

Proudly supported by



ALCN Friday Forum in partnership with RMIT
University

22 September 2023

Lifelong Learning for Life and Work

Acknowledgement of Country

I would like to acknowledge the traditional owners on the lands from which we all come today, and where learning takes place across Australia and globally.



Proudly supported by



ALCN Friday Forum
22 September 2023

1. Advantages of extending the Learning City Approach into other areas of Local Government and beyond – George Osborne, Manager Economic Development
2. Learning and/or earning: Tensions between learning for the economic sphere (jobs) and learning for well-being/democracy - Maren Klein, Research Fellow, EU Centre of Excellence, RMIT



HUME CITY COUNCIL

Economic Development - Economic Inclusion and the Learning City Approach

HUME CITY BUSINESS AND COMMUNITY DEMOGRAPHICS

OUR CITY TODAY

Current population
248,900*

Population growth by 2041
372,600*



Residents come from
156 DIFFERENT COUNTRIES†
with **36%** of all residents **born overseas**



Residents speak over
150 LANGUAGES‡
with **45%** speaking a language
other than English at home



More than
ONE QUARTER#
(just over 1 in 4) of the population
is **aged under 18 years**



ONE IN TEN#
persons are
65 years or older

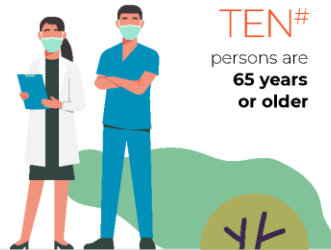


73% OF 20-24†
year olds have completed
Year 12 or equivalent



More than
4 OUT OF 5≈
people agree that it is a
good thing for a society
to be made up of people
from **different cultures**

HEALTH CARE & SOCIAL ASSISTANCE, RETAIL TRADE, TRANSPORT, POSTAL & WAREHOUSING‡
are the **top industries** for **employed** Hume residents



More than **60** primary/
secondary **schools**
across Hume teaching over
40,000 STUDENTS†



TWO OUT OF FIVE†
employed residents
work within the
municipality



20,000°
businesses in Hume
employing **124,000 people**



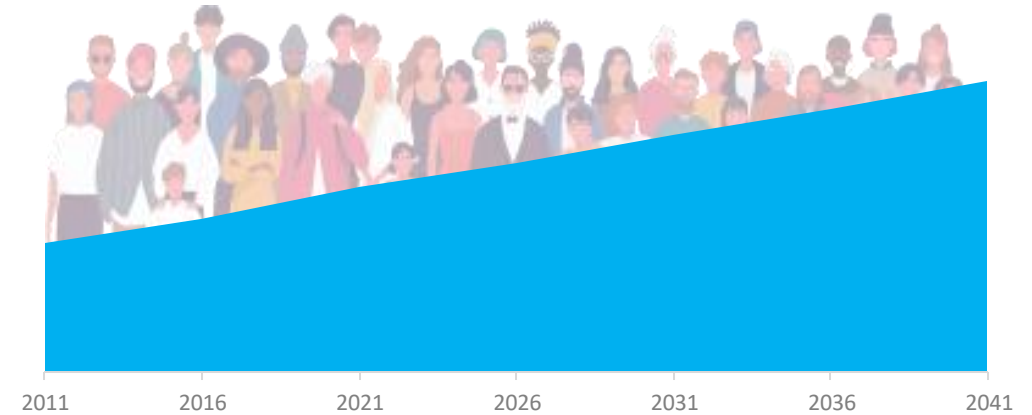
Current Hume
households
AROUND 82,000^
Forecast Hume
households in in **2041**
124,400*

* Source: Id old Population Forecasts
† Source: ABS 2016 Census
Source: Census & Id
° Source: [Economic Modelling](#)
≈ Source: 2020/21 CIS
^ Source: Rates data base, or 78,800 from Id new forecasts for 2021 or 79,700 from Id old forecasts
† Source: Dept. of Education



A UNIQUE CONTEXT

- Hume's unemployment rate reducing but is still the highest LGA in Victoria
- Stronger economic growth than Victorian average
- Home to a diverse population who speak 150 languages and bring diverse but not always recognised skills, and entrepreneurial flair
- Lower levels of tertiary qualifications
- Growing visitor economy



Key Economic Indicators Hume City Council collects key economic statistics and information to measure how the city is performing. Most data is from the end of June 2022, but it is noted if the data set contains data from different time periods. The data shows consistent growth in all key metrics and population growth positions Hume as a fast-growing region within Victoria.



\$16.70b

+8.8% ▲

Gross Regional Product (GRP)



123,342

+5.5% ▲

Local jobs



113,418

+6.6% ▲

Employed Residents



7.3%

-1.9% ▼

Unemployment (Dec 21 – Dec 22)



252,723

+2.4% ▲

Estimated Resident Population (ERP)



26,615

+25.4% ▲

Local businesses



2,246

-22.6% ▼

New dwellings



\$654.84m

-36.3% ▼

Construction Value of non-residential Building Approvals



\$987.53m

-15.2% ▼

Construction value of residential building approvals



\$104,238

-13.7% ▼

Household disposable income



\$87,721

-11.1% ▼

Household expenditure



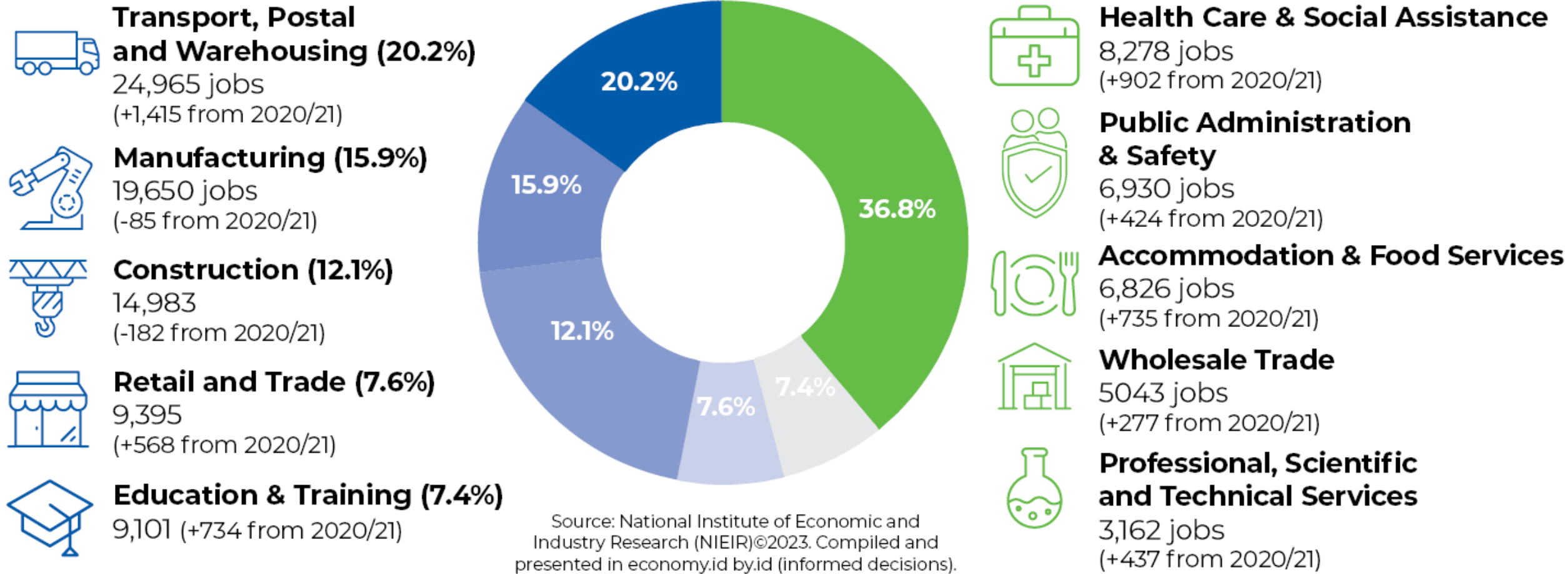
\$1.94b

+62.7% ▲

Tourism Output/Sales*

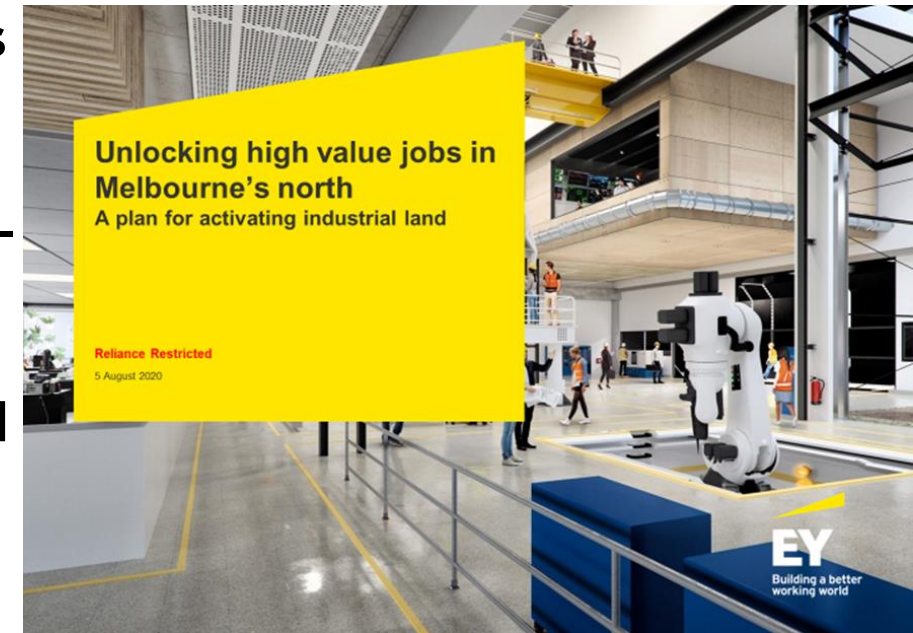
Employment By Industry (Total)

A measure of the total number of people employed in Hume City as at June 2022.



This has led to an innovative approach by economic development

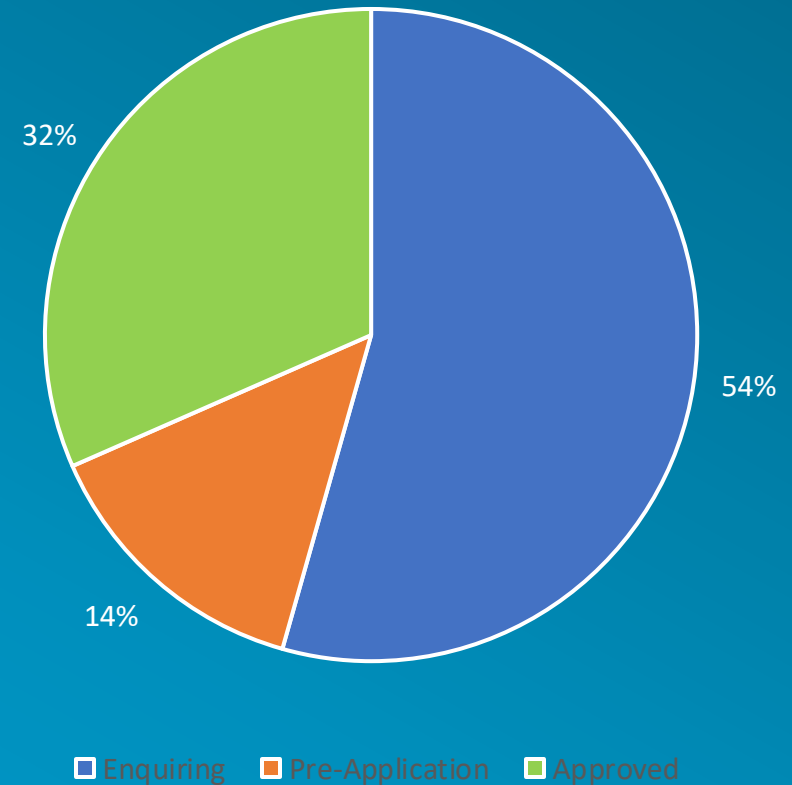
- Focus on connecting businesses and our residents looking for work
- Long term disadvantage/untapped potential has led to focus on boosting work skills/job readiness – improving economic inclusion
- A place-based approach
- Innovative- Local Jobs for Local People, Social and Economic Development Program (SEED), Hume Multiversity, Circular Economy, StartNorth
- Governance role of Hume Jobs and Skills Task Force
- Leveraging our work through partnerships achieves greater impact, attracting significant and longer-term grant funding supported by collaborative program delivery with Multiversity Partners



Pipeline Projects

- 114 Investment Projects.
- Estimated CAPEX value of over \$9.15Bn
- Estimated over 53,000 Jobs to be created.
- 54% (62 opportunities) are currently enquiring with us to locate a site or it is a development opportunity.
- 14% (16 projects) currently have located a site and their permit is being reviewed.
- 32% (36 projects) have either located a site or their permit has been approved.

Breakdown of projects



Economic Outcomes – Amazon MEL8

- First dedicated sort centre in Australia.
- Repeat investor.
- Construction \$72m and CAPEX \$65m.
- 700 construction jobs created.
- 200 ongoing jobs created. Ranging from entry level positions that will sort customer orders to specialist roles including human resources, workplace health and safety to team leader positions.
- \$112.20m in output and \$51.53m in value add.
- GRP increase estimated \$51.5m per annum.
- Rates estimate \$65,000 per annum



HUME MULTIVERSITY 2022

CONNECTING BUSINESS, EDUCATION AND COMMUNITY



MULTIVERSITY PARTNER COLLABORATIONS

MELBOURNE POLYTECHNIC/HCC

Hume Overseas Qualified Professionals program – 16 students sponsored by Hume City Council

KANGAN INSTITUTE

9 Adult Migrant English Classes at 5 Hume City Council facilities and weekly jobhelp session

GOTAFE/MELBOURNE POLYTECHNIC/KANGAN INSTITUTE/LA TROBE UNIVERSITY

Monthly employment support sessions at Craigburn Global Learning Centre

BRITE INSTITUTE

Train to Gain Cert II Individual Support – space for 15 residents

NORTHLINK/CIV

Real Jobs Right Now Caravan project to fill permanent vacancies

HOLMESGLEN/KANGAN/HCC

Integrated Practical Placement (IPP)
5 students living with a disability placed – 2 at Hume City Council, 3 at Merimbak Council

NORTHLINK

200 Student placements

93 Data Analytics Hub placements

107 Other projects

ILLUMINATE CHALLENGE

CORE CHALLENGE: SOCIAL ENTERPRISE

8 Participating schools

15 Teams

87 Students

WINNER
Hume Anglican Grammar



VU/HUME CITY COUNCIL

BACHELOR OF EARLY CHILDHOOD PATHWAYS
2 Student intakes, 62 Enrolled students (Hume staff and residents)

BANKSIA GARDENS CIRCULAR ECONOMY WORKSHOP - MAY
13 Attendees

AMEP ANALYSIS RESEARCH (JUL-NOV)
2 VU Students Engaged

TOGETHER WE GROW LEADERSHIP CAMP (APR)
6 Hume Youth Participants

YOUTH HACK 101: HOW TO WRITE A RESUME WITH NO EXPERIENCE
16 Hume Youth Participants



VU SHORT COURSES SERIES

COMMUNICATE WITH INFLUENCE - NOVEMBER
8 Participants

INTRODUCTION TO EMOTIONAL INTELLIGENCE - NOVEMBER
9 Participants

EFFECTIVE TIME MANAGEMENT - NOVEMBER
16 Participants

Mitchell Institute Pathways in Place - Mapping of Hume Jobs and Skills Ecosystem
<https://www.hume.vic.gov.au/files/sharedassets/pubs/humecsd-roadmap-final.pdf>

Skills and Job Centre Sunbury CLC - Once a month drop-in sessions for the community to seek assistance regarding career and study pathways, job seeking skills, and local employment opportunities

Collaborate to Thrive Community Engagemint - Sunbury Repair Cafe, June

HUME MULTIVERSITY TERTIARY EDUCATION SCHOLARSHIPS \$147,500



"Your generosity has had a meaningful impact on the life of a struggling student who has had to overcome significant obstacles to get to this position. I'm incredibly grateful that I was the recipient of your grant."

La Trobe University Scholarship Recipient

16 Victoria University Hume student recipients

8 Deakin University Hume student recipients

8 La Trobe University Hume student recipients

7 Kangan Institute Hume student recipients

4 Melbourne Polytechnic Hume student recipients

"Receiving my scholarship given to me through Hume made me feel overjoyed as being a university student in a pandemic is a stressful financial difficulty and knowing the Hume City Council supports its residents helps alleviate hardships in these uncertain times."

Victoria University Scholarship Recipient



Delivery Outcomes

Local Employment Partnerships

1. **Local Jobs for Local People – Annually, 100+ residents directly supported into jobs, + approx 350 indirectly through jobs expos (30% of total change!)**
2. **Hume Multiversity - i.e. 99 local tertiary scholarships at Diploma and Undergrad levels**
3. **Social and Economic Development Program (SEED) – economic inclusion model**
4. **Support to Council Jobs – i.e. 6 residents recruited for the Venues Team, 3 to Waste Team**
5. **Overseas Qualification Recognition - OQP (Melb. Polytechnic), PREP (LaTrobe Uni)**

Period: Quarter	Unemployment Rate %					Change in % points
	Dec 21	Mar 22	Jun 22	Sep 22	Dec 22	Dec 21 to Dec 22
Hume City	9.2	8.4	8.7	8.0	7.3	-1.9
Melbourne - North West	7.2	6.5	6.7	6.1	5.5	-1.7
Greater Melbourne	5.4	4.9	4.6	4.3	3.9	-1.5
Victoria	5.0	4.5	4.3	4.0	3.7	-1.3
Australia	5.1	4.6	4.3	4.0	3.7	-1.4

Thank you for your time.

Questions?

Reflections and Q&A



EU Centre of Excellence RMIT

Learning and/or earning: Tensions between learning for the economic sphere (jobs) and learning for well-being/democracy

Maren Klein, Research Fellow, EU Centre of Excellence, RMIT



Acknowledgement of Country

RMIT University acknowledges the people of the Woi wurrung and Boon wurrung language groups of the eastern Kulin Nation on whose unceded lands we conduct the business of the University.

RMIT University respectfully acknowledges their Ancestors and Elders, past and present.

RMIT also acknowledges the Traditional Custodians and their Ancestors of the lands and waters across Australia where we conduct our business.

The purpose of education and learning: two conceptual points of view

OECD

- (a) to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while maintaining financial stability, and thus to contribute to the development of the world economy ... (1960)
- Governments need a clear picture not only of how markets and economies are changing, but of the extent to which their citizens are equipping themselves with the skills demanded in the 21st century” (2013)
- Need for solutions in a rapidly changing world ... education can make the difference as to whether people embrace the challenges they are confronted with or whether they are defeated by them.
- For at least a decade, lifelong learning has been considered essential for individuals and societies to navigate a rapidly changing world of work shaken by globalisation, technological and environmental changes as well as demographic changes. In the aftermath of the Covid-19 pandemic, it is essential that lifelong learning becomes a reality to all individuals since the crisis has further accelerated the transformation in our economy and skills needs. (2018)

UNESCO

- ... adult education must be conceived as much more than the parcelling out of ready-made knowledge; ... adult education has the task of satisfying the needs and aspirations of adults in all their diversity ... One does not start from a pre-fabricated programme or a division of knowledge into the separate subjects set up by traditional schooling; one starts from concrete situations, from real problems which the people concerned have somehow to solve. Adult education is functional also because it is basically free. Nothing can oblige an adult to follow an evening course if he is not drawn to it by a powerful impulse — intellectual, social or artistic. (1949)
- ... the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development ... (1976)
- ... we also see an increase in cultural and religious intolerance, identity-based political mobilization and conflict. ... Education must find ways of responding to such challenges, taking into account multiple worldviews and alternative knowledge systems, as well as new frontiers in science and technology such as the advances in neurosciences and the developments in digital technology. Rethinking the purpose of education and the organization of learning has never been more urgent. (2015)





The value of education... in times of change

The linear education-to-work transition that was the dominant pattern for decades is becoming less relevant as, increasingly, adults follow complex trajectories over their working life (MFA 2022)

... the challenges humanity faces, those resulting from the climate crisis and from technological and demographic change, not to mention those posed by the COVID-19 pandemic and the inequalities it has exacerbated, call for societies that understand themselves as learning societies and people who identify themselves as learners throughout their lives. This implies seeing education as more than an economic transaction and acknowledging its public and private value (UIL, 2020)





Everyday tensions/barriers adult learners (might) face

- Cost of education
- Time pressures
- Family commitments
- Access – distance
- Access – prior education
- Access – gaining credit for formal, informal and non-formal learning
- Availability of programs, advice, part-time, flexible options
- Prior experiences



A selection of tools to address tensions

- Credit and recognition of prior learning
- Micro-credentials
- Programs that combine acquisition of practical skills and advanced theoretical knowledge



Credit and recognition of prior learning

- Credit is a recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications.
 - may be granted through credit transfer, articulation, RPL or advanced standing (TEQSA, 2023)
- Recognition of Prior Learning (RPL) is an assessment of an individual's prior learning to determine whether credit will be granted. RPL includes formal, informal, and non-formal learning. (TEQSA, 2023)
- Pros:
 - Credit can reduce the amount of learning required to achieve a qualification, thus addressing time and financial constraints
- Cons:
 - Time consuming; can be difficult to achieve, especially in case of RPL; requires careful consideration and good academic judgement so as to not impede student progress






Micro-credentials

The education landscape is changing with growing demand for shorter-form courses that enable workers to rapidly upskill and encourage lifelong learning.

- The framework defines microcredentials as a certification of assessed learning or competency, with a minimum volume of learning of one hour and less than an AQF award qualification, that is additional, alternate, complementary to or a component part of an AQF award qualification. (Australian Government, Department of Education, 2021)
- A micro-credential is a certified small volume of learning. (Common definition, Common Framework for Micro-credentials in the EHEA, 2022)
- A micro-credential is the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards. Courses leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity. (European Commission, 2012)
- <https://www.microcredseeker.edu.au/>





Programs that combine acquisition of practical skills and advanced theoretical knowledge

Example: German dual study programs

a study program combining academic/theoretical content with vocational training (employment)/extended periods of work experience with an employer; vocational/employment component is an integral and extensive part of the overall degree program.

Two forms at the undergraduate level:

- HE program plus formal vocational/professional training component undertaken at the employer's site(s); combines provision of overarching theoretical knowledge with practical training in a federally recognised occupation leading to two qualifications: a bachelor degree and a vocational/professional qualification. Entry requirements generally include an employment contract and a university/university of applied science entry certification.
- HE program with extensive work experience phases with an employer; combines provision of overarching theoretical knowledge with extended training phases in a recognised occupation in a workplace. Only one qualification, a bachelor degree.
- Pros:
 - Possibly 2 qualifications, salary/wages component, socialisation into world of work, network, often leads to employment
- Cons:
 - Very labour intensive; may lead to employers' having an outsize influence on program development/determination



**Thank you for your time
Do you have any
questions?**



*ALCN Friday Forum
22 September 2023*

Reflections and Q&A

Proudly supported by



ALCN Friday Forum
22 September 2023

Thank You

For more information about The Australian Learning Communities Network go to <https://alcn.com.au/>
or email alcn@bigpond.com
FB: <https://www.facebook.com/aus.alcn>