Welcome to the Winter Edition

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

We thank those who made contributions

The Smith Family's Report on 'Attendance lifts achievement:

This report is the first Australian study to demonstrate the predictive relationships between a set of educational outcomes as young people move through school. These outcomes are students' school attendance, achievement in English or Maths, school completion and involvement post-school in work or study.

Read more

Building entrepreneurship in sustainable learning cities

Entrepreneurship is now recognised as an important part of learning city development. The concept is incorporated in the recent UNESCO Cork Call to Action on Learning Cities and in PASCAL EcCoWell 2. There are good reasons for this given current labour market trends in a world of rapid technology development.

Read more

Child Safety Toolkit

The Child Safety Toolkit has been created to promote child safety, preventing child abuse and helping organisations comply with the complex web of legislation in this area. The toolkit is designed to be read by school council members, principals and senior teachers, as well as board/committee members and senior managers of any not-for-profit organisation that works with children, though anyone can and should take it upon themselves to ensure every organisation is acting in the best interest of children in our community.

Read more

From around the Network

Items from members of the Australian Learning Communities Network

Read more

Perceptions of Homelessness

The 2016 Census figures released by the Australian Bureau of Statistics (ABS), which showed a marked increase in the number of people experiencing homelessness, contains a sobering and timely message for our nation. For some people the increase came as a shock, but for those of us who work alongside disadvantaged people it came as no surprise.

Read more

Report by Select Committee on Regional Development

The aim of the inquiry was to examine ways to build the capacity of rural and regional Australia, and to unlock its latent potential. 21st century Australia Regional Australia, like the rest of the nation, exists within a world of increasing complexity, uncertainly and change.
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Some Funding Possibilities

A few ideas for possible federal funding
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The Coming Revolution in Public Services

 A brief Executive summary of the future possibilities
Read more

The Economic Impact of Regional Universities

The Regional Universities Network (RUN) engaged Nous and the Centre of Policy Studies (CoPS) to undertake an economic impact study to quantify the impact of RUN member universities on their regional economies
Read more

The New Work Reality

For at least the past century, Australia's promise to our young people has been that education is their 'golden ticket' to a full-time job. That promise is now at risk. Since being launched in 2015, the Foundation for Young Australians' (FYA) *New Work Order* report series has provided insights into the evolving world of work and the skills young people need to develop in order to navigate these changes.
Read more

Understanding the Digital Behaviour of older Australians

This report details findings of a combined quantitative and qualitative study which aimed to understand the current behaviour and perceptions towards digital devices and internet amongst people aged 50 years and over.
Read more

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This report is the first Australian study to demonstrate the predictive relationships between a set of educational outcomes as young people move through school. These outcomes are students' school attendance, achievement in English or Maths, school completion and involvement post-school in work or study.

[Click here to view report.](#)

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Building entrepreneurship in sustainable learning cities

Building entrepreneurship in sustainable learning cities, written by PASCAL Board Member, Peter Kearns.

Executive Summary

Entrepreneurship is now recognised as an important part of learning city development. The concept is incorporated in the recent UNESCO Cork Call to Action on Learning Cities and in PASCAL EcCoWell 2. There are good reasons for this given current labour market trends in a world of rapid technology development.

While entrepreneurship has traditionally been thought of in the context of business development, the European Commission is clear that it no longer refers only to business –oriented activities 'but also to an individual's ability to actualize his or her own ideas through a combination of creativity, innovation, risk-taking, management, opportunity seeking and striving for sustainable development in different aspects of life' (Yu & Lee 2017). This broadened concept poses a challenge for learning cities in developing policies and actions to harness entrepreneurship in local, personal, global, and business development. This Policy Briefing is focussed on conceptual, skill, and cultural aspects of building the foundations of entrepreneurship in learning cities.

Entrepreneurship is developed through a combination of skills, behaviours, and attributes. Developing these qualities in a community requires strategic perspectives and partnership that provides for continuity and progression in development. Good learning cities provide ideal frameworks for such partnership with each of the sectors of education contributing, along with a range of partners. Schools lay the foundations for entrepreneurship with basic and generic skills such as problem solving important Social enterprises for young people have a value in developing entrepreneurial skills and attributes in an era of high youth unemployment.

The broadened concept of entrepreneurship set out in this paper has much in common with the OECD Learning Framework 2030 which advocates a similar broad approach across knowledge, skills, attitudes, and values. The OECD Framework includes transformative competencies required in a rapidly changing world to transform our society and shape our futures (OECD 2018b).

The sustainable learning city of the future will be an entrepreneurial society in which innovation and entrepreneurship are normal and continuous. Learning cities should plan carefully to build such a society.

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Child safety toolkit 2018

How to create a child safe organisation

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Moores
Our Community

The Child Safety Toolkit has been created to promote child safety, preventing child abuse and helping organisations comply with the complex web of legislation in this area.

The toolkit is designed to be read by school council members, principals and senior teachers, as well as board/committee members and senior managers of any not-for-profit organisation that works with children, though anyone can and should take it upon themselves to ensure every organisation is acting in the best interest of children in our community.

There's so much at stake when organisations get it wrong. Conversely, those that face the issue head on with tenacity, courage and wisdom have an invaluable opportunity to prevent abuse and contribute to the healing of those who have suffered.

We call on you to read the Child Safety Toolkit, to distribute it widely, to act on its advice. Together we can ensure the provision of safe spaces for children and stamp out child abuse in Australia.

PUBLICATION DETAILS

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From Around the Network

Work mentoring program in Brimbank

Young people interested in a possible barber career are taking up an opportunity to be mentored by professional local barbers through Brimbank Council's pilot **Just Kutz program.**

Up to eight young people will be paired with participating barbershops at Axe Barbers in Sunshine or Grindstone Barbers at Watergardens Town Centre.

Just Kutz was developed in response to a need expressed by young people in Brimbank, who were not interested in school and other education pathways, but were interested in barbering.

The program was created for young people aged 16 to 25 who live, work, study or socialise in Brimbank and recognises the current lack of formal education available in barbering in VCAL and VET.

The program will run through May. For more information, contact Brimbank Youth Services on 9249 4000.

Forensic Dentistry

Start: Tuesday, 3 Jul 2018 at 6:30PM
Finish: Tuesday, 3 Jul 2018 at 7:30PM

Cost: Free. Booking Required

Where: Sutherland Library
30-36 Belmont Street, Sutherland Show Map

An event to set your teeth to chattering.

Forensic odontologist at the Department of Forensic Medicine, Dr. Pamela Gower, speaks on the scope of modern forensic dentistry, and shares her own experiences working in the field of disaster victim identification.

Note: this talk contains content not suitable for children.

Sutherland Library Film Group

When: The 2nd Friday of each month at 9.30am

Cost :Free. Booking Required

Where: Sutherland Library
30-36 Belmont Street, Sutherland Show Map

Join other movie enthusiasts to view and then discuss a movie on the 2nd Friday of every month. To add to the sense of anticipation, the title is not revealed until the day.

A variety of movie genres are covered - contemporary, foreign language, black and white vintage classics and so on. Because of the range of films shown participants must be adults 18 years and over.

Language Café

Come and practise your English language conversation skills in a friendly environment at our **Language Café**. Light refreshments are provided.

Where: Wagga Wagga City Library - Community Learning Space

Term 2 sessions (from 30 April to 7 July)

Cost: FREE

Come to one session, or as many as you like. Please note: ***no bookings required***

For any enquiries, phone 6926 9700 or email wcl@wagga.nsw.gov.au

The Language Café is supported by the Friends of the Wagga Wagga City Library

Drama Queens (5 to 11 years)

Epping Library - Learn how puppets move, breathe and what activities they love to do during the day ! Everyone will have a chance to create their very own perfect puppet and then bring it to life.

Presented by Bamboo Theatre - the fabulous puppeteer who brought us Finding Frank.

Walkabout Reptile Show (5 to 15 years)

Constitution Hill Library - Come and meet the reptiles - crocodiles, snakes, lizards, turtles and frogs. See and touch the animals and talk to the Walkabout Reptiles team about these amazing animals, their environment and the importance of conservation.

Tuesday 10 Jul FREE

Tropical Energy Saver Toolkit

Electricity prices have gone up over the past few years and the best way of shielding yourself from these price increases is to use electricity more efficiently. Borrow a Tropical Energy Saver Toolkit from CityLibraries Townsville to test your home, business or school and learn how to save energy. This project is proudly supported by the Ergon Energy Community Fund.

[Visit the Tropical Energy Saver Toolkit (TEST) page for more details](#).

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.

- [Download our Learning Links factsheet](#) (PDF)

To register as a Learning Links volunteer tutor applications are available at all library branches. Please return the registration form to [Community Information Centre](#) or by email to cic@townsville.qld.gov.au

Perhaps you would like to try crochet or learn to play the guitar or maybe you want to bush up on your writing skills. Let us know what you would like to learn and we'll endeavor to link you with a volunteer tutor.

For further information on Learning Links or to register contact the Learning Links Officer, [Community Information Centre](#) (07) 4771 4230 or email [LearningLinks@townsville.qld.gov.au](#).

Behind The Lines: In Conversation

When: 5:15pm - 8pm Thursday 2 August 2018

Where: LibraryMuseum, Corner of Kiewa and Swift Streets, Albury

Price: FREE **Bookings:** 02 6023 8349 or learningoutreach@alburycity.nsw.gov.au

Meet John Shakespeare, a Walkley Award-winning cartoonist featured in the Behind The Lines 2017 exhibition. John will discuss the tumultuous events chronicled in the cartoons and describe a day in the life of a political cartoonist. Where does he find inspiration? Are there any subjects that are off limits in political cartooning?

Part of [Behind The Lines](#) Exhibition Saturday 23 June - Tuesday 14 August 2018

Lavington Voices: Tales told by Lavington Locals

When: Saturday 9 June - Saturday 11 August 2018

Where: Lavington Library, Northpoint Tower, Griffith Road, Lavington **Price:** FREE

What happened to all the fruit orchards that used to be in Lavington? How did Cheyenne Drive get its name? Lavington is full of unusual and rarely heard tales about its shift from orchards to suburbs. Hear stories and listen to recollections from the people who made Lavington what it is today and see why it's so important to record memories from individuals.

Exhibition Program
Workshop: Capturing Your Family's Story

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Perceptions of homelessness in Australia: How to make our compassion count

19 MAY 2018

Wesley Mission
Wesley Mission

The 2016 Census figures released by the Australian Bureau of Statistics (ABS), which showed a marked increase in the number of people experiencing homelessness, contains a sobering and timely message for our nation. For some people the increase came as a shock, but for those of us who work alongside disadvantaged people it came as no surprise.

A common but inaccurate perception of homelessness is that of people sleeping on the streets. Homelessness is a complex issue and can be the result of a number of social, economic and personal factors. At Wesley Mission, we believe that homelessness can only be truly addressed when perceptions change.

This important report contains the findings from an omnibus study conducted on behalf of Wesley Mission of what Australians' perception is of homelessness, its causes and the solutions to end homelessness, and our recommendations.

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The Select Committee on Regional Development and Decentralisation's Inquiry.

Executive Summary

Nearly 9 million people live in rural and regional Australia. Employing around one third of Australia's workforce, Australia's regions produce approximately 40 per cent of the national economic output. Undoubtedly, the economic success of Australia relies on the economic success of Australia's regional areas. Australia's national economic prosperity is underwritten by investment in rural and regional economies. This government investment must be informed by well-coordinated national and regional development strategies. With increasing pressures on Australia's capital cities, investment in rural and regional economies may also help to address many of the problems experienced in metropolitan areas. This includes population growth, congestion, and high cost-of living expenses. On 1 June 2017, the House of Representatives established the Select Committee on Regional Development and Decentralisation to inquire into and report on best practice approaches to regional development, the decentralisation of Commonwealth entities and supporting corporate decentralisation. The aim of the inquiry was to examine ways to build the capacity of rural and regional Australia, and to unlock its latent potential. 21st century Australia Regional Australia, like the rest of the nation, exists within a world of increasing complexity, uncertainly and change. Much of which is the result of globalisation. The impact of globalisation is a number of so-called 'megatrends'. These 'megatrends' include increasing urbanisation, the ageing of populations, increasing connectivity between and among countries and regions, and rapid technological change. xxvi This changing modern world has ramifications for the way regional development policy is conceptualised, formulated, and implemented.

Challenges

The Committee found that rural and regional Australia is currently challenged by two key issues: the perception of regions as 'second rate,' and the ongoing trend of people moving to the state capitals. The Committee strongly rejects the perception of Australia's rural and regional communities as inferior to capital cities. Rather, the Committee promotes the value, and advantages of living and working in regional Australia. Far from being a deficit to the nation, Australia's regions may well hold the answers to many of Australia's social, economic and environmental challenges. To this end, rural and regional communities must be supported as sustainable, vibrant and enjoyable places to live and work. Opportunity There are clear opportunities presented by our regions. These are broadly encapsulated in the following: people and human capital; capacity and desire to contribute to and share in the nation's output and growth; natural assets including resources such as land and water; environment and amenity; strong sense of community and identity; uniqueness and diversity.

Regional investment Collaborative investment – by the three tiers of government, private sector and community groups – and improving the amenity of rural and regional towns is needed to attract and retain people in regional areas. Investment in rural and regional communities is four-fold. The first is investment that maintains the infrastructure of towns and cities and provides a basic level of universal services. For example, investment in roads, education and training, information technology, and recreation facilities. This is investment that maintains the status quo of an area.

The second is catalytic investment. This type of investment drives development and growth and leads to further investment. For example, the presence of an airport, hospital, university or government department. These investments can set off a chain of related outcomes including population growth, education and employment opportunities, improved social and cultural capital,

and related infrastructure investment. All of which can markedly influence and transform the economic and social prosperity of regional towns. xxvii

The third is investment in capacity building of our rural communities particularly education and training and leadership development.

The fourth is investment in human capital; the employment of people to design and deliver services in rural communities. This investment provides the greatest opportunity for government decentralisation policy. Governments have a responsibility to provide and facilitate all types of investment. They have a responsibility to provide adequate services and opportunities for all its citizens regardless of where they live. They also have a responsibility to facilitate catalytic investment, by providing such investment or by creating the conditions for it to occur.

Decentralisation

It is the Committee's view that decentralisation – corporate and Commonwealth – must be part of a broader regional development strategy. The Committee found that decentralisation of public and private entities has many advantages, including alleviating congestion and pressure on capital cities. Commonwealth decentralisation must work to attract further investment and 'clustering' opportunities within towns and communities. For example, the presence of a government agency or function should work to attract relevant industry and businesses, the establishment or expansion of services, and education and training opportunities. To this end, decentralisation should act as a catalyst for social and economic change.

The Committee recognises that decentralisation may be met with initial resistance by those having to relocate from a capital city to a regional area. It also acknowledges however, that in the long run, decentralisation can result in positive outcomes for government, rural and regional locations, and employees. The Committee has set out the basis of a solid Commonwealth decentralisation policy. It insists that any decentralisation of Commonwealth entities must balance the benefits of decentralisation with the requirement for efficient government. In other words, it must not take away from an agency's ability to perform its functions.

It also advocates for decentralised Commonwealth agencies or functions to be a 'good fit' for the new location. Elements that give rise to a 'good fit' include those that give a location a natural advantage for a particular agency. For example, the physical environment, the presence of existing industry or businesses, or the availability of a skilled workforce make a rural or regional town a sensible choice for a Commonwealth entity

For the private sector, the Committee asserts that the best way for governments to support corporate decentralisation is to create the policy conditions and framework for private entities to invest in rural and regional areas. Collaboration, the identification of regional development priorities, and investment in rural and regional amenity are ways to do this.

Regional development principles

The Committee presents 12 principles for building and sustaining regional Australia. These principles challenge traditional thinking about regional development, and set a new foundation for developing the regions, particularly in a modern, globalised and mobile era. The 12 principles emphasize the importance of:

- ♣ long term, flexible, and committed policy making;

- ♣ decentralised government and corporate entities;

- ♣ identified national regional development priorities;

- ♣ local education and training to build human capital;

♣ collaboration between all levels of government, the private sector and community; and

♣ universal access to reasonable services.

It is the Committee's view that all regional development policy should be based on these principles. The strategy Australia as a nation will do best when its regional economy is strong. Strong national growth is dependent on strong regional growth. The Committee sets out a strategy for developing and sustaining regional Australia. The strategy, underpinned by the regional development principles, consists of six elements:

1 build the enabling infrastructure for regional development;

2 identify national regional development priorities;

3 establish a Regional City Deals program;

4 strengthen the Regional Development Australia network;

5 establish a public sector decentralisation policy; and

6 strengthen the role of regional universities.

The Committee also calls for:

- the preparation of a consolidated government policy on regional Australia;
- a Regional White Paper,
- and the establishment of a Joint Standing Committee on Regional Development and Decentralisation.

The Committee's call to establish a Joint Standing Committee on Regional Development and Decentralisation recognises the need for an ongoing committee dedicated to examining and progressing the broad issues affecting rural and regional Australia. The Committee should also have responsibility for overseeing the Commonwealth's decentralisation program.

The Committee is proud of Australia's rural and regional communities. In particular, it is proud of the people living and working in these areas, and their attitude and determination to build sustainable regional futures. The Committee shares some of these stories in case studies throughout the report.

The full report can be downloaded from the following link

https://www.aph.gov.au/Parliamentary_Business/Committees/House/Regional_Development_and_Decentralisation/RDD/Final_Report

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Some Federal Funding Possibilities

Local councils will see another $206.5 million for the Building Better Regions Fund, plus $25.9 million for community-based projects, and $83 million to improve local community sport facilities.

A $550m Stronger Rural Health Strategy will deliver around 3,000 additional doctors, more than 3,000 additional nurses in rural general practice, and hundreds of additional allied health professionals over the next 10 years.

An additional 500 Commonwealth supported bachelor places for medical students studying in regional areas.

For families with school leavers, there is $53.9m to enable more regional students to qualify for Youth Allowance, and 685 additional Commonwealth-supported places to commence study at a regional institution or study hub.

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The coming revolution in Public Services: What it means for Cities and Universities-Josef Konvitz

Executive Summary

The preconditions for a major revolution in public services are in place.

The global financial and economic crisis will lead to major changes in social welfare and the world of work in developed and developing countries alike, in cities both old and new, in places which are still growing and in those which are shrinking. Cities will need new solutions.

Universities have a critical role to play to help promote research and innovation for effective and efficient solutions, to train people to make best use of them, and to keep societies open to better ways of living and working.

Lifelong learning will be at the core of their role.

Cities and universities need to collaborate if effective solutions are to be put in place.

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The economic impact of the Regional Universities Network

DESCRIPTION

The Regional Universities Network (RUN) engaged Nous and the Centre of Policy Studies (CoPS) to undertake an economic impact study to quantify the impact of RUN member universities on their regional economies. Results have been produced using CoPS' multiregional Computable General Equilibrium model of the Australian economy. This is an internationally recognised model, used by Australian federal and state government departments, private firms and universities globally. This method was selected for its ability to take into account the realistic dynamics of regional economies. This report presents a summary of the findings of this study.

This study found that the RUN universities deliver an additional $1.7b in their regional economies. This contribution is driven through three effects:

1. Jobs and productivity contribute to the supply of labour and growth for their regions – and regional Australia in general. Around 7 out of 10 RUN graduates will go on to work in a regional area.

2. Student and university spending drives significant demand for goods and services in the regional areas of RUN university campuses. RUN students spend approximately $480m in their campus regions and RUN universities spend $1.59b.

3. RUN university research drives innovation and productivity in aligned industries across Australia. RUN universities have had sustained growth in higher degree research income and research publications and RUN research and academic time has a direct value of $179m.

There are further social and economic contributions made by the presence RUN universities in their regional areas that are difficult to quantify and have not been included in this model, such as improved social mobility and cohesion in the regions.

The base year for this study is 2015, determined by data availability, economic contribution in the current year would be higher.

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The new work reality

1 4 J U N 2 0 1 8

Foundation for Young Australians, AlphaBeta
Foundation for Young Australians

For at least the past century, Australia's promise to our young people has been that education is their 'golden ticket' to a full-time job. That promise is now at risk. Since being launched in 2015, the Foundation for Young Australians' (FYA) *New Work Order* report series has provided insights into the evolving world of work and the skills young people need to develop in order to navigate these changes.

The reports highlight the transformational changes affecting the way we work and live. Technological advancement and global trends are changing the nature of work, the structure of economies, and the types of skills needed by labour forces across the world. The reports revealed that the average transition time from education to work is 4.7 years compared to 1 year in 1986. We wanted to look more deeply into this period and what young people could do during this time to accelerate their transition to full-time work.

Following the journeys of 14,000 young people over ten years, from ages 15 to 25, our sixth instalment in this series, The New Work Reality, reveals that young Australians face a number of significant barriers when seeking full-time work. When we removed common activities that young people do, such as gap years and returning for further education to look more deeply at the period we found it took on average 2.6 years to transition from leaving education to full-time work.

The reality is while nearly 60% of young Australians aged 25 hold a post-school qualification, 50% of them are unable to secure more than 35 hours of work per week.

The report highlights that young Australians, whose voices are often absent from debates about education, training and employment, lack confidence about their working futures. Among 18 to 24 year-olds looking for work, 28% reported anxiety in the previous year and more than 40% said they were affected by stress.

Through comparing the journeys of young people who have secured full-time work compared to those who haven't, the report identifies four factors that can accelerate the transition from full-time education to full-time work.

The report offers unique insights into how young people are feeling about work, putting their perspectives at the centre. While the new reality of work presents risks, there are also significant opportunities for young Australians. To take advantage of these opportunities we need to ensure every young person is equipped for a lifetime of learning, diverse ways of working, and the hearts and minds to help build the future.

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Understanding the digital behaviours of older Australians

1 JUN 2018

Ipsos
Office of the eSafety Commissioner (Australia)

DESCRIPTION

This report details findings of a combined quantitative and qualitative study which aimed to understand the current behaviour and perceptions towards digital devices and internet amongst people aged 50 years and over.

The quantitative component involved 3,602 nationwide telephone surveys using a Random Digit Dialling (RDD) approach. The sample achieved delivers a statistically representative sample that provides insight into people aged 50 years and over in terms of their behaviour and attitudes towards digital devices, e.g. smartphone, desktop computers etc., and the internet. Fieldwork was conducted from 25 May 2017 to 26 June 2017 with the results obtained reflecting a baseline measurement of people's attitudes and behaviour.

As part of the analysis process, a classification of digital literacy levels was undertaken according to survey responses:

Digitally Disengaged: non-internet users who never perform online activities

Low: internet users who perform online activities no more than once a month

Moderate: internet users who perform online transactions less frequent than once a week

High: internet users who perform online transactions at least once a week or more often

Qualitative research was conducted as a follow-up to the quantitative component. The target for this stage were participants from the survey who were segmented into 'digitally disengaged' and 'low literacy' internet usage groups. Two face-to-face focus groups (of 6 participants) and 20 telephone in-depth interviews were conducted across these segments. These sessions were undertaken from between 9 to 29 August 2017.

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