	1,306	1,116	2,422
Infants/Primary:			
Government	5,398	5,022	10,420
Catholic	1,088	1,051	2,139
Other Non	903	853	1,756
Government	7,389	6,926	14,315
Total			
Secondary:			
Government	2,536	2,707	5,243
Catholic	1,039	997	2,036
Other Non	894	920	1,814
Government	4,469	4,624	9,093
Total			
Technical or Further Educational Institution(a):			
Full-time student:			
Aged 15-24 years	185	224	409
Aged 25 years and over	74	175	249
Part-time student:			
Aged 15-24 years	513	362	875
Aged 25 years and over	417	794	1,211
Full/Part-time student status not stated	14	12	26
Total	1,203	1,567	2,770
University or other Tertiary Institutions:			
Full-time student:			
Aged 15-24 years	626	879	1,505
Aged 25 years and over	172	309	481
Part-time student:			
Aged 15-24 years	90	169	259
Aged 25 years and over	390	604	994
Full/Part-time student status not stated	5	14	19
Total	1,283	1,975	3,258
Other type of educational institution:			
Full-time student	100	88	188
Part-time student	159	377	536
Full/Part-time student status not stated	6	9	15
Total	265	474	739
Type of educational institution not stated	6,010	5,303	11,313
Total	21,925	21,985	43,910

Notes: - Count of persons attending an educational institution. Based on place of usual residence and pre-reformed LGA boundaries.

(a) Includes Technical and Further Education (TAFE) colleges.

Source: Australian Bureau of Statistics 2006 Census of Population and Housing (Basic Community Profile - B14).

APPENDIX B:

Highest year of school completed by age by sex (2006) – Ipswich LGA

	15-19 years	20-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75-84 years	85 years and over	Total
MALES										
Year 12 or equivalent	1,634	2,979	4,768	3,353	2,430	1,591	759	286	55	17,855
Year 11 or equivalent	1,091	437	967	1,092	620	324	118	53	5	4,707
Year 10 or equivalent	1,432	881	2,234	3,960	3,957	2,204	865	341	57	15,931
Year 9 or equivalent	586	232	478	728	769	546	301	133	34	3,807
Year 8 or below	64	80	162	314	553	1,437	1,156	681	189	4,636
Did not go to school	4	4	33	61	84	70	41	19	7	323
Highest year of school not stated	584	426	877	907	814	636	534	477	139	5,394
Total	5,395	5,039	9,519	10,415	9,227	6,808	3,774	1,990	486	52,653
FEMALES										
Year 12 or equivalent	1,786	3,368	5,965	3,961	2,329	1,291	535	249	84	19,568
Year 11 or equivalent	1,060	361	883	1,026	514	283	119	45	11	4,302
Year 10 or equivalent	1,191	712	1,850	4,013	4,269	2,482	1,066	436	120	16,139
Year 9 or equivalent	472	167	397	641	760	545	347	211	81	3,621
Year 8 or below	43	42	141	228	499	1,437	1,273	982	458	5,103
Did not go to school	8	8	31	52	82	41	41	43	11	317
Highest year of school not stated	497	288	609	777	644	541	554	634	307	4,851
Total	5,057	4,946	9,876	10,698	9,097	6,620	3,935	2,600	1,072	53,901
PERSONS										
Year 12 or equivalent	3,420	6,347	10,733	7,314	4,759	2,882	1,294	535	139	37,423
Year 11 or equivalent	2,151	798	1,850	2,118	1,134	607	237	98	16	9,009
Year 10 or equivalent	2,623	1,593	4,084	7,973	8,226	4,686	1,931	777	177	32,070
Year 9 or equivalent	1,058	399	875	1,369	1,529	1,091	648	344	115	7,428
Year 8 or below	107	122	303	542	1,052	2,874	2,429	1,663	647	9,739
Did not go to school	12	12	64	113	166	111	82	62	18	640
Highest year of school not stated	1,081	714	1,486	1,684	1,458	1,177	1,088	1,111	446	10,245
Total	10,452	9,985	19,395	21,113	18,324	13,428	7,709	4,590	1,558	106,554

Notes:

- Count of persons aged 15 years and over.

- Based on place of usual residence and pre-reformed LGA boundaries.

Source: Australian Bureau of Statistics 2006 Census of Population and Housing (Basic Community Profile – B15).

APPENDIX C:

Non-school qualification: level of education(a) by age by sex, (2006) – Ipswich LGA

	15-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75-84 years	85 years and over	Total
MALES									
Postgraduate Degree	3	62	144	149	100	24	9	0	491
Graduate Diploma and Graduate Certificate	9	48	97	110	39	17	3	0	323
Bachelor Degree	200	696	616	545	320	117	43	0	2,537
Advanced Diploma and Diploma Certificate:	166	458	710	689	404	186	56	8	2,677
Certificate nfd	89	133	111	90	58	29	6	0	516
Certificate III & IV(c)	1,224	2,646	2,961	2,604	1,972	1,074	425	66	12,972
Certificate I & II(d)	219	145	86	62	19	9	0	0	540
Total	1,532	2,924	3,158	2,756	2,049	1,112	431	66	14,028
Level of education inadequately described	61	111	123	134	90	71	39	0	629
Level of education not stated	1,145	995	1,032	903	691	553	494	151	5,964
Total	3,116	5,294	5,880	5,286	3,693	2,080	1,075	225	26,649
FEMALES									
Postgraduate Degree	6	101	130	116	69	14	0	0	436
Graduate Diploma and Graduate Certificate	11	116	170	134	82	21	4	0	538
Bachelor Degree	472	1,240	895	691	352	128	44	15	3,837
Advanced Diploma and Diploma Certificate:	334	810	828	645	375	149	57	14	3,212
Certificate nfd	138	292	279	192	98	45	7	0	1,051
Certificate III & IV(c)	923	1,229	1,104	856	395	98	34	13	4,652
Certificate I & II(d)	405	276	176	130	32	3	7	0	1,029
Total	1,466	1,797	1,559	1,178	525	146	48	13	6,732
Level of education inadequately described	76	132	162	143	104	55	21	7	700
Level of education not stated	937	748	935	814	724	634	689	313	5,794
Total	3,302	4,944	4,679	3,721	2,231	1,147	863	362	21,249
PERSONS									
Postgraduate Degree	9	163	274	265	169	38	9	0	927
Graduate Diploma and Graduate Certificate	20	164	267	244	121	38	7	0	861
Bachelor Degree	672	1,936	1,511	1,236	672	245	87	15	6,374
Advanced Diploma and Diploma Certificate:	500	1,268	1,538	1,334	779	335	113	22	5,889
Certificate nfd	227	425	390	282	156	74	13	0	1,567
Certificate III & IV(c)	2,147	3,875	4,065	3,460	2,367	1,172	459	79	17,624
Certificate I & II(d)	624	421	262	192	51	12	7	0	1,569
Total	2,998	4,721	4,717	3,934	2,574	1,258	479	79	20,760
Level of education inadequately described	137	243	285	277	194	126	60	7	1,329
Level of education not stated	2,082	1,743	1,967	1,717	1,415	1,187	1,183	464	11,758
Total	6,418	10,238	10,559	9,007	5,924	3,227	1,938	587	47,898

Notes: - Count of persons aged 15 years and over with a qualification(b) - Based on place of usual residence and pre-reformed LGA boundaries. (a) Excludes schooling up to Year 12. (b) Excludes persons with a qualification out of the scope of the Australian Standard Classification of Education (ASCED). (c) Includes 'Certificate III & IV, nfd'. (d) Includes 'Certificate I & II, nfd'.

Source: Australian Bureau of Statistics 2006 Census of Population and Housing (Basic Community Profile - B39).

APPENDIX D:

Non-school qualification: field of study by age by sex (2006) – Ipswich LGA

	15-24 years	25-34 years	35-44 years	45-54 years	55-64 years	65-74 years	75-84 years	85 years and over	Total
MALES									
Natural & Physical Sciences	23	82	103	86	61	12	9	0	376
Information Technology	163	215	179	91	23	0	0	0	671
Engineering & Related Technologies	734	1,780	2,319	2,096	1,520	840	344	41	9,674
Architecture & Building	224	521	505	546	435	241	78	16	2,566
Agriculture, Environmental & Related Studies	84	157	154	97	54	23	9	0	578
Health	29	125	151	157	134	57	36	7	696
Education	23	108	162	217	162	80	23	9	784
Management & Commerce	257	509	553	466	224	102	28	0	2,139
Society & Culture	135	257	278	280	166	63	18	7	1,204
Creative Arts	64	82	77	49	41	14	9	0	336
Food, Hospitality & Personal Services	157	322	198	147	105	48	22	4	1,003
Mixed Field Programmes	4	6	10	6	5	8	0	0	39
Field of study inadequately described	30	82	101	83	53	29	7	5	390
Field of study not stated	1,187	1,050	1,089	964	712	562	491	138	6,193
Total	3,114	5,296	5,879	5,285	3,695	2,079	1,074	227	26,649
FEMALES									
Natural & Physical Sciences	42	112	70	56	28	3	0	0	311
Information Technology	31	88	68	36	8	5	0	0	236
Engineering & Related Technologies	50	111	125	77	61	40	28	6	498
Architecture & Building	16	37	25	16	5	3	0	0	102
Agriculture, Environmental & Related Studies	47	81	58	33	11	7	0	0	237
Health	178	487	717	652	428	183	66	16	2,727
Education	130	473	570	592	358	126	52	9	2,310
Management & Commerce	829	1,247	976	643	267	88	32	6	4,088
Society & Culture	466	832	677	606	285	69	18	5	2,958
Creative Arts	111	170	98	50	41	17	8	6	501
Food, Hospitality & Personal Services	422	514	361	186	102	32	11	7	1,635
Mixed Field Programmes	17	6	5	6	6	3	5	0	48
Field of study inadequately described	20	62	66	47	26	15	0	0	236
Field of study not stated	944	723	863	722	605	556	644	305	5,362
Total	3,303	4,943	4,679	3,722	2,231	1,147	864	360	21,249
PERSONS									
Natural & Physical Sciences	65	194	173	142	89	15	9	0	687
Information Technology	194	303	247	127	31	5	0	0	907
Engineering & Related Technologies	784	1,891	2,444	2,173	1,581	880	372	47	10,172
Architecture & Building	240	558	530	562	440	244	78	16	2,668
Agriculture, Environmental & Related Studies	131	238	212	130	65	30	9	0	815
Health	207	612	868	809	562	240	102	23	3,423
Education	153	581	732	809	520	206	75	18	3,094
Management & Commerce	1,086	1,756	1,529	1,109	491	190	60	6	6,227
Society & Culture	601	1,089	955	886	451	132	36	12	4,162
Creative Arts	175	252	175	99	82	31	17	6	837
Food, Hospitality & Personal Services	579	836	559	333	207	80	33	11	2,638
Mixed Field Programmes	21	12	15	12	11	11	5	0	87
Field of study inadequately described	50	144	167	130	79	44	7	5	626
Field of study not stated	2,131	1,773	1,952	1,686	1,317	1,118	1,135	443	11,555
Total		6,417	10,239	10,558	9,007	5,926	3,226	1,938	587

Notes:

- Count of persons aged 15 years and over with a qualification.
- Excludes persons with a qualification out of the scope of the Australian Standard Classification of Education (ASCED).
- Based on place of usual residence and pre-reformed LGA boundaries.

Source: Australian Bureau of Statistics 2006 Census of Population and Housing (Basic Community Profile – B40).

