



Official Newsletter of the Australian Learning Communities Network

Incorporated in NSW. No: 9883167

Autumn Edition

Welcome to the Autumn Edition

We trust that you will find items of interest and we would appreciate any feedback. Otherwise we have little idea if the articles are meeting your needs.

If you need more information on the article, you can press control + click over the heading and that will most times bring up the whole article

[Affordable clean energy for people on low incomes](#)

This is the final report in a series on improving support for low-income households through the transition to clean energy.

[Read more](#)

[From Around the Network](#)

We thank those who made contributions

[Read more](#)

[How to build a learning city](#)

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[Read more](#)

[How do you know that you are in a “Learning City”?](#)

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[Read more](#)

[National Population Plan for Regional Australia](#)

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[The top 9 placemaking Blogs on Place Making](#)

Place the mouse on the picture and press control + click

[Read more](#)

[Towards Good Active Aging for All](#)

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This publication presents a summary of statistics relating to young people aged 15 to 19 years who participated in education and training with an Australian provider in 2017. It brings together data from multiple sources.

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Affordable clean energy for people on low incomes

5 FEB 2019

[Australian Council of Social Service](#), [Brotherhood of St Laurence](#)
[Brotherhood of St Laurence](#)

DESCRIPTION

This is the final report in a series on improving support for low-income households through the transition to clean energy.

Key messages:

- People on low incomes are more vulnerable to climate change impacts and a poorly managed transition to a clean economy.
- Energy prices have risen significantly in the last decade and low-income households are hardest hit.
- An emissions trading scheme can help reduce energy prices, but low-income households will still pay disproportionately more.
- Measures to reduce the size of energy bills and improve people's capacity to pay are needed.
- Investment in energy efficiency could provide annual savings from \$289 for apartments to \$1,139 for houses. It could reduce energy expenditure as a percentage share of income for lowest-income households from the current 6.4% to 4.1%.
- A fair regulated retail price could save \$261 to \$436 per annum for 37–60% of households and reduce energy expenditure as a percentage share of income for lowest-income households from the current 7.6% to 6.1%.
- Increasing Newstart by \$75 a week would reduce energy expenditure as a percentage share of income for Newstart households from the current 6.3% to 5.6%, a \$110 increase would reduce it to 5.3%.
- A shift to percentage-based concessions improves equity, responsiveness to change in energy bills, and provides greater support to couple and single parent families.
- A faster transition to clean energy is desirable and achievable with targeted affordability measures.

Editor's note:

The previous two reports can be found at:

- [*Tackling climate change and energy affordability for low-income households*](#)
- [*Energy stressed in Australia*](#)

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Ideas from Around the Network

These are share ideas for you to consider:

Wagga Wagga City Library

Join us and see the SpaceX program live in action, on the Wagga Wagga Art Gallery's giant screen!

This is your chance to watch SpaceX Demonstration Mission 1 (SpX-DM1) live. This mission is the first orbital test of the **Dragon 2**, a reusable spacecraft capable of carrying up to seven astronauts.

SpX-DM1 is planned as an uncrewed mission, a trial run for later missions carrying humans. Join us to watch the launch and learn more about what the spacecraft can do! See the experts at Mission Control, projected on to a second screen, making decisions that will determine the success of **Dragon 2**'s flight.

This event is suitable for space enthusiasts of all ages but is especially ideal for upper primary and secondary students, as well as enthusiastic grown-ups.

Where: Wagga Wagga Art Gallery **When:** Sat March 2nd

Time: Entry from 6pm. Doors close at 6:30pm sharp. **DO NOT MISS YOUR FLIGHT.**
(Event concludes by 9pm if launch goes to schedule.)



Central Coast Library

Colour Me Calm



Saturday, 30 March 2019 - 10:30am to 12:00pm

Join in this increasingly popular activity for adults, which has been shown to have positive effects on your wellbeing.

We provide designs and pencils, or you can bring your own.

Supervised children or grandchildren welcome.

Enquiries: 4350 1580

Townsville Library

Learning Links

Learning Links is about people learning from each other. It's a friendly, relaxed way to learn one-on-one or in small groups at little or no cost. It provides opportunities for individuals to try new skills without the pressure of formal classes.

Learning Links is community-based, informal learning in relaxed surroundings that links new learners with volunteer tutors. It consists of a register of volunteer tutors who are willing to help people learn new skills.

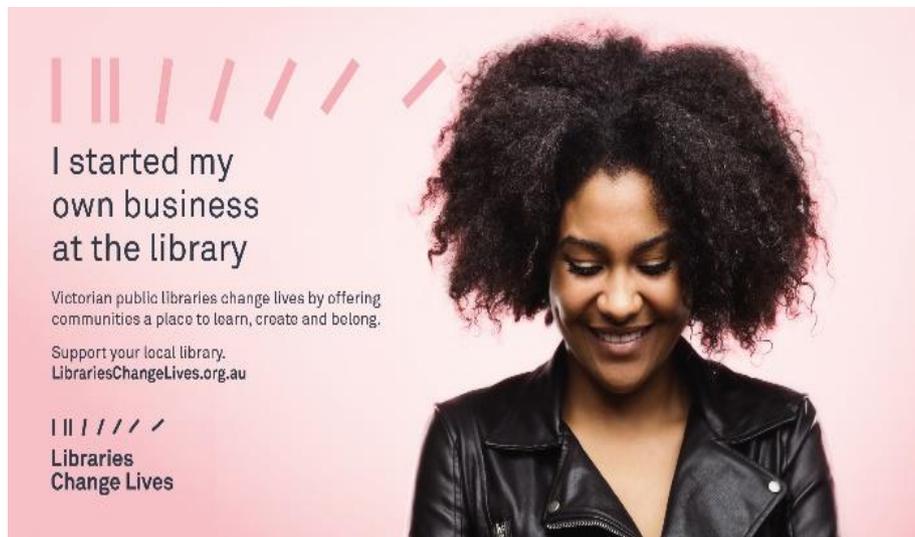
Ballarat Library



**Libraries
Change Lives -
Tell us your
library story**

Libraries do more than just loan books – they can change people’s lives.

This is the message of a new state-wide campaign launched in September 2018 to showcase the positive impact libraries have on their communities and economy. We want to collect and showcase the many stories the Ballarat community has about our libraries so if you have a story, for instance below



European Union Centre

Social and Global Studies Centre RMIT University

Building 101, Level 2, 171 La Trobe St, Melbourne

You are invited to this free seminar:

Brexit: What it means for International Business?

Friday, 22 March 2019

Join us for a free public lecture by Dr **Gabriele Suder**, Director of the International CEO Forum and expert at the OECD (Services Competitiveness), the EU, JETRO and for the Australian Government (Commonwealth and State level).

A large number of corporations had already taken to prepare for a hard Brexit for some time and are now adjusted to the scenario at hand. The persisting confusion from (and, one may argue, of) the UK government regarding the British objectives of Brexit, has installed too great an uncertainty for firms not to act or react. Because uncertainty is the first enemy of business performance, especially firms that have their foreign multinational (regional) headquarters located in the UK yet cover parts or all of the EU are exposed to major risks through a hard Brexit: from market access conditions to the remaining EU (and potentially also non-EU Europe) to regional supply chains modifications and increased transaction costs. These firms and their SME (small and medium-sized enterprises and suppliers) eco-system produce, trade and deliver various intermediary parts of their product or service across several countries: they are highly exposed to increasing costs, rising backlogs, funding and warehousing needs that might change cross-border trade or investment conditions.

We'll discuss the impact that Brexit has already had and is expected to have on non-UK international business activity.

When: Friday, 22 March, 12.30-2pm

Project for Public Spaces



Placemaking Monthly

Five More Inspiring Stories about Great Public Spaces



For many of us at Project for Public Spaces, one of the best parts of our work is learning from countless talented placemakers around the world. Everywhere we go, there is always someone experimenting with new ideas in public space and pushing against the status quo. For nearly two decades, our user-generated [Great Public Spaces](#) database has served as an inspiration to these local placemakers. Check out this month's [five stunning new entries!](#)

XVith PASCAL Conference

3-5 October, 2019

Posted December 18, 2018 - 14:17 by **Josef Konvitz**

2019 is the 500th anniversary of the death of Leonardo da Vinci, the definitive Renaissance man. Museums, the media - will there be a movie? - will explore learning and creativity, imagination and enigma, faith and politics. And PASCAL will hold its XVith Conference, which I have the pleasure to announce in this brief end-of-year email which will reach some of you, no doubt, only in January if you have already gone to the beach (an option for those of us who live in the North, too, at the expense of a long flight).

The title of the conference is “**Learning for Resilience: People, Place and Partnership in Urban and Rural Communities**”. The dates are **3-4-5 October 2019**, beginning and ending in **Cork, Ireland** at **University College Cork**. There will be a side trip on the 4th to the **Skellig Centre for Research and Innovation** on the western coast, with interactive sessions with stakeholders and community people. People travelling to Ireland should try to arrive on the 2nd.

Séamus O’Tuama, at University College Cork, hosted a visit from Chris Shepherd, Rob Mark and myself a few weeks ago which gave us a chance to discuss the scope of the Conference and visit Kerry. We are confident that this conference, building on the success of this year’s conference in Suwon which also included stimulating site visits and opportunities to meet with students, academics, experts and decision-makers in Korea, will make best use of PASCAL’s unique assets. We are very grateful to Séamus and his colleagues at University College Cork for this opportunity to bring PASCAL to Ireland in 2019.

Please notify institutional partners of the forthcoming conference; with only months to go, people need as much advance notice as possible. A more formal announcement will be disseminated in early 2019, when I will also provide some reflections on the year past and a look at what PASCAL will be doing in 2019-20.



Be Connected Network

Do you want to be part of an online national movement?

We're pleased to say we're part of the Be Connected Network – an online national movement helping older Australians to increase their online confidence and skills, and get the most out of going online.

If this sounds like something you'd like to be part of, come and see us to learn more! You can get free, personalised face-to-face support and training to help you to learn the basics of how to use a digital device, be safe online, send emails, use Facebook and other social media, shop online, share holiday photos with family, and much more.

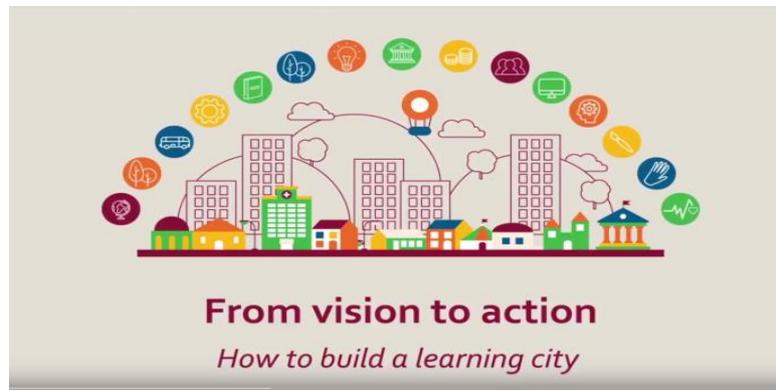
Along with the personalised help and support we offer, there's a Be Connected [website](#) that has a range of information and interactive training tools and resources for you, your family and peers, and local community organisations. Topics covered on the website include learning the basics, avoiding scams, protecting your information online, connecting with friends and family near and far, and learning how to shop online—and that's just the start.

You can create your own learning plan on the website, and progress at your own pace either at home or here with us.

To find out more, go to www.beconnected.esafety.gov.au or drop in and see us at the Ballarat Library, 178 Doveton Street North in Ballarat Central.

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How to build a learning city



© UNESCO

24 October 2018

‘Learning cities are really drivers of change. I hope that many more communities around the world will become learning cities and contribute to lifelong access to quality education and learning opportunities’ – Stefania Giannini, UNESCO Assistant Director-General for Education

Learning cities around the world are taking action to enhance quality education and lifelong learning opportunities for all in their communities. To support their efforts, the UNESCO Institute for Lifelong Learning has just launched a series of video tutorials, available in all UN official languages, which provide insights for policy-makers, city leaders, urban planners and education experts on how to successfully build a learning city.

A learning city inspires, guides and supports people to engage in lifelong learning, throughout their lives and beyond classrooms. It strives to make education and learning accessible to all at the workplace, in families and in public spaces, and draws on the potential of digital technologies.

Cities around the world have developed diverse learning initiatives based on their local cultures and conditions; however, common areas of action do exist. Planning, involving stakeholders, celebrating learning and ensuring it is accessible to everyone constitutes fundamental dimensions of a learning city strategy along with monitoring progress and securing sustainable funding. In view of supporting such strategies, UNESCO, with the support of partners*, has developed seven animated video tutorials to equip policy-makers, urban planners and local education leaders with the knowledge they need to design and implement a learning city initiative. Additional videos provided by members of the UNESCO Global Network of Learning Cities complement the tutorials and provide examples of best practice.

This set of video tutorials will support learning city leaders to get their initiatives off the ground and make lifelong learning a reality for all.

*Cork Learning City Lead Partners, Think Visual, Center for Regional Cooperation for Adult Education in Latin America and the Caribbean (CREFAL), Melitopol, UNESCO Office in Beirut, and Beijing Academy of Educational Sciences (BAES).

[Visit the website](#)

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How do you know you are in a “Learning City”?

Waltraut Ritter ritter@netvigator.com

As a visitor to a city, how do you know whether you are in city that is a place where some collaborative thinking and knowledge-sharing is visible in how the urban space looks and feels? Can a learning city strategy save your city from being just a nondescript, soulless urban agglomeration? Exploring the city on foot prior to the PASCAL Learning City conference in Suwon, a city where language does not help you to decipher your surrounding by reading (unless you can read Hangul), observation of street life can tell you a lot about a city.

Transport and urban mobility is one of the core systems in a city, and it is also one of the main areas of activities in achieving the Sustainable Development Goals. Urban transportation accounts for around 25% of total CO2 emissions in cities. At first sight, Suwon seems to be dominated by wide roads and busy car traffic; the modal share of private cars with 34% is higher than in Seoul (23%) or Tokyo (12 %) according to the 2017 Urban Mobility Study by the Centre for Liveable Cities; but the city has also embarked on a real-life-learning experiment as host of the international Ecomobility festival in 2013.

For one month, a central district with 4,300 residents in the city was closed to fossil-driven transportation, and citizen had to learn how to organise their everyday life of getting around by walking, cycling, wheeling or other means of active mobility. It was a commitment to changing mobility preferences and demonstrated the value of continuous learning and experimentation in a city space. It mobilised residents and stakeholders in a neighbourhood and across Suwon, made urban mobility a subject of public debate, and led to lifestyle changes, encouraging individuals to make smarter mobility choices.

The experiment also had an impact on urban governance, as citizens are now directly involved in the design and implementation of driven low carbon urban transport planning. Urban mobility is a good place to start with for transformative lifelong learning, as everyone moves around in his/her city. Learning about sustainable mobility also covers many aspects of lifelong learning, such as community-building, health, environment, culture. And – smart mobility resulting from collaborative learning in cities is highly visible.

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National population plan for regional Australia

28 FEB 2019

[Kim Houghton](#)

[Regional Australia Institute](#)

DESCRIPTION

Australians ‘vote with their feet’ in choosing where to live. While capital city growth has been high in recent years, between 2011 and 2016 over 650,000 capital city residents moved out, and of these over 400,000 (63%) chose to move to a regional area.

Over the past four years, Greater Sydney has shown a net regional internal migration loss, and each of those years the majority of people that left Greater Sydney moved to other parts of New South Wales (ABS 3412.0 – Migration, Australia, 2016-17).

With the desirability of a capital city lifestyle being challenged, improvements in regional city and town infrastructure that further enhance their liveability will increase the flow of people out of congested cities without the need for individual relocation incentives.

While there is a belief that growing populations can be effectively supported only through centralised populations with high population densities in major capital cities, many Australian residents are already looking to alternate opportunities offered in regional cities and towns. This shift is due, in part, to the challenges facing capital cities in keeping pace with improved infrastructure, increased services, and equitable access to housing.

Key recommendations include:

- Rebalancing of national and state infrastructure spending to enhance liveability in regional centres;
- The need for further analysis of the economic impacts of increasing urbanisation focusing on cities only;
- Targeted programs to support economic diversification and jobs in slow growing regional areas;
- Improvements in education and training to help workers living in regional areas with high workforce demands – ‘fill vacancies from within’; and
- Removing barriers to secondary migration of international migrants wanting to relocate to regional areas, and funding to support community initiatives to assist with the successful settlement of migrants.

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Proof of Handiwork



Proof of Handiwork

Following on from our September [article on nestboxes](#) made by Wodonga Mens Shed, Parklands ranger Shane Vanderwerf recently led a field visit to Baranduda for Shed members to see boxes in-situ.

Members were able to see first-hand how the boxes are installed on trees, discuss the why's and wherefore's of nestboxes as habitat support, and to learn about monitoring as Shane demonstrated the use of a pole camera to check boxes.

Proof of the value of these hand-made boxes as replacement tree hollows was shown when the group were able to catch on film an endangered Squirrel glider in one box.

Our thanks again to the "elite possum box construction team" for your carpentry skills and your interest in the results.

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Reading Recovery: a failed investment

7 FEB 2019

[Jennifer Buckingham](#)

[Centre for Independent Studies](#)

DESCRIPTION

Reading Recovery is an early intervention program for students in Year 1 who are having difficulty learning to read. It is widely used in Australia, the USA, Canada, England, Ireland, France and Denmark. It is endorsed by many leading educators and teacher professional organisations.

Yet numerous studies of *Reading Recovery* have provided no sound evidence that it has sustained positive effects on children's reading achievement in the medium or long-term, despite its widespread use and high cost. A large Australian evaluation found that it had a negative impact in the medium term.

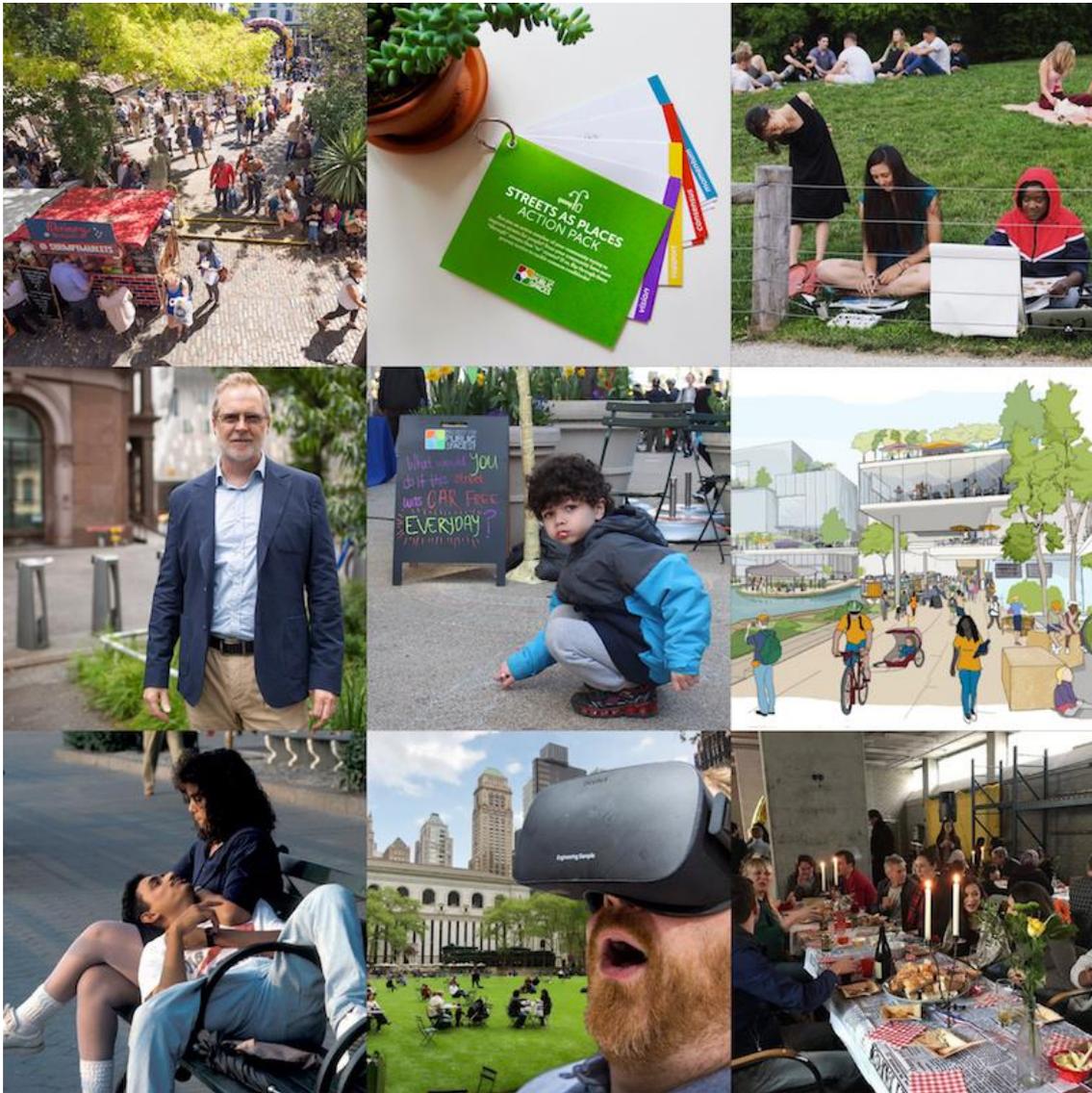
A recent study in the UK which claimed to find a large long-term advantage of participation in *Reading Recovery* has since been revealed to have been a selective and incomplete analysis of the data.

The publication of misleading data is not an esoteric academic issue. Governments and schools have spent, and continue to spend, many millions on *Reading Recovery*, bolstered by research findings that purport to show a high level of effectiveness.

More importantly, there are large opportunity costs for the children with reading difficulties who do not receive the most effective instruction, with profound impacts on their educational achievement and wellbeing.

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Top 9 Placemaking posts for 2018



Click on each image to learn more.

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Towards good active aging for all in a context of deep demographic change and dislocation

Peter Kearns

A growing number of countries are confronted by the challenge of demographic change and ageing populations. These changes are most advanced in East Asia in Japan, Republic of Korea, China and Taiwan, so that the opportunities exist for other countries to learn from these experiences and responses.

Moreover, the demographic revolution is occurring at a time when revolutionary changes in digital technologies associated with artificial intelligence, robotics, and biotechnologies are starting to impact on society so that governments are facing the perplexing question of what kind of society will emerge: machine dominated or humanistic?

These revolutionary changes give a new significance to learning in later life and pose the question for governments whether the changes should serve as a catalyst for policies for good active ageing for all in the framework of revitalising learning throughout the life-course in building a sustainable society. In this context, PASCAL and PIMA have collaborated in establishing a special interest group to address this question.

This report of the SIG adopts a societal life-course approach with learning and community relationships at the core of this report. We bring historical perspectives to the report and show how these relationships have progressed through several stages of development marked by the roles of community learning centres and later in the 20th century by the emergence of learning cities and neighbourhoods where these relationships are fostered at a city level, often then cascading down to districts and local neighbourhoods. There are signs that learning cities may be progressing to a further stage of development, and possibly community learning centres as well.

In exploring a conceptual and policy framework for learning in later life, we have gone back to the idea of active ageing developed by the World Health Organisation (WHO) in 2002 with pillars of participation, health, and security supporting this concept. In connecting learning and community in the context we discuss in this report, we have recognised the need for an ethical and moral framework that supports learning in later life while also contributing to good sustainable communities that build local and global consciousness and citizenship.

For this reason, we have added inclusion, citizenship, happiness, and employability as further pillars relevant to both individual and community objectives.

In Part II of the report we give a number of cameo examples of good practice in the three thrusts we explore. These are community learning centres with Volkshochschulen in Germany, Kominkan in Japan, Senior Active Learning Centres in Taiwan and Neighbourhood Houses in Australia; dedicated institutions for seniors with the University of the Third Age in Singapore; and learning cities with examples from Suwon (Republic of Korea) Korea and Beijing (China). We also give examples from the UK and New Zealand as countries, like Singapore, that depend on civil society initiatives such as the U3A rather than government leadership.

The important societal role of networks of community learning centres in adapting to changing conditions is summed up in the paper on Kominkan in Japan where these institutions contribute to the stability of Japanese society in a time of dramatic change and which have become “the basis of a decentralized revitalization of Japanese society”. Japan’s efforts in progressing to Society 5.0 are underpinned by the important role of the Kominkan.

In Part III we return to the context discussed in the report with ageing populations and the looming challenge of the fourth industrial revolution and provide some examples of ways of moving forward in response to these challenges. Life-course questions are addressed in the proposal for a fourfold category of stages in the adult life-course (18-25, 26-50, 51-75, 76+) which had been proposed in the Schuller and Watson report of the UK Inquiry into Lifelong Learning. The importance of integrating contributions from a range of stakeholders is a central theme with heritage learning and the role of cultural institutions given as an example of ways in which learning in later life can be enriched and deepened.

While much of the report explores learning and community relationships through several stages of development, the learning and health nexus has assumed particular importance following the 2015 WHO *World Report on Ageing and Health* which, like this SIG, also adopted a societal life-course approach with ageing viewed as “a rich new opportunity for both individuals and society”. As public health systems orientate to this societal approach, opportunities will arise for collaboration in empowering people to control their own lives, supported by communities, in adapting to changing conditions in the life-course.

Various interests identified by the WHO report are ones we share. These include the role of identity, relationships, bringing meaning and purpose to lives in the senior years, and happiness. There is much potential for collaboration in addressing such questions, such as collaboration between learning cities and healthy cities as has happened in Cork under its EcCoWell initiative with joint discussion of subjects such as mental health.

We give examples in Part III of progress in connecting learning, health, and community development such as the Cork EcCoWell initiative and the work of the Glasgow Centre for Sustainable, Healthy, Learning Cities and Neighbourhoods which has significant research funding to support collaborative research and capacity strengthening in the global south.

Overall, we have recognised the triple helix of learning, health, and community relationships as a priority in action towards good active ageing for all in a sustainable society.

The progression of learning and community relationships through several institutional stages has gone along with a broadening from local to global perspectives. As the UNESCO *Cork Call to Action for Learning Cities* reminds us, both are needed. While much has been achieved with the wave of 200 learning cities since 2015 joining the UNESCO GNLC (Global Network of Learning Cities), the situation around the world remains patchy with adult learning not seen as a priority in too many countries. The UK paper repeats the views of many in a call for “despair or hope”?

So, will the challenge of ageing populations and the looming fourth industrial revolution serve as a catalyst for a general revitalisation of learning and community building in later life, as a step towards the universal learning society envisioned by the UNESCO Faure commission in 1972? The examples, and above all the progression of ideas, given in this report auger well for a further period of creative problem solving.

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Young people in education and training 2017

17 DEC 2018

[National Centre for Vocational Education Research](#)
[National Centre for Vocational Education Research](#)

DESCRIPTION

This publication presents a summary of statistics relating to young people aged 15 to 19 years who participated in education and training with an Australian provider in 2017. It brings together data from multiple sources.

A snapshot as at August 2017 shows there were 1.5 million Australians aged 15 to 19 years, of which an estimated 82.8% participated in education and training. An estimated:

- 57.1% were at school
- 16.1% were enrolled in higher education
- 4.4% were undertaking an apprenticeship or traineeship, which was not part of a VET in Schools program
- 5.2% were enrolled in other VET programs (not a VET in Schools program or an apprenticeship or traineeship).

During the 2017 calendar year, among all students aged 15 to 19 years who participated in education and training with an Australian provider, there were an estimated:

- 847 000 school students
- 237 700 VET in Schools students
- 353 100 higher education students
- 76 500 apprentice and trainee commencements
- 705 100 VET students
- 312 000 government-funded VET students.

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