

Lifelong learning in Australia:

Putting practice into policy and policy into practice



LIFELONG LEARNING WORKSHOP REPORT



It was my pleasure to open the Lifelong Learning in Australia Workshop held in Melton in November 2017. I was proud to welcome experts and practitioners to the Western BACE to celebrate and embrace lifelong learning in our communities.

We live in a fast-changing world, where social, economic and political norms are constantly being redefined. Studies have shown that lifelong learners, citizens who acquire new knowledge, skills and attitudes in a wide range of contexts are better equipped to adapt to changes in their environments.

Lifelong learning, and the idea of the learning city, has a vital role to play in transition to sustainable societies and, in our case, a sustainable Melton.

Melton City Council has a long history of recognising the importance of lifelong learning and has received international recognition of its success as a Learning City. One of the key factors in our ongoing success is the fact that Council is invested in the importance of lifelong learning in building a strong, cohesive community.

Council and the Community Learning Board accept lifelong learning as a key mechanism through which personal, social, cultural, economic and environmental growth occurs. We are committed to fostering a community culture that encourages the continuity of learning at all age levels and supports the provision of high quality learning opportunities for all residents of the municipality.

Our key strategic outcome is to build a best practice learning ecosystem that features comprehensive engagement, innovation, effectiveness, inclusion and skilled partnerships that all come together to enable a thriving community.

We are building a learning ecosystem that fosters a locally grounded movement that holds the importance of place based learning at the heart of active citizenship, civic purpose, individual development and community growth. Melton realises that if we are to succeed in building a culture of lifelong and life-deep learning in our community that is genuinely 'cradle to grave', then we have to partner with all learning sectors and local, regional and national organisations to achieve outcomes and establish a sustainable learning city.

It was with this goal in mind that the City of Melton and partners organised the workshop, to bring together experts and practitioners from all sectors of learning to enjoy the discussion on the importance of embedding lifelong and lifewide learning in policy, strategy and practice in all learning communities.

It is hoped that the knowledge gathered and shared at the event will provide all of the participants with new ideas for projects and initiatives to help their communities engage in lifelong learning practices, now and well into the future.



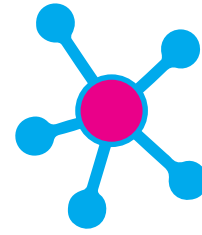
Cr. Sophie Ramsey
Chair – Community Learning Board 2017



SETTING THE SCENE



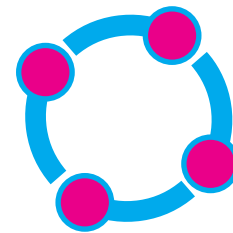
Unlocking the potential of lifelong and lifewide learning demands a mobilisation of local movements and national networks, not just a top down government policy. Australia faces new challenges which demand a bold response and positive action if we are going to thrive.



There is a growing network of organisations that are looking for innovative, inclusive, collaborative and place-based learning solutions to achieve targeted outcomes, rather than rely on current ineffective policies as a solution.



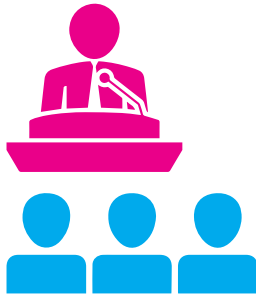
For too long the focus of learning by policy makers and spending has been fixated on the years of formal schooling and attainment of work skills, while ignoring the holistic needs of individuals and where the majority of life learning occurs.



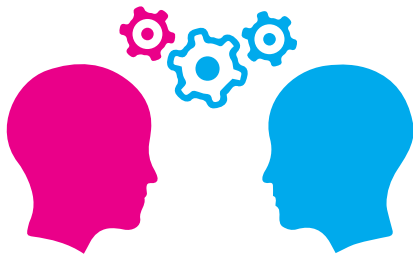
Learning must continue to prepare people for employment and career transitions, but it must also enable people to strive and thrive in all aspects of life, social, family and civic.

Lifelong learning has been gaining momentum for many decades, but it suffers from an identity crisis. The term lifelong learning means different things to different people depending on the lens they are looking through and more importantly, the term means nothing to many in our communities.





The decision to bring together practitioners in the learning and education sectors in a workshop was one way to encourage more discussion and engagement in this space. The agenda provided participants with an opportunity to listen to experts from overseas and Australia and enjoy the discourse on embedding lifelong and lifewide learning in policy, strategy and practice across Victorian communities.



Examples of local best practice case studies and interactive sessions where participants were asked to actively contribute to the discussion and share ideas and experiences complete the full agenda.



This workshop was proudly presented by Melton City Council, in partnership with Adult Learning Australia, EU Centre at RMIT University and the Australian Learning Communities Network.

LIFELONG LEARNING

There is no end to education. The whole of life, from moment you are born to the moment you die, is a process of learning.

LIFELONG LEARNING PORTFOLIO
Responsible for the implementation of Council's Community Learning strategies

Learning for all aspects of life, during every stage of life

Formal, Informal, Professional, Personal

COMMUNITY LEARNING BOARD
The purpose of the Board is to bring key people and organisations together to facilitate the implementation of the Community Learning Plan (CLP) for the City of Melton.

A Learning City generating lifelong learning opportunities to grow our community's social, cultural, economic, environmental and personal well being

Economic, Cultural, Personal, Social

COMMUNITY LEARNING PLAN
Deliver activities that facilitate lifelong learning, improve employability of individuals and increase the social resilience of residents

THE KEY MESSAGE
The CLP is designed to support, promote and incubate initiatives that develop our community at the individual level and at the community level.

PROGRAMS AND INITIATIVES
Council is proactive in attracting, enhancing and promoting all types of learning across the municipality to increase the social resilience of the Melton community.

PERSONAL GROWTH
Initiate and support learning opportunities that enable people to engage, grow and succeed in their family and personal lives.

PROFESSIONAL GROWTH
Initiate and support learning opportunities that enable our people to be a resourceful and skilled workforce, ready for today and prepared for tomorrow

meltonlearning.com.au

Melton Learning

WORKSHOP JOURNEY

The agenda for the workshop was deliberately designed to take participants on a journey of lifelong learning.

The keynote sessions provided an overview of the international and national lifelong learning scenes while the interactive sessions invited participants to join the discussion and contribute their ideas across any level.

The Q&A panel session provided participants with an opportunity to ask questions and gain further clarity



Beginning with a global perspective of lifelong learning policy and practices, before moving to the Australian landscape and then focussing on the local picture.

The best practice sessions were then intended to provide an insight into some of the work being done on a local level in the municipalities of Melton, Brimbank and Wyndham.

Finally, the UNESCO presentation was intended to complete the circle of the lifelong learning journey and solidify participants' understanding of the global picture and the importance of local actions.

SUMMARY OF PRESENTATIONS

Keynote 1 - Lifelong Learning Policy and Practice Dilemmas

Professor Mike Osborne

Biography - Michael Osborne is Professor of Adult and Lifelong Learning at the University of Glasgow and Director of Research within the School of Education.

He is also Director of the Centre for Research and Development in Adult and Lifelong Learning (CR&DALL) within the College of Social Sciences, and Co-director of the PASCAL Observatory on Place Management, Social Capital and Lifelong Learning within the School of Education.

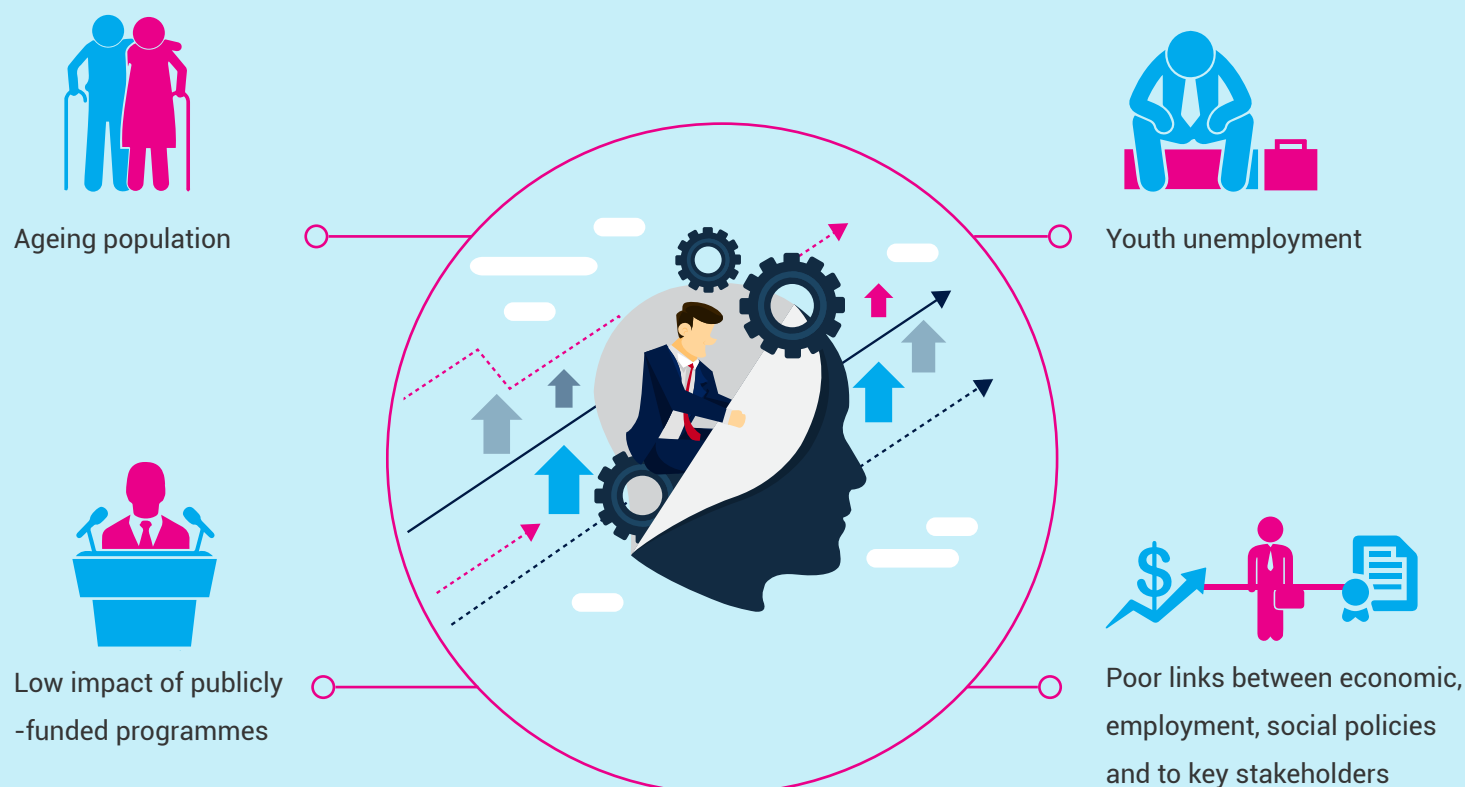
He is a Visiting Professor at RMIT Melbourne, a Docent of the University of Tampere and is an External Member of the Aristotle University of Thessaloniki in Greece.

Professor Osborne's main interests in research and development are: widening participation to higher education, community-engaged research and the development of learning cities and regions.

His most recent work has been directed towards the field of Learning Cities, Lifelong Learning for Work Transition in Mid-life and Teaching and Learning and Innovation in Higher Education.

He is linked internationally to specialist groups concerned with lifelong learning and to organisations such as UNESCO's Institute for Lifelong Learning and the Asia Europe Meeting Forum for Lifelong Learning.

Challenges to Lifelong Learning



Government & Commission Statements on Lifelong Learning

Commission of the European Communities (EC 2007)

It is always a good time to learn.

Government of India Planning Commission (2006:4)

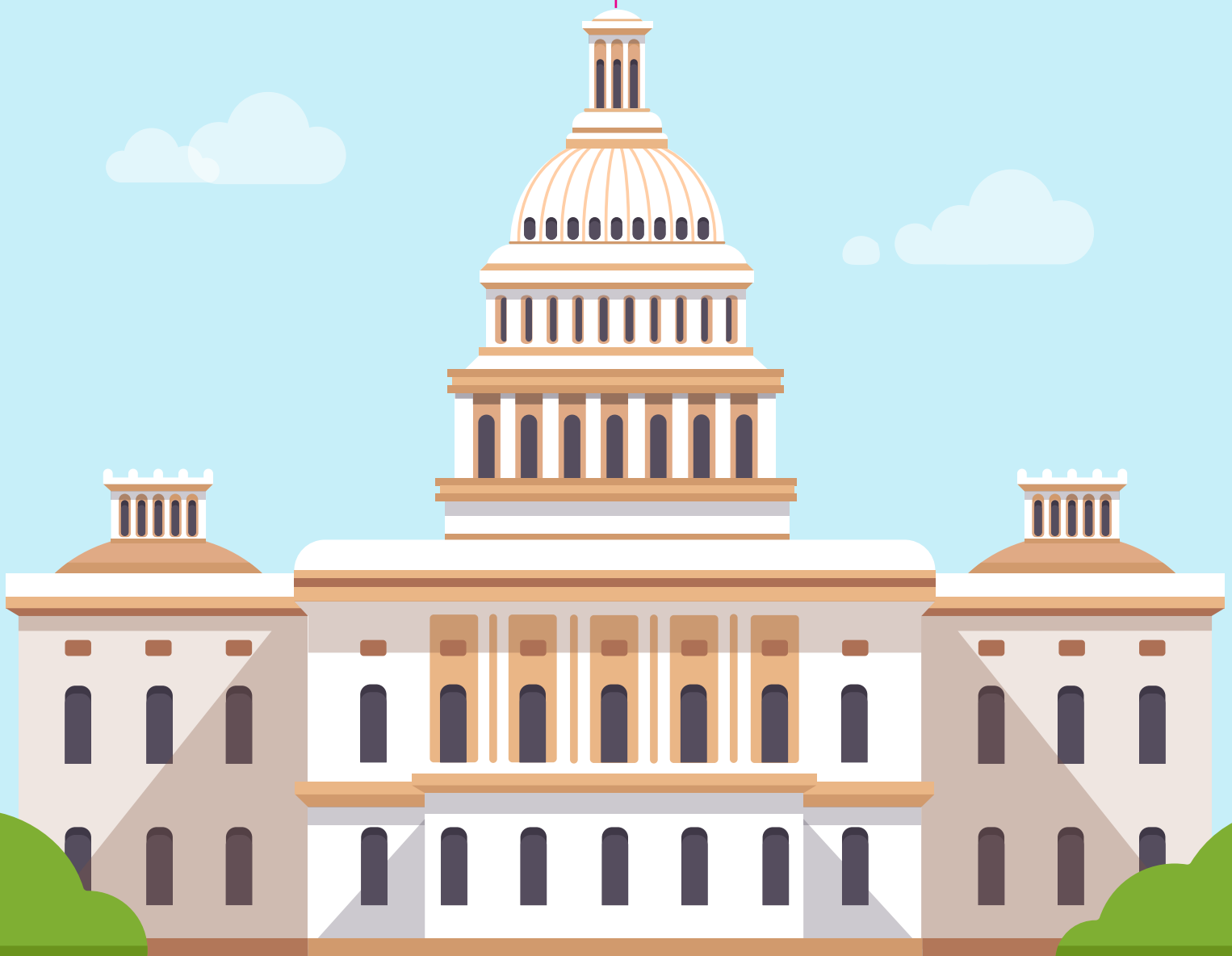
'importance of education, in its broadest sense of development of youth'..as..'the most crucial input for empowering people with skills and knowledge and giving them access to productive employment in the future'

Malaysian Ministry of Education (2011)

Lifelong learning is the third pillar of human capital development

Tanzania's first president, Julius Nyerere

'Those who receive this privilege therefore, have a duty too repay the sacrifice which others have made', 'Learning about anything at all which can help us to understand environment', 'Education never ends'



KEY MESSAGES

- ✔ People are staying in the labour market longer and when an older person becomes unemployed there is greater difficulty in finding further employment
- ✔ Human capital development disregards broader concepts of societal learning and the learning society (Faure)
- ✔ Adults need to be provided with opportunities to update skills, competencies and aptitudes with the state acting as a facilitator
- ✔ Solutions could include improving access to all levels of education, and providing older adults with non-vocational learning
- ✔ In nearly all nations, access to education is still primarily for the 'privileged classes'
- ✔ International frameworks are focussed on ensuring formal education is available for everyone and the promotion of lifelong learning
- ✔ The reality is that far too many adults still do not have access to education and there are very high levels of illiteracy in some countries
- ✔ Females are still need greater access to education
- ✔ ALE receives only a small portion of public funding
- ✔ Countries are making changes using a learning city as a vehicle
- ✔ There should be three different types of learning encouraged: lifelong, lifewide and learner-centred
- ✔ Benefits of adult learning extend beyond economic benefits to include those related to health, social care and community cohesion
- ✔ There are many drivers when it comes to life long learning, but few have passed the test

Keynote 2 - Why Australia needs a Lifelong Learning Policy

Ms Jenny Macaffer

Biography Jenny has an extensive background in community development, social justice and social policy and planning. She has experience in local and state government, community and not for profit sectors. Her approach to work is based on social justice and community development principles, with an emphasis on social research and integrated policy and planning.

Jenny has been recognised for her commitment to health & wellbeing, human rights, and community place making through national and local awards such as the inaugural LGPRO award for community development and has presented at international and interstate conferences.

She holds tertiary qualifications in community cultural development, community development, social sciences, adult and community education and the arts.

Adult Learning Australia



Open to all areas of the community

Activities include:



Research



Advocacy



Professional development



Life long learning resources & publications



Project management



Range of events

Lifelong Learning is essential for



Exercising human rights
for all ages

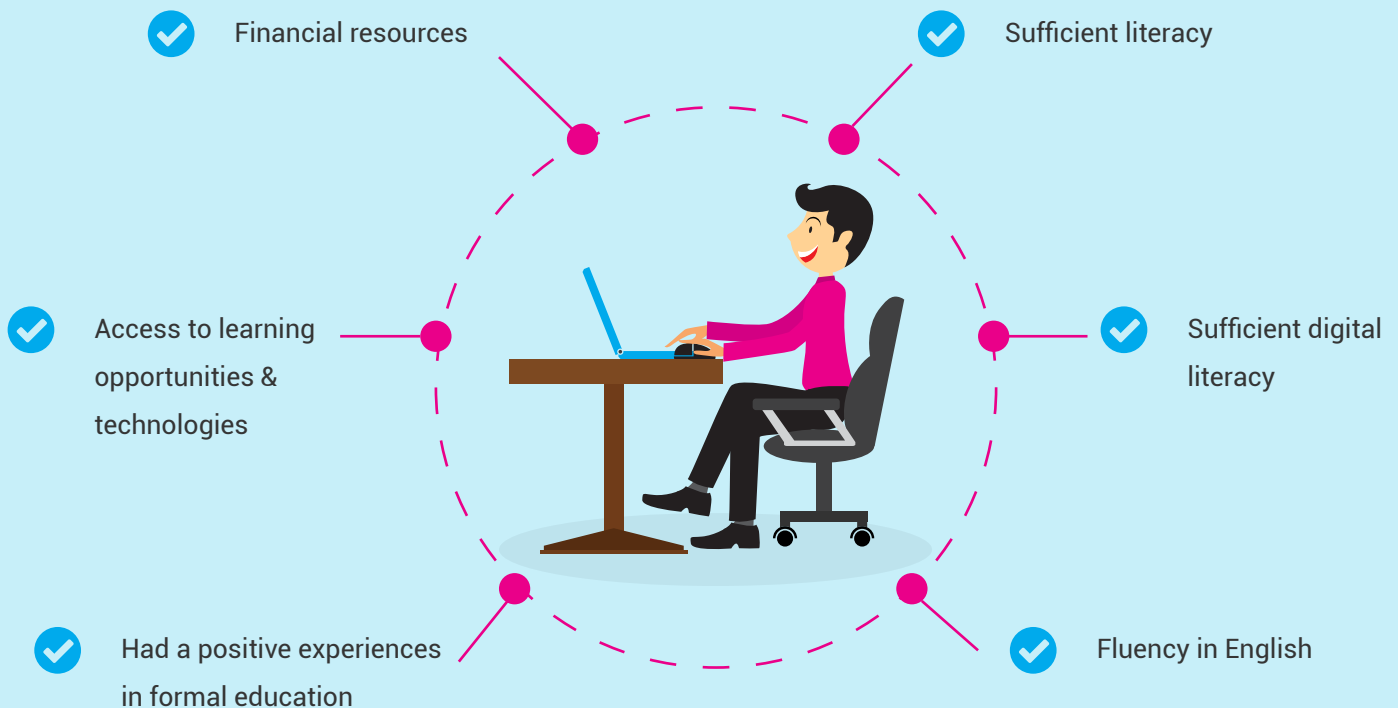


Developing human potential



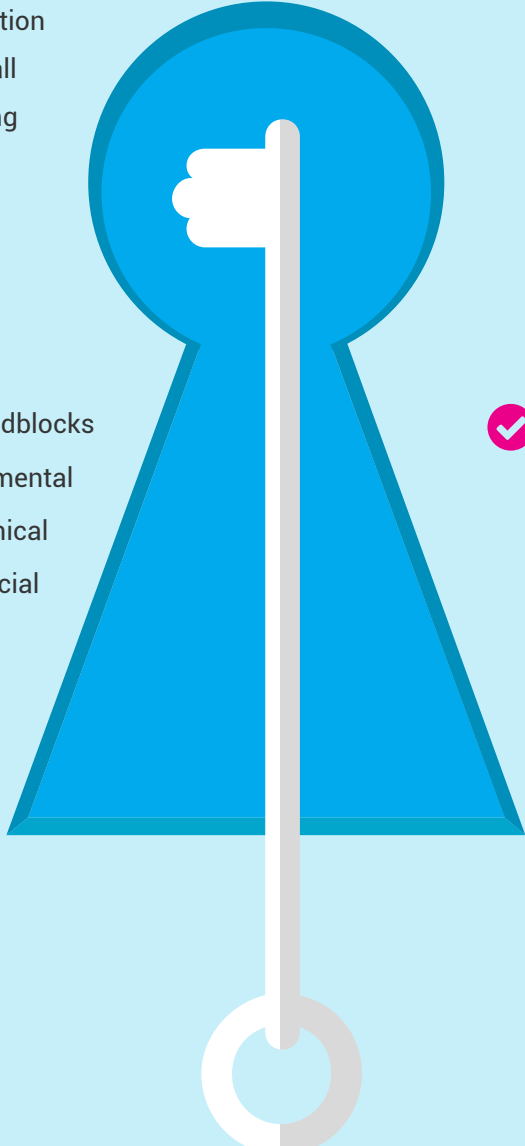
Healthy democracy

The current government approach to learning assumes the people have:



Yet we know that there are many people in the community that do not have these and are therefore disadvantaged and not able to readily participate in learning opportunities

Key messages

- 
- ✔ UNESCO Institute of Lifelong Learning Vision 2030 states lifelong learning is the integration of living and learning across all ages using a variety of learning modalities
 - ✔ Lifelong learning is the ongoing process of gaining skills, knowledge, values and understanding to apply confidently to all areas of one's life
 - ✔ Need to consider possible roadblocks to lifelong learning including mental and physical issues, geographical remoteness, incarceration, social economic and CALD.
 - ✔ An integrated national Lifelong Learning Policy and Framework would provide better opportunities for people of all ages and abilities to have access to learning.

Interactive Session 1 - Lifelong Learning Policy Impact?

Professor Bruce Wilson

Biography - Professor Bruce Wilson is Director of the European Union Centre at RMIT University, Co-Director of the PASCAL International Observatory and RMIT's Director of Research for Regional Development at its Hamilton site in western Victoria.

As Co-Director of the PASCAL International Observatory, Bruce helps to link an international network of researchers and policy makers with city and regional governments in policy formation related to social and economic policy, lifelong learning and environment.

He has had experience working with local government, and is a member of the Hume Global Learning Village Committee and Advisory Board.

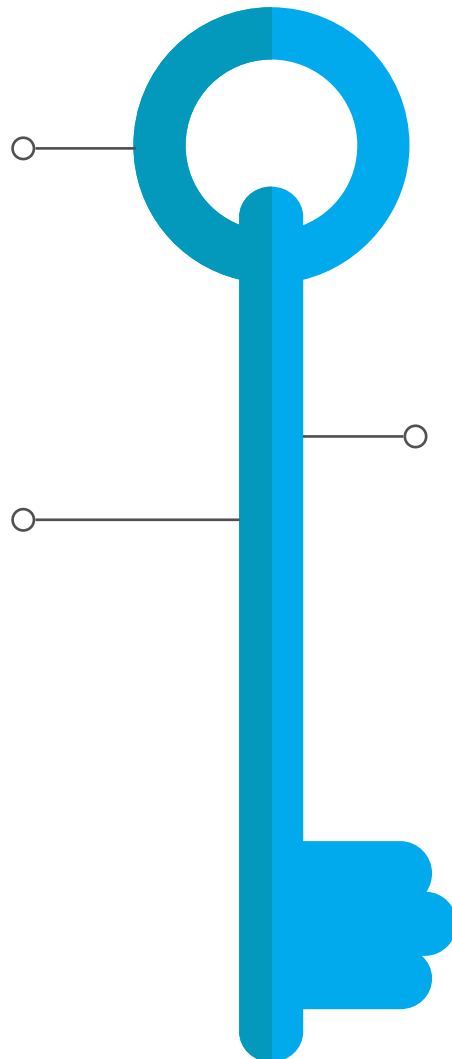
Developing a Lifelong Learning (LL) Policy Agenda?	Why is it important to have a Lifelong Learning Policy in Australia?	What does it need to make it work?
<ul style="list-style-type: none"> Needs to be comprehensive and address SDG's 	<ul style="list-style-type: none"> Good for democracy 	<ul style="list-style-type: none"> Reasonable funding across all life stages
<ul style="list-style-type: none"> Needs to link place, social wellbeing, health and learning together (holistic approach) 	<ul style="list-style-type: none"> Needs to link place, social wellbeing, health and learning together (holistic approach) 	<ul style="list-style-type: none"> Needs to link place, social wellbeing, health and learning together (holistic approach)
<ul style="list-style-type: none"> Needs to be future facing and forward thinking 	<ul style="list-style-type: none"> Lifelong learning is critical for social justice, literacy levels and civic growth 	<ul style="list-style-type: none"> Support and recognition from all levels of formal learning, non formal learning and informal learning sectors
<ul style="list-style-type: none"> Lifelong, lifewide, life deep and learner orientated principles 	<ul style="list-style-type: none"> Having a policy should support a continuous improvement process 	<ul style="list-style-type: none"> Changing the perception of lifelong, lifewide and life deep learning and its importance in individual and community growth and resilience
<ul style="list-style-type: none"> Community focussed delivery and implementation for local solutions 	<ul style="list-style-type: none"> Engagement raising the value of learning – learning as the driver of change 	<ul style="list-style-type: none"> Recognition that LL is a driver for change
<ul style="list-style-type: none"> Learning needs to be part of our culture 	<ul style="list-style-type: none"> Ensure that Australia has a future ready workforce 	<ul style="list-style-type: none"> Measurable outcomes, process of evaluation

<ul style="list-style-type: none"> Needs to be attached to an agreed LL Framework 	<ul style="list-style-type: none"> To address current gaps and disrupt current practice 	<ul style="list-style-type: none"> Needs to be linked to other social, economic and health policies at a national level
<ul style="list-style-type: none"> Recognition that LL is a driver for change 	<ul style="list-style-type: none"> To keep pace with global expectations and standards 	<ul style="list-style-type: none"> Needs to include skills acquisition and pathways, but not be solely focussed on it
<ul style="list-style-type: none"> Consider barriers to learning make sure policy is inclusive 	<ul style="list-style-type: none"> To highlight the need for a new education system to meet changing needs of people, places and society. 	<ul style="list-style-type: none"> Understanding that it is everyone's responsibility

Key messages

To build a learning community, city or region requires all organisations, learning sectors and government to work together

Look at local examples of where LL is included in strategy and practice and replicate



Support for individual to learn:

- Identify a reason for them to learn
- Make sure something suitable and relevant is available
- Inform people of what, where and how to access
- Make sure enough resources are in place to deliver

Best Practice Session 1 - Place Based Learning & Melton Learning

Sally is the Lifelong Learning Officer for Melton City Council and is responsible for attracting, enhancing and promoting all types of learning across the municipality and for the development of Melton as a Learning City.

Principles of Place Based Learning



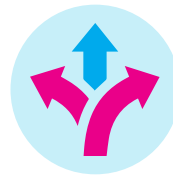
Local to global context



Community as a classroom

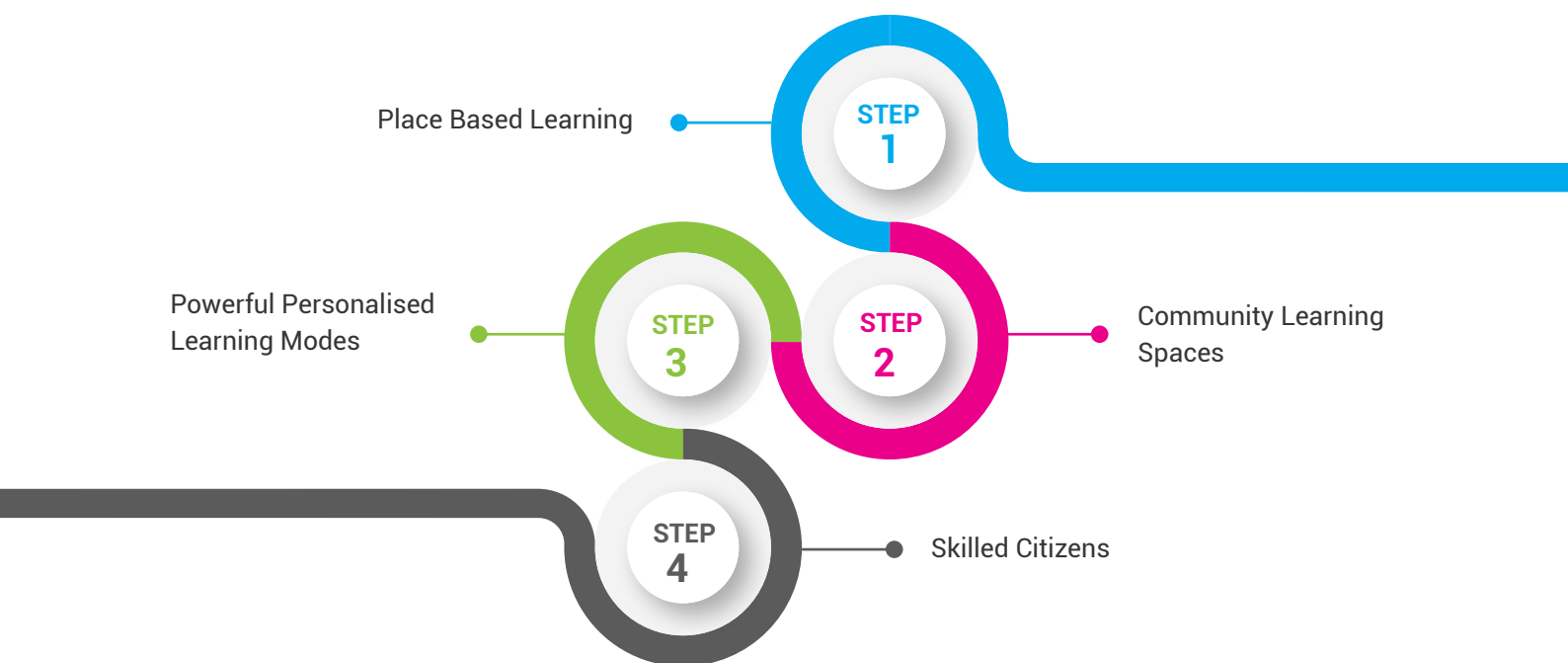


Learner centred design thinking



21st century approach

Placed Based Learning in Summary



KEY MESSAGES

- ✔ Placed based learning connects individual learning to communities and the world around us
- ✔ Placed based learning can be professional, personal, social or civic
- ✔ Formal learning experiences should leverage the organic and powerful effect of place based learning
- ✔ Placed based learning can incorporate learner voice, skill mastery, tailored learning and learner centred activities
- ✔ City of Melton placed based learning in practice includes a community infrastructure, libraries and the Melton Online Learning Directory
- ✔ Learner metrics can be analysed to determine appropriate place based learning
- ✔ Real time learner data can be used to on-demand learning, innovation and continuous improvement



Interactive Session 2 - Embedding Lifelong Learning in Policy and Practice

Associate Professor Jose Roberto Guevara

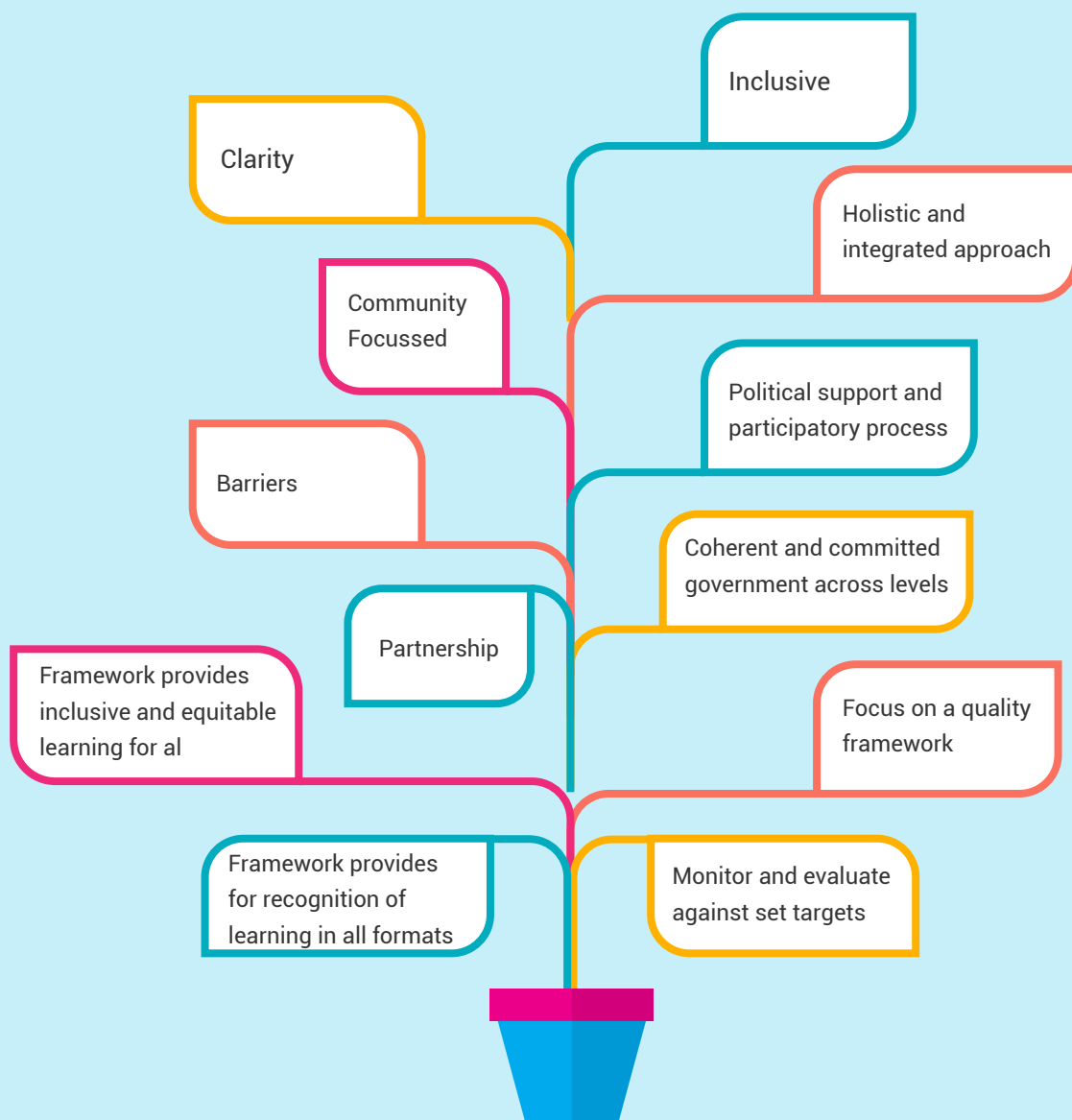
Biography - Jose Roberto (Robbie) Guevara is an Associate Professor in International Development at RMIT's School of Global, Urban and Social Studies.

Robbie's main research interest and supervision areas are popular and community environmental education in the Asia-Pacific region; Education for Sustainable Development; HIV-AIDS education;

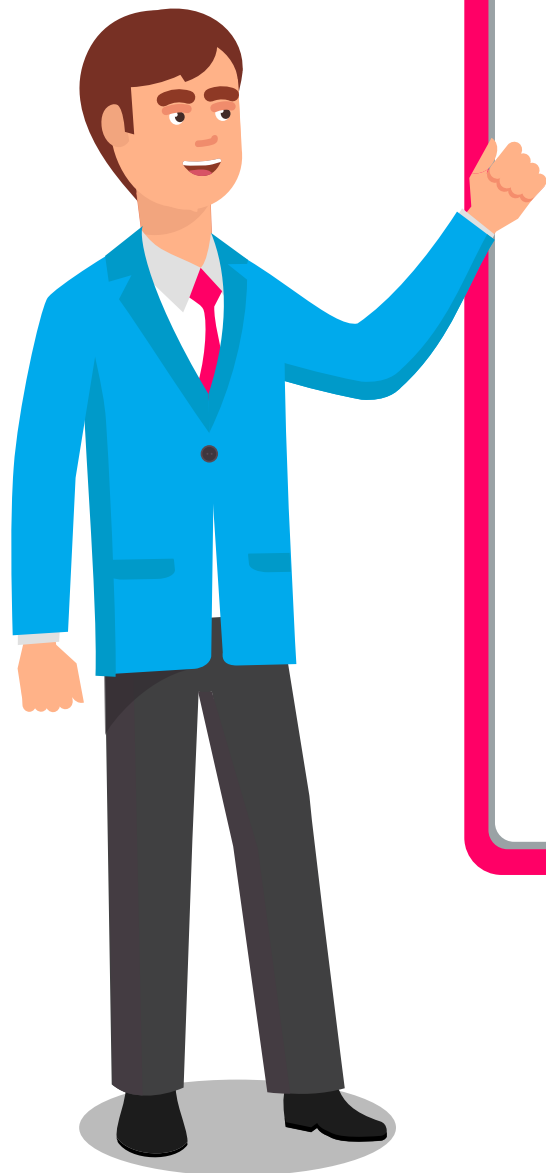
community and sustainable tourism; participatory action research; international aid and development; community development; local and global sustainability and global citizenship.

He has a PhD from Victoria University, a Masters in Environmental Science from Monash University and a Bachelor of Science.

Characteristics of a Lifelong Learning (LL) Policy



Characteristics of a Lifelong Learning (LL) Practice



- ✓ Community Focussed
- ✓ Locally driven
- ✓ Monitoring & Evaluation
- ✓ Celebration of success
- ✓ Continuous improvement
- ✓ Multi-level partnerships
- ✓ Priorities and resources provided
- ✓ No one is left behind
- ✓ Learning is available in a variety of methods
- ✓ Accessible place based lifelong learning activities
- ✓ Skills and credit recognition principles in place and relevant across all learning
- ✓ Include collective impact and cultural gains even if hard to measure

KEY MESSAGES

Create the Vision



Build the capacity and capability

Build the capacity and capability of teachers and trainers

Build the capacity and capability of lifelong learning instructors



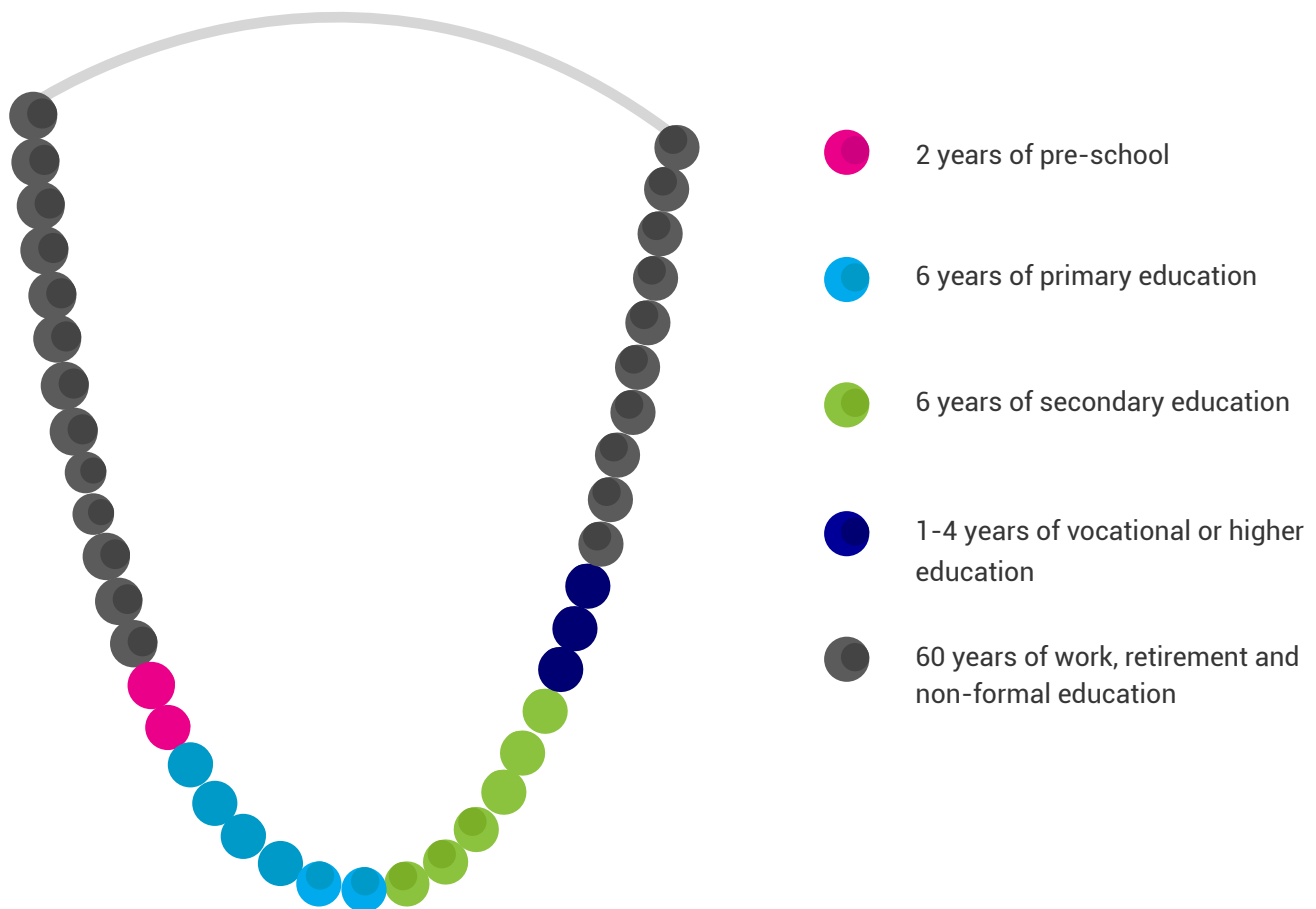
Build relevant programs (innovative, flexible, place based and current)

Build better teaching methods (learner driven, self-directed, place based, locally focussed)

The Lifelong Learning Chain

Lifelong Learning (LLL) is the concept for shaping education in the 21st Century. It was affirmed in the Sustainable Development Goals and the Education 2030 agenda.

But what is LLL? This LLL chain wants to support us to present the concept to our participants, partners and decision makers. The chain consists of 40 pearls, each representing two years of our life:



Best Practice Session 2 - Partnerships

- The Wyndham Learning Festival

Diane is the Coordinator Community Learning at Wyndham City Council



Key messages

- ✓ Wyndham is a growing diverse area
- ✓ Wyndham City Council's vision focuses on social inclusion, employment, collaborative approach and one that recognises and celebrates learning.
- ✓ Community consultation and partnerships are critical in the development of a learning festival
- ✓ Marketing and media for a learning festival should include digital and traditional methods
- ✓ Challenges facing a learning festival could include concept understanding, resources, support, role identification, explaining the benefits and building relationships.
- ✓ A high functioning working group is crucial to support the development and implementation
- ✓ Sponsorship is crucial, which may also develop via partnerships over time

Best Practice Session 3 - Evaluation - Brimbank

Learning Strategy

Deb is the Learning Coordinator at Brimbank City Council and is responsible for the implementation of the Community Learning Strategy.

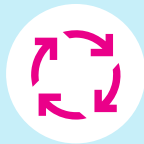
Process: Enlisted external consultant to conduct evaluation, July-Sept 2017; very useful role for an 'outsider' to play.

(Warts and All!) Reflections from recent evaluation of Brimbank's Community Learning Strategy 2014-2017

We had



Good questions



Good process



Good response



Good write up



Constructive criticism



Good recommendations

Factors impinging on practice of implementing Learning Strategy and its evaluation

- Local government can be relevant and key, or sometimes blunt instrument in partnership and policy collective impact work. Challenge to not just undertake 'projects' but chart a course of structural reform. Balance 'easy to report' activities with more difficult positioning and advocacy.
- Some of this work is visible and some is invisible so challenge is to be able to 'see' and measure this in evaluation; need to get better at telling the story
- Our elevator pitch is to "build better learning outcomes in Brimbank"; which is not sole responsibility of Learning Team but embedding this agenda into other mainstream roles at Council and in the community. For example supporting better learning outcomes in Early Years and working with early years sector to enable that outcome.
- Who sets the agenda in this work? 11 Councillors? CEO? Director? Manager? Community organisations? Community members? Learning team? For example how do we as local government understand diversity and complexity in kindergarten enrolments and participation? Language issues? Timing?

- Learning Strategy aims to build policy coherence across organisation for better learning outcomes, however there is sometimes cognitive dissonance. For example what is the message that Brimbank community members get about being bilingual? Some professionals discourage it, however research shows that speaking more languages leads to many benefits. Learning Strategy becomes a catalyst and aims to challenge status quo, notably in this area.
- Evaluation tested guiding principles, life stages and priorities of Learning Strategy, which remain relevant and an excellent framework for work, however function of Brimbank Learning & Employment Steering Committee (BLESC) is not so much 'governance' (as outlined in Strategy) but rather networking, information sharing, tracking of gaps and responses for further advocacy. Connected group and well attended, needs reshaping. Have tried a number of different strategies for BLESC including large action plan, reduced action plan, small funding distribution, more or less membership; still not quite right model.
- Will take recommendations from evaluation and consider through lens of good practice and previous successes and leverage strengths.
- Learning Strategy aims for a good practice/action reflection cycle, and also needs to strengthen position of Learning Strategy at Council. Sometimes can feel marginalised, as with libraries and neighbourhood houses, can be gendered and less powerful spaces, and significantly less budget than, for example, infrastructure
- Who sets the agenda in this work? 11 Councillors? CEO? Director? Manager? Community organisations? Community members? Learning team? For example how do we as local government understand diversity and complexity in kindergarten enrolments and participation? Language issues? Timing?
- Have some good 'products' such as Discover Learning in Brimbank, Learning Hub portal, Celebrating Learning newsletter. Need to consider gaps in sharing vocational education information.
- Interested to hear how other Learning Strategies and communities manage 'governance/learning boards'. Brimbank Learning Unit straddles being accountable to BLESC, as community paradigm, and being accountable to local government bureaucracy as Council paradigm; whose work is whose? Changes at Brimbank Council, for example, reinstatement of elected Councillors, has had a big impact and lifelong learning doesn't easily align in new Council Plan, as it straddles a number of areas, such as 'prosperous community' and 'inclusive community'.

Conclusion:

Will build on strengths and models of previous work and good practice, such as Schools-Community Agencies exchange

Will continue to track gaps in learning such as platform, provision, and information sharing around vocational training

Will continue to share initiatives and policy coherence in areas of impact such as support for bilingualism/multilingualism

Acknowledge that guiding principles and priorities in Learning Strategy are still valid and balance short term, easy to see work, with longer term more strategic work.

Some challenges remain such as how to make lifelong learning on track, relevant, exciting, innovative, with great outcomes (and better funded and positioned!), and how to improve communication and reporting.

UNESCO 3rd International Conference on Learning Cities

Cork 2017 Conference Themes

- ✔ Lifelong learning to support achievement of SDG's at a local level
- ✔ Integrated governance & multi-level partnerships for sustainable futures
- ✔ Monitor and measure the impact of local actions against the SDG's
- ✔ Promoting learning towards employment and entrepreneurship

Cork 2017 Conference Data

- ✔ Presentation
- ✔ Learning City Awards
- ✔ Attendance
- ✔ Participation
- ✔ Call to Action



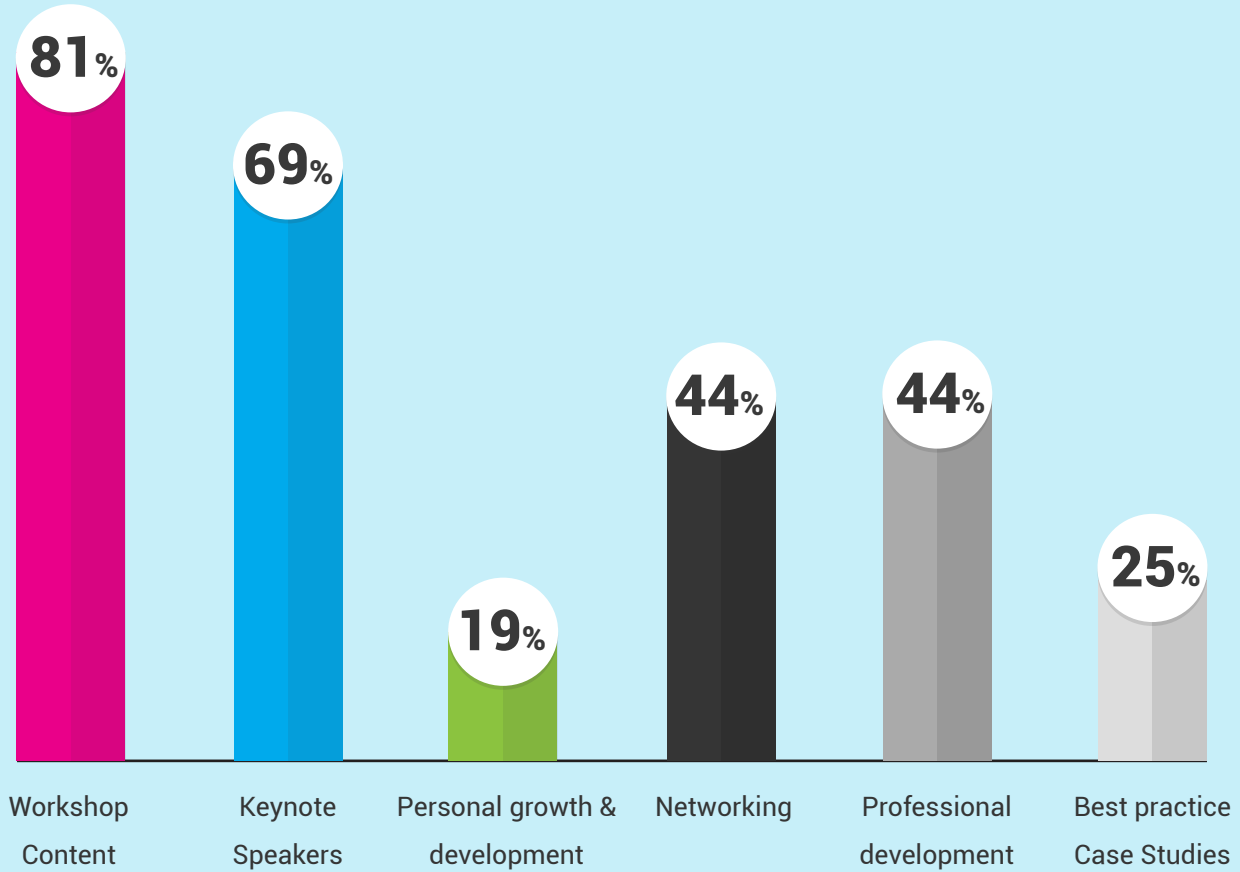
KEY MESSAGES



- ✓ The UNESCO Global Network of Learning Cities (GNLC) is an international policy-orientated network providing inspiration, know-how and best practice
- ✓ The UNESCO GNLC supports and improves the practice of lifelong learning the world's cities.
- ✓ The City of Melbourne is Australia's only member of the Global Network of Learning Cities
- ✓ Past three conferences defined the concept and role of a learning city following with implementation
- ✓ Cork 2017 aim was to guide cities in implementing lifelong learning to support the achievement of the SDG's

SUMMARY OF SURVEY RESULTS

Please select the reason(s) why you attended the workshop? (Multiple responses allowed)



Overall, how would you rate the event?



What was most valuable about the workshop?

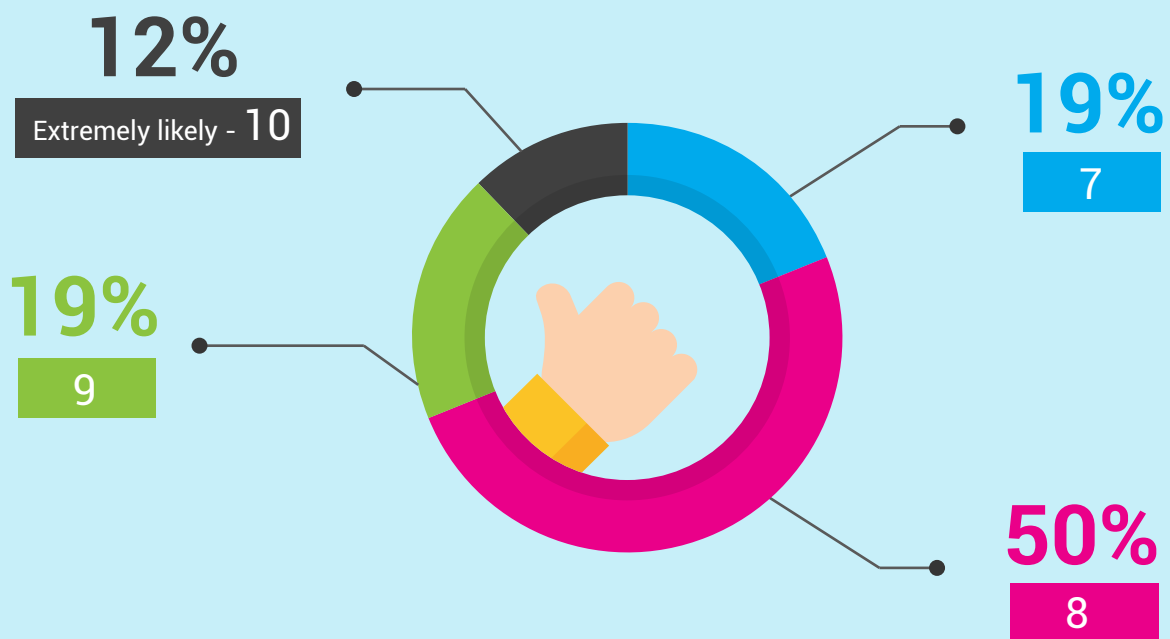
Great blend of excellent information/input from keynotes and participatory workshops to further delve into the information. good range of people, great framing of lifelong learning.

The range and quality of presenters resulting in genuine enquiry by participants

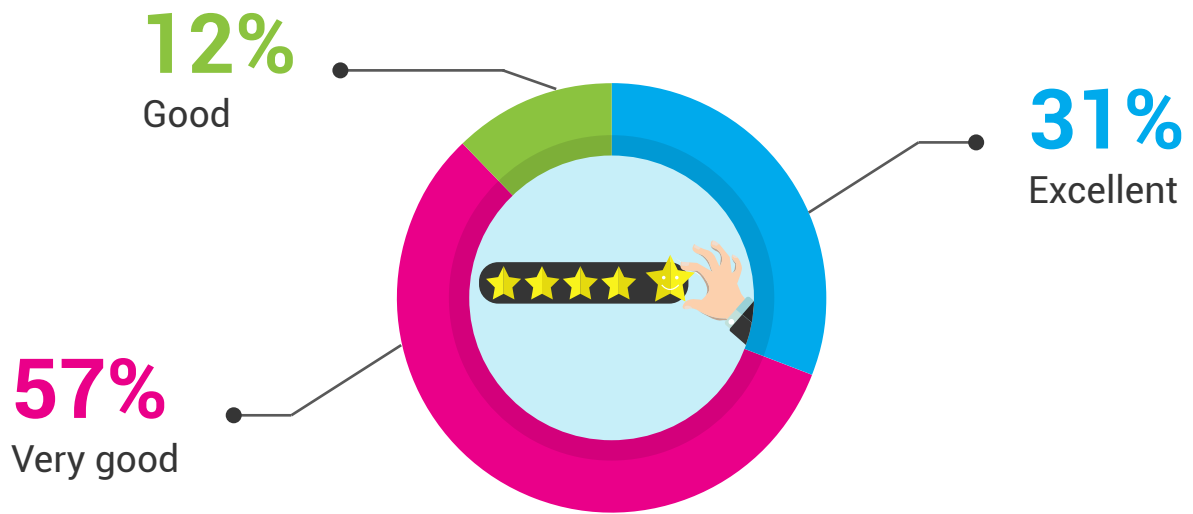


How likely is it that you would recommend the workshop to a friend or colleague?

1 – Not at all likely



How would you rate the relevance of the workshop content?



How would you rate the quality of keynote sessions?



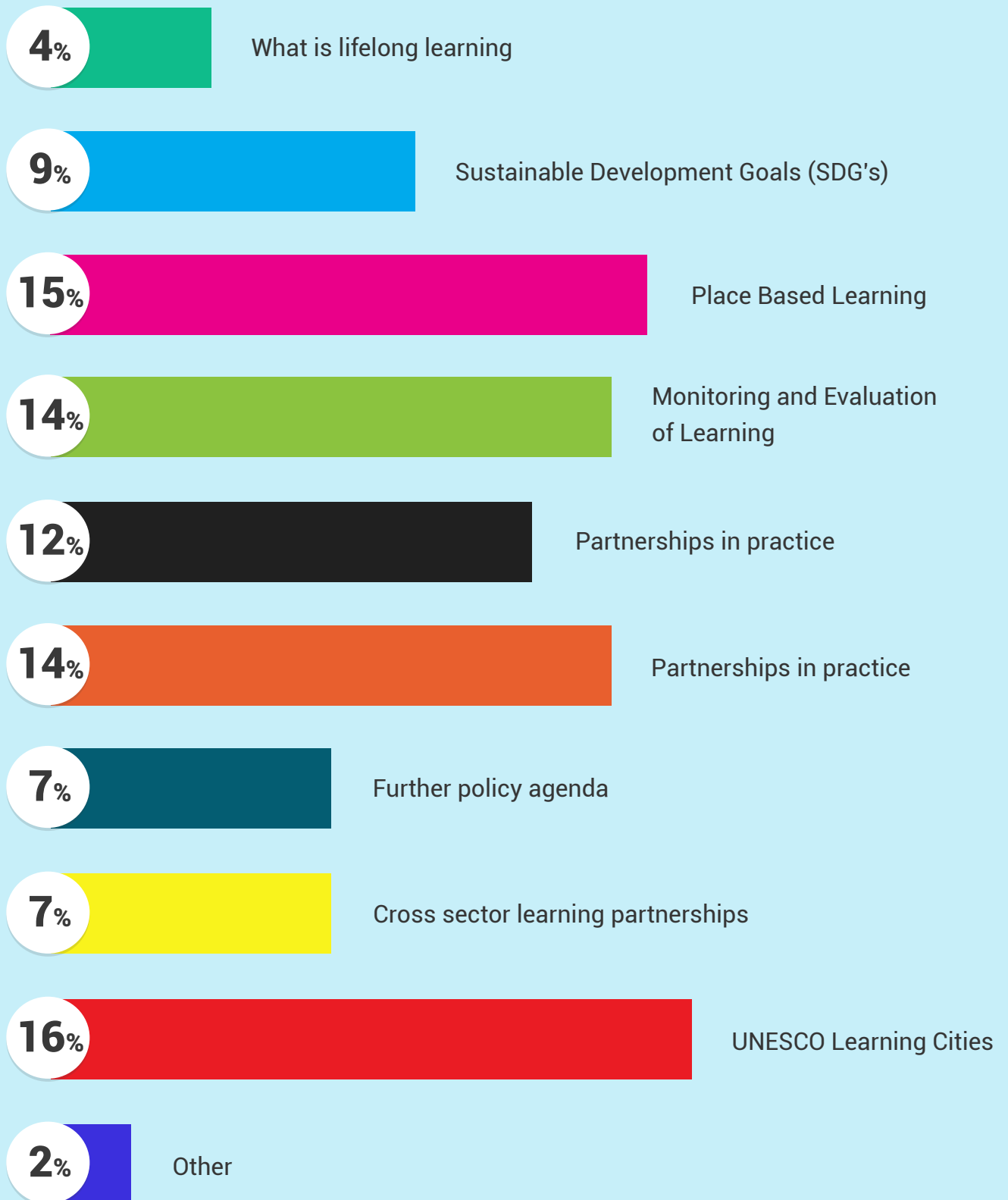
How would you rate the quality of the facilitated sessions?



How would you rate the quality of the best practice sessions?



What topics would you like to see explored in future Lifelong Learning workshops?



FUTURE STEPS AND ACTIONS

The close of the workshop is by no means the end of the road, rather it is the beginning of the movement.

The passion and commitment demonstrated during the workshop from presenters and participants alike was further reinforcement to the organising team, that there is a strong level of support for lifelong learning and the recognition of the need for a national lifelong learning policy in Australia.

It has inspired us to continue the challenge and we invite you all to join us to “Learn Out Loud” during 2018, the Year of Lifelong Learning.

What will we do:



Support Adult Learning Australia (ALA) in the quest for a national policy on lifelong learning



Organise further professional development events



Support Australian Learning Communities Network (ALCN Inc) in their work to enable Australia to become a nation of connected, life-long learning communities.



Actively Learn Out Loud in 2018 Year of Lifelong Learning



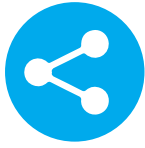
Promote the importance of lifelong learning and a national policy via our ongoing partnerships and networks



Continue the conversation with the relevant stakeholders



What can you do:



Take the time to reflect on what you learnt at the workshop and share with colleagues, partners and networks



Actively Learn Out Loud in 2018 Year of Lifelong Learning



Think about what you can do in your role to increase the awareness and importance of lifelong learning in your organisation and/or community



Be curious and learn more about the items that caught your interest



Support the ALA and ALCN by becoming members



Review your actions and modify them to actively embed lifelong learning in your daily practice



Attend future events when available



Identify opportunities to develop partnerships locally, nationally and globally to address local challenges

Participants agreed unanimously that lifelong, lifewide and lifedeeep learning should be recognised, classified and connected through a national policy and framework. There was a general consensus that these frameworks are a critical mechanism that not only harmonise diverse and complex issues, but will also ensure the quality of a learning ecosystem within the broad framework of lifelong learning.

Learn out Loud in 2018 the Year of Lifelong Learning

CONCLUSION & THANKS

For the first time in human history, we have the tools available to provide access to powerful learning experiences to every person in our communities. The ability to truly deliver inclusive and accessible life-wide, life-deep and lifelong learning to everyone is possible. However the reality of the situation does not yet reflect the potential, there are still too many people in our communities that do not actively participate in lifelong learning, whether that is due to lack of accessibility or awareness.



The high level of engagement at the workshop and the sharing of ideas clearly demonstrated that there is an appetite among learning practitioners for achieving a true learning ecosystem in Australian communities, where no-one gets left behind. The acceptance of all present that in order to achieve a sustainable learning community it requires all organisations, learning sectors and levels of government to work together was a strong message heard throughout the day.

As was the understanding that for any lifelong learning policy in Australia to be effective it needs to be comprehensive and link place, social well being, health and learning together in an holistic approach. A recognition from all levels of government that lifelong learning can be a strong driver for change and for addressing local challenges and that giving it a higher priority and appropriate funding is the only way forward.

Australia needs to create a shared vision of lifelong, life-wide and life-deep learning and then build the capacity and capability of all within the learning ecosystem to achieve the vision.

The challenges of the modern world will not be addressed by policy alone. Delivery and implementation is a shared responsibility across all levels of learning and government. We need learners with deeper learning outcomes that include and extend beyond work skills and knowledge. We must transform the learning ecosystem to fully integrate formal, informal and non-formal learning and build communities that leverage place based learner centric programs to equip individuals with the tools and skills they need to collaborate, think critically and solve complex challenges. This is an absolute requirement as we build a modern community equipped to thrive in today's world.

Thank you all for your participation and engagement.



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