Ripples

Australian Learning Communities Network Inc

Welcome to the Winter 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. We thank those who made contributions

Being human in the era of the fourth industrial revolution and AI

The demographic revolution with ageing populations is occurring at a time when revolutionary changes in digital technologies associated with artificial intelligence, robotics and biotechnologies are impacting on society with this impact certain to increase. How soon superintelligence arrives is a matter of lively discussion.

Read more

Community links in the urban, rural and regional environments through sustainable farming

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Read more

CSEs: Are they the future for Rural Communities?

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Read more

From around the Network

Items from members of the Australian Learning Communities Network

Read more

Great public spaces: Five street transformation from around the world

Streets are malleable and dynamic and change with the pace of the community over time. They can transform neighbourhoods ruled by cars into places where people can go about their lives uninterrupted, convert rough patches into thriving cultural hubs, and spark the revitalization of entire districts. Simple and strategic interventions, like a fresh coat of paint, can reverberate throughout a community.

Read more

Inclusive, connected and just: our vision for NSW

Inclusive, connected and just: our vision for NSW identifies areas where the current system is not working well for disadvantaged people. It outlines concrete, achievable solutions to ensure that some of the most marginalised people in our communities do not miss out on the benefits of a strong economy.

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Read more

The Role of Libraries in Sustainable Development Goals

The report details the important role that university libraries play in national and international development. Innovative services support education, training, and research, and economic development and growth.

Read more

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In recent years the avocado has acquired a mythical status in what passes for the public debate about Australia's young people: it is a popular motif that has come to represent the alleged excesses of an emerging generation

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Strengthening skills

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The Place Standard Tool

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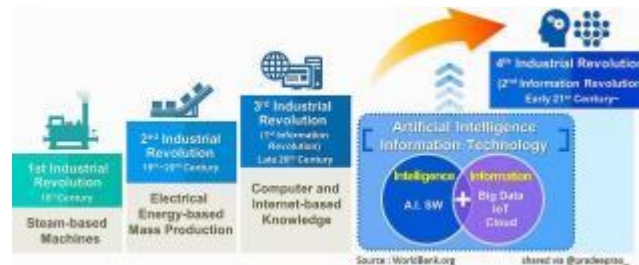
Read more

Return to top

Being human in the era of the fourth industrial revolution and AI

Peter Kearns

The recent PASCAL and PIMA report on Good Active Ageing, which I edited with Denise Reghenzani Kearns, discussed the implications of the convergence of the demographic and technological revolutions. The demographic revolution with ageing populations is occurring at a time when revolutionary changes in digital technologies associated with artificial intelligence, robotics and biotechnologies are impacting on society with this impact certain to increase. How soon superintelligence arrives is a matter of lively discussion.

This throws up the question of what it means to be human in this context which I have addressed in the attached short article. This is an important question that I hope we can discuss in both PASCAL and PIMA contexts, including the question of rethinking our approach to lifelong learning.

Peter Kearns

The following article first appeared in PIMA Bulletin 23…

Being human in the era of the Fourth Industrial Revolution

& artificial intelligence

The articles in the last issue of the PIMA Bulletin on deep lifelong learning reminded me of the looming debate on what it is to be human in the emerging machine age of the Fourth Industrial Revolution driven by artificial intelligence, robotics and biotechnologies.

This question is receiving growing attention. The magazine New Philosopher devoted its recent issue to this subject with a range of perspectives - when? how? why? In an issue titled *Being human: All about us*. While the questions are certainly philosophical, they also raise some very practical issues for a wide range of social pursuits, including education. What makes us human in the machine age? How do we distinguish human intelligence from machine intelligence? How do we use lifelong learning

and community building strategies to enhance essential human attributes and needs in the looming machine age?

If in Life 3.0 (or Society 5.0 call it what you will), there is less work for all, or indeed no work except for machines, and if the current trends in community breakdown continue, what will replace the traditional things that brought meaning and purpose to lives. Learning for what purpose? What will be the features of Life 3.0 that we need to direct our ideas on education towards?

The founder and CEO of the World Economic Forum, Klaus Schwab, offers some useful pointers, starting with the question of distinguishing human and machine intelligence. He suggests a concept of human intelligence with four parts:

- Contextual intelligence –the mind;
- Emotional intelligence – the heart
- Inspired intelligence – the soul;
- Physical intelligence – the body.

I find this a useful starting point in thinking about human and machine intelligence. If we take inspired intelligence to mean spiritual, as I do, I think we have a useful framework to explore what makes us human that machines will not achieve – at least not in the present state of technology development.

Schwab follows up with the following observation in discussing "inspired" intelligence

It focuses on nourishing the creative impulse and lifting humanity to new collaborative and moral consciousness based on a shared sense of destiny.

This concept leads easily to objectives such as compassion, empathy, and inclusion that are familiar to educators. Martha Nussbaum adds to this perspective by asserting that "it will need an ethical revolution, a consciousness-raising effort of international proportion". How do we move towards such objectives?

A starting point is offered by the recent PASCAL/PIMA report on active ageing which takes us in such directions. These features include the following:

- A values-led approach to active ageing (and all other phases of life);
- Using the UN Sustainable Development Goals as a testing ground in developing such an approach through an evolutionary approach starting with the education Goals;
- Using local learning communities as the place to start an ethical revolution;
- Revitalizing learning and community building together in a triple helix approach.

These points were brought together in a line from the UNESCO 2017 Cork Call to Action on Learning Cities.

We aspire to build a mindful learning culture in our cities that fosters global consciousness and citizenship through local action to implement the SDGs.

There is much that adult education, with learning communities and other partners can do to foster such a values-led approach. Building a mindful learning culture is a long term investment that needs to be fuelled by democratic humanistic values and participation.

I saw this 20 years ago when the late George Papadopoulos and I undertook a study of policies adopted by five OECD countries to build a learning and training culture: Sweden, Germany, USA, UK, and Netherlands. The democratic values enshrined in Swedish Folk High Schools later found expression in other things the Nordic countries have done to build a democratic learning culture, and have further found expression in the things discussed in the recent PASCAL/PIMA SIG report such as Volkshochschulen in Germany, Kominkan in Japan, Neighbourhood Houses in Australia, and various U3A and learning city initiatives. If the pessimistic forecasts of the impact of artificial intelligence on employment are realized- or even partly realized- we are heading for the critical challenge described by MIT physicist Max Tegmark in the following terms:

To create a low-employment society that flourishes rather than degenerates into self-destructive behaviour.

So, what can we do in this transition period towards Life 3.0/Society 5.0 by harnessing our lifelong learning strategies to develop such well-being-inducing strategies that add meaning and purpose to lives? Again, the recent PASCAL/PIMA report offers some suggestions and may be regarded as an opening salvo in shifting our thinking towards the needs of a thriving low-employment society and the steps we need to take in this transition phase in asserting the things that make us human.

Can we, however, make the leap from good active ageing to good active living in all stages of life fuelled by the four types of human intelligence identified by Schwab: contextual, emotional, spiritual, physical? I am inclined to the optimistic view that the spin-off effects of achieving a renaissance in learning in later life will impact, in various ways, on the earlier stages of the life journey.

It is useful in this regard to look at Japan which is leading in responding to an ageing population and building a sustainable society named Society 5.0 by the Japanese government, a human-centred society that integrates cyberspace and physical space. The critical point is that a social vision is leading, not technology. Atushu Makino in his article on Kominkan in the SIG report discusses how the Kominkan network of community learning centres is serving as the basis of a decentralized revitalization of Japanese society which he terms "a new infrastructure for society in Japan".

In moving in such directions, a further important point that emerges from the SIG report, is that we need to revitalize individual learning and community learning together. This gives a key role for approaches such as community learning centres and learning communities and cities. A range of options are discussed in the SIG report, but others exist such as where a network of centres are supported by a foundation, as in several American examples. Diana Amundsen in PIMA Bulletin

22 cites Belanger in recognizing that our vision of lifelong learning must change in response to the transformation of situations requiring lifelong learning.

But as Belanger proposes, our vision of lifelong learning must be extended, broadened and deepened in response to the situations calling for lifelong learning undergoing transformation.

We are clearly in such a situation where the concurrence of the demographic and technological revolutions, along with other changes, is creating a never before situation requiring creative responses. I am suggesting that some deep thinking on what makes us human, and which distinguishes us from machine intelligence, should be at the forefront of our thinking on the kind of Society 5.00 that is needed. The challenge is immediate and critical. Nick Bostrom, director of the Oxford Future of Humanity Institute, poses the challenge in stark terms.

Before the prospect of an (machine) intelligence explosion, we humans are like small children playing with a bomb. Such is the mismatch between the power of our plaything and the immaturity of our conduct. Superintelligence is a challenge for which we are not ready now and will not be ready for a long time. We have little idea when the detonation will occur, though if we hold the device to our ear, we can hear a faint ticking sound.

On the other hand, French public intellectual Bernard-Henry Levy sees the challenge in more positive terms as an opportunity.

When we instead commit ourselves to moving forward, to diving into the unknown and embracing our humanity in all its uncertainty, then we embark on a truly beautiful and noble adventure- the very road to freedom.

So does the future lie with a ticking bomb, a re-run of Mary Shelley's Frankenstein, or a beautiful and noble adventure? In thinking about these scenarios I find myself going back to the 1972 UNESCO Faure Commission report with its existential philosophy of learning to be, and the idea that "man is an unfinished product that only fulfils himself through learning".

Education from now on can no longer be defined in relation to a fixed content which has to be assimilated, but must be conceived as a process in the human being, who thereby learns to express himself, to communicate and question the world, through his various experiences, and increasingly-all the time- to fulfil himself.

So, in terms of the subject of this article, learning to be becomes learning to be human. The process of lifelong learning being directed at the qualities that make us distinctively human with the four intelligences identified by Schwab being expressed in imagination, compassion, empathy, autonomy, citizenship- and creativity, so as to give meaning and purpose to our lives and empowerment to individuals and communities I welcome comments on this short article which I have linked to the report of the PASCAL/PIMA SIG report on active ageing which Denise and I edited. This is a very important subject that merits our close attention.

Return to top

Community links in the urban, rural and regional environments through sustainable farming.

Chris Ferreira

2 APR 2019

[Geoffrey Craggs](#), [Chris Ferreira](#)
[Future Directions International](#)

DESCRIPTION

Australian society understands the critical importance of nurturing our landscapes to preserve and protect our soils and our ability to be able to grow food. A significant factor in that understanding is a global move to farming systems at the local and urban community level, where people are offered opportunities to produce their own food and learn about the importance of healthy soils. Significantly, the crucial interface to city dwellers knowing and supporting their regional farming communities is also enabled.

FDI recently interviewed Chris Ferreira, a leading speaker and author, about his experience of sustainable farming practices in the urban, rural and regional environments.

Key points:

- Global population growth will increase demand for high-quality foods, which will need to be sourced from local and community producers.
- A wide range of methods of communicating the importance of local agriculture and community farming practices will be necessary – school-based agriculture programmes are key enablers.
- Changing old methods of farming and adopting sustainable agricultural practices, including carbon farming, can help to address global warming.

[Return to top](#)

CSEs: Are they the future for Rural Communities?

Many small rural communities in the U.S. and around the world are losing populations due to mechanization of agriculture, outmigration of young adults pursuing higher education, and an aging of the resident population. These trends led to shrinking markets for essential businesses which, combined with pending retirements of business operators, left these communities with fewer basic services needed to attract and retain populations. Further aggravating the situation is that the small businesses do not receive financial incentives or other support for their operations.

In some towns, local leaders have organized investors to pool funds, purchase a business such as a grocery store, and then lease the property to an operator who runs the enterprise and pays a return to the local group. These arrangements are called "community supported enterprises" (CSEs) and began in the state of Vermont but spread to other states in America. (See Walzer and Sandoval). This presentation will describe an analysis, based on personal interviews with operators, of how CSEs are organized and operated, a profile of investor types, and how the enterprises build social capital. Key to success, is having a champion promote the business, documenting a serious need for the enterprise, selecting the organization structure, and engaging investors, possibly through crowdfunding or other financial sources. The presentation provides examples of CSES, when they work best, and why some fail. It will also discuss the potential of this organizational structure for social services in small declining communities.

CSEs may be the future for many small rural towns. The presentation will help community leaders, especially in small rural towns, see new ways to organize and motivate residents to invest in essential local businesses and potential pitfalls to avoid. The materials will prepare them to launch ventures in their communities as the need and opportunity arises.

Return to top

From Around the Network

Drum Beat Program

Find your rhythm with this 10 week drumming program.

Drum Beat explores connections between making music together as a group and the development of healthy relationships. The program builds resilience by increasing self-esteem, social connection, social skills, and emotional control.

The course covers topics including identity, dealing with emotions, harmony, social responsibility, communication and team work.

This program is run by an accredited Relationships Australia Victoria (RAV) DRUMBEAT facilitator.

  For further information please click open attachment: **DRUMBEAT Flyer West**

vw.rav.org.au to learn more about RAV's programs and services.

Future skills Framework - Foundation for Young Australians

FYA's Future Skills Framework outlines an action plan on how governments can work with young people, industry, educational institutions and leading thinkers across the country.

For further information on this framework please click onto:
https://www.fya.org.au/futureskills/

Cultural Sharing Evening

When Friday 21 June, 6.00pm - 8.00pm **Where** Library Museum **Price** $5.00 **Celebrate our culturally diverse community with an evening of music, dance and food.** Bring the whole family, try some new food and learn some new dance moves in a fun, relaxed setting.

Dads read @ Lavington Library

Where: Lavington Library Price: FREE

Our special Saturday Storytime is for dads and kids.

Bring your little ones to Dads Read at Lavington Library. Listen to stories together, borrow lots of books and make a fun craft piece to take home.

From Wyndham Council

Youth Photography Workshop

Thinking about entering WOW and winning the big prize? Come to our photography workshops to learn the tricks of the trade, get advice and help submitting your photo to the competition

Fake tradie scams Information session

Consumer Affairs Victoria Mon, 20 May 2019 10:30:00 +1000
Consumer Affairs Victoria will be running free information sessions on how to recognise, avoid and report fake tradies. Join us to learn more about how you can safeguard against dodgy tradesmen.

Help Educate Council on Our Learning Community Strategy

Wyndham residents are being encouraged to share their opinions on Council's Draft Wyndham Learning Community Strategy.

From Central Coast

Cosplay in the Garden

Send in your Photos!

In conjunction with the Anime Architecture exhibition at Gosford Regional Gallery and Central Coast Comicon, we challenge you to send us your best Cosplay photo taken in the Edogawa Commemorative Garden!

1. Visit the Edogawa Commemorative Garden with you or a friend wearing 'cosplay' between **30 March to 30 April 2019**

2. Upload your best photo to the <u>Gosford Regional Gallery and Edogawa Commemorative Garden</u> Facebook page or to Instagram with **#gosfordregionalgallery**. All entries must include the hashtag.

   The top ten photos will win a free pass to <u>Central Coast Comicon</u> (Saturday 11 May) at the Entertainment Grounds, Gosford, where the top 10 photos will be exhibited

Cultivating Inclusive Communities (CIC): Westvale Community Centre, St Albans- Term 2

CIC is a free program for women aged 18+, including from CALD communities, who would like to be involved in growing a wide variety of seasonal herbs and vegetables and using the produce to cook dishes from around the globe to share.

The program is aimed at bringing women together to share recipes and connect with each other over a meal. The program will help to increase intercultural engagement and understanding and promote social cohesion and belonging for women in the Brimbank community.

Please find attached a flyer. [Cultivating communities flyer](#)

For more information please email **courses@jss.org.au** or call Margaret Moore on 0417837612.

[Return to top](#)

Great public spaces:
Five street transformations from around the world

EVE CRITTON MAR 27, 2019

GREAT PUBLIC SPACESSTREETS & TRANSPORTATIONSTREETS AS PLACES

Streets are at the heart of every community. From the picturesque alleys of the midwestern United States to the lifeline linkages in the informal settlements of Kenya, these vital pathways not only get us from A to B, but also create spaces for public life to take place in its most ancient form.

Streets are malleable and dynamic and change with the pace of the community over time. They can transform neighbourhoods ruled by cars into places where people can go about their lives uninterrupted, convert rough patches into thriving cultural hubs, and spark the revitalization of entire districts. Simple and strategic interventions, like a fresh coat of paint, can reverberate throughout a community. Larger infrastructural changes, like altering traffic patterns or building a bridge, can ensure the safety and wellbeing of residents. Targeted street reforms can elevate equity and human dignity. Here are five examples of just how powerful great streets can be.

1. EAST 4TH STREET, CLEVELAND, OH, USA

Sometimes a little street can have a big impact. A preponderance of patios along pedestrianized East 4th Street in Cleveland, Ohio has had a ripple effect throughout the city's downtown **Read more.**

2. **KIBERA**, NAIROBI, KENYA

In one of the largest slums in all of Africa, a pedestrian bridge across and frequently flooded river isn't just a convenience. This lifeline gives residents of the neighbourhood access to employment,and is also one small step in formalizing this community's fragile existence. **Read more.**

3. **NORTHSHORE**, CHATTANOOGA, TN, USA

If your American city has a vibrant, community-powered waterfront, you can thank Chattanooga, Tennessee for paving the way. Going back to the 1970s, this midsize city has proven how a river can become a place of connection and a platform for community events and activities of all kinds   . **Read more.**

4. POBLENOU SUPERBLOCK, BARCELONA, SPAIN

Before 2015, superblocks had become a dirty word thanks to modernist city planners. But Barcelona, Spain has reclaimed the term for a massive program to repurpose neighbourhood streets as public space, starting with Poblenou. **Read more.**

5. RUA NOVA DO CARVALHO, LISBON, PORTUGAL

What happened when Lisbon, Portugal painted its red light district pink? Rua Nova do Carvalho reflects the transformation of the city's seedier side into a more family friendly entertainment area. **Read more.**

Return to top

Inclusive, connected and just our vision for NSW

29 OCT 2018

[Toni Beauchamp](#)
[Uniting](#)

DESCRIPTION

Inclusive, connected and just: our vision for NSW identifies areas where the current system is not working well for disadvantaged people. It outlines concrete, achievable solutions to ensure that some of the most marginalised people in our communities do not miss out on the benefits of a strong economy. These focus on:

- creating affordable housing and reducing homelessness
- improving the health and wellbeing of people with drug-related issues through improved provision of drug treatment
- giving all children a good start in life through early learning
- improving the safety and wellbeing of vulnerable children and young people by providing earlier, proactive support
- improving life chances for young people leaving out-of-home care
- addressing gaps in support for people with disability and their families
- improving the health and wellbeing of older people and reducing avoidable hospitalisations.

We also call for a serious commitment to address the entrenched disadvantage experienced by Aboriginal and Torres Strait Islander communities with strategies shaped in partnership with Aboriginal communities.

[Return to top](#)

Normalize negotiation:
Learning to negotiate salaries and improve compensation outcomes to transform library culture

22 MAY 2019

Aliqae Geraci, Shannon Farrell
In The Library With The Lead Pipe

DESCRIPTION

This article explores academic librarians' experiences with compensation negotiation, using a combination of survey and interview data. Specifically, we focus on where librarians learned how to negotiate, where they sought or found advice, where they wished they had received information, and what factors would help them negotiate and improve their outcomes in the future. We also discuss the impact of representation or membership in a labour union on negotiation behaviour. We share this information to help facilitate a larger cultural shift in libraries: to normalize negotiation through more and better training, increased self-advocacy in the hiring and promotion process, and more transparency in the sharing of experiences and compensation information.

Return to top

Preparing early career librarians for leadership and management:
A feminist critique

17 APR 2019

Camille Thomas, Elia Trucks, Holly Kouns
In The Library With The Lead Pipe

DESCRIPTION

This article explores the opportunities and challenges that early career librarians face when advancing their careers, desired qualities for leaders or managers of all career stages, and how early career librarians can develop those qualities. Our survey asked librarians at all career stages to share their sentiments, experiences, and perceptions of leadership and management.

Through our feminist critique, we explore the relationships to power that support imbalances in the profession and discuss best practices such as mentoring, individualized support, and self-advocacy. These practices will be of use to early career librarians, as well as supervisors and mentors looking to support other librarians.

Return to top

2019 CAUL report:
United Nations Sustainable Development Goals

10 APR 2019

Council of Australian University Librarians (CAUL)
Council of Australian University Librarians (CAUL)

DESCRIPTION

The report details the important role that university libraries play in national and international development. Innovative services support education, training, and research, and economic development and growth.

Around 48 million visits were made to university libraries in 2018. Students, staff, alumni and the wider community benefit attended more than 480,000 digital literacy and information courses, developing new capabilities.

Libraries are an essential part of our education system. They play a key role in the development of the nation's capacity by contributing to student learning experiences. These students then go on to power the economy and reshape our world. The collections and services of libraries also contribute to research that develops international understanding of issues in science, social sciences, humanities, technology and medicine. Australian universities are leaders in making this research knowledge available. Society is transformed through the power of research, teaching and learning. University libraries are essential knowledge and information infrastructures which enable student achievement and research excellence.

This paper has been prepared to report on the efforts of the Council of Australian University Librarians (CAUL), the peak leadership organisation for university libraries in Australia. Members are the lead library executive of the institutions that have representation on Universities Australia.

Return to top

Smashing the avocado debate:
Australia's youth unemployment hotspots

DESCRIPTION

In recent years the avocado has acquired a mythical status in what passes for the public debate about Australia's young people: it is a popular motif that has come to represent the alleged excesses of an emerging generation. Young people, according to this line of prosecution by stereotype, are entitled, pampered by parents and overindulging – to their detriment – in their usage of both social media and various permutations of an overpriced brunch food item.

How simplistic.

More than a decade after the global financial crisis, the national youth unemployment rate remains stubbornly high at 11.2 per cent (December 2018). Although now below the post-GFC peak of 14.1 per cent in November 2014, youth unemployment today is mired at levels similar to those observed in the early 2000s.

Across Australia, this translates to a quarter of a million young people who remain unemployed. In the Queensland Outback region, a perennial recent hotspot, a quarter of young people in the regional labour force remain unemployed. And, as this analysis reveals, the tale of two Australias persists, with regional and outer suburban locations bearing the heaviest burden of the youth unemployment challenge.

In reality, Australia's 15 to 24 year olds are making a highly sensitive transition to adulthood while, as a nation, we are navigating a period of testing social and economic change as a result of interconnected challenges posed by globalisation, technology, climate change and demographic change. While the modern economy presents new opportunities for jobseekers, it poses particular risks for young people, who often have little or no work experience. Young people without training opportunities or higher educational qualifications face a double jeopardy.

Strengthening skills:
Expert review of Australia's vocational education and training system

2 APR 2019

Steven Joyce
Department of the Prime Minister and Cabinet (Australia)

DESCRIPTION

For decades, vocational education and training (VET) has been one of the key pillars of Australia's economic success story. Generations of tradespeople and skilled workers have successfully developed their skills and knowledge in a practical work-based learning environment.

Vocational education today remains an effective and efficient way of imparting the skills needed for employment. If anything, it's likely that work-based learning models will be more important in the future as technology-driven changes to the 'way we do things' need to be quickly transmitted across industries and around workplaces. Our fast-moving world will need flexible and applied ways of learning, so people can lay strong foundations for their careers and then build further skills and knowledge in order to participate in new and changing industries.

This Review set out to conduct a health check of the Australian VET sector to determine how ready it is to step up to the challenge of training more Australians, now and in the future.

Some good work has been done, particularly in setting up the key elements of an integrated national framework such as the national regulator, the Australian Skills Quality Authority (ASQA), and nationally-portable qualifications. The Government's creation of a universal student identifier and the new VET Information Strategy are further steps in the right direction. And the recent reforms to address the VET FEE-HELP issues have helped restore confidence in the sector that had been lost.

Most participants in this Review were very passionate about the vocational training model. They believe that 'learning while you earn' is critical for a fast-changing work environment.

However, many were also concerned whether the current VET systems and processes can deliver the sort of flexible work-based learning models that would help Australians obtain the necessary skills for the future of work.

Slow qualification development, complex and confusing funding models, and ongoing quality issues with some providers were cited as issues that needed addressing. Careers education, VET in schools and access for disadvantaged

learners were also cited as needing attention to ensure VET continues to deliver for Australians.

These concerns are backed up by empirical evidence. Employer surveys show confidence in the sector declining, and numbers of qualification-seeking students decreasing.

This Review argues that there needs to be a significant upgrade to the architecture of the VET sector so it can successfully deliver the skills needed for Australia's future.

It proposes a new vision for vocational education in Australia as a modern, applied and fast-paced alternative to classroom-based learning. This Review recommends a six point plan for change and a roadmap for achieving it. The plan seeks to deliver a stronger skills sector which is a positive choice for many more Australians, whether they are starting their working lives or need new skills to advance their career.

# The Place Standard Tool:
Used to assess the quality of a place

Posted May 16, 2019 - 21:48

Readers may be interested in the recently developed Place Standard tool. It is a very useful resource for both professionals and communities interested in assessing the strengths and weaknesses of places as a basis for the improvement of in their areas. Furthermore, it is a free resource.

Place Standard was developed through collaboration between NHS Health Scotland, the Scottish Government, Architecture and Design Scotland and the City of Glasgow. Interestingly it employs a methodology not unlike that used in the PASCAL Benchmarking tool which profiles the engagement of universities and colleges with their communities.

The Place Standard spans 13 aspects of places including public transport, play and recreation, work and local economy, social interaction, feeling safe, facilities and amenities and influence and control, Community stakeholders are invited to come together to discuss and agree ratings on each of the 13 dimensions, and from these scores a radar diagram is created which profiles the good and less good aspects of a place; here is an example:
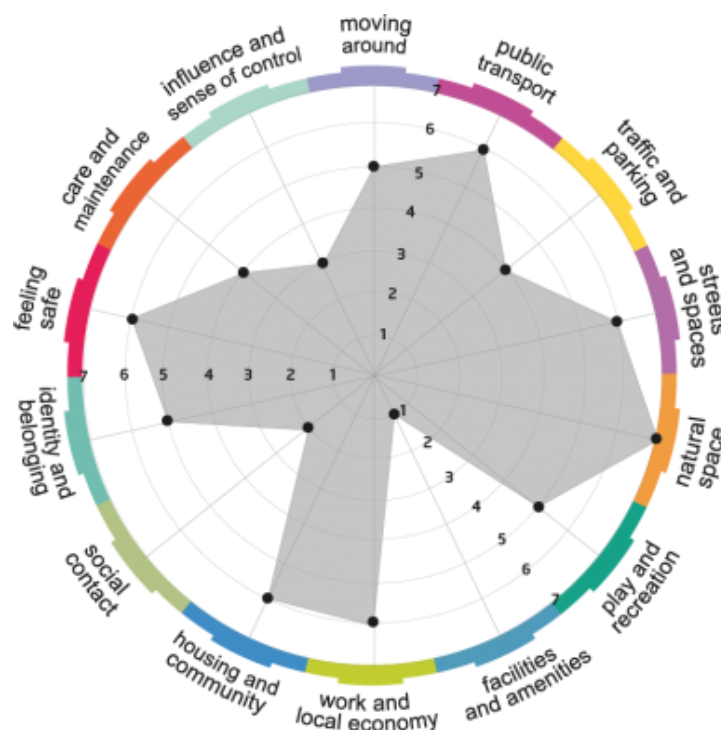
It is already being applied to useful effect by a number of local councils in Scotland, to provide a focus for planning activity.

Profiling places in a way such as this raises the intriguing prospect of how this analysis could be related to profiles of engagement from the PASCAL benchmarking tool.
For more information on the Place Standard tool go to https://placestandard.scot .

Return to top

University Futures, Library Futures:
Aligning library strategies with institutional directions

Constance Malpas, Roger Schonfeld, Rona Stein, Lorcan Dempsey, Deanna Marcum
OCLC

DESCRIPTION

This report establishes a new framework for understanding the fit between emerging library service paradigms and university types.

Supported in part by the Andrew W. Mellon Foundation, project leads Constance Malpas, Lorcan Dempsey, and Rona Stein from OCLC Research and Roger Schonfeld and Deanna Marcum of Ithaka S+R, examined the impact of increased institutional differentiation in universities on the organization of academic libraries and the services they provide.

As libraries move away from a collections model in which libraries measure their success by how large their collections are, this report puts a framework around library services, explores emerging patterns in different institutional settings, and gauges the importance of these services areas—now and for the future—according to surveyed library directors.

The work has three main components:

- a working model of US higher education institutions that is characterized by educational activity (Research, Liberal Education, Career-directed) and mode of provision (traditional-residential and new-traditional-flexible)
- a library services framework that covers nine key areas
- comparison of the above two to test the hypothesis that the services portfolio of libraries map onto the institutional priorities of their host university

Return to top