

LEARNING together

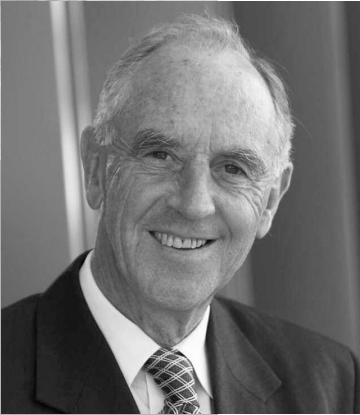
An Introduction to the Hume Global Learning Village and our Strategy



VISION - *Hume being a learning community where people embrace learning as a way of life, for all their life, thereby creating a community that values learning as the key to strengthening individual and community wellbeing*

Foreword by the Honourable John Cain

Chairman, Hume Global Learning Village Advisory Board



The value of learning in a society cannot be overestimated. It is a vital part of personal growth, as individuals expand their horizons and stretch their potential. The excitement of learning, its ability to help us achieve our dreams and ambitions, and the possibilities it awakens in our imagination, all nurture our sense of wellbeing and self-esteem.

The flow of information between people is fundamental to growth and it helps prepare people to replace those retiring; it spurs innovation in business and industry, and enables workers to adapt to those changes; it forges links between people and groups, and fosters understanding.

The role of learning as a tool for social justice, economic development and personal wellbeing has been recognised by Hume City Council and is seen in its creation of the Hume Global Learning Village. The Council's vision of turning Hume into a community where learning is lifelong, aims to strengthen the sense of wellbeing in individuals and the community.

In a city that has pockets of high unemployment, where two-thirds of jobs are taken by people from outside its borders, where many are hampered in their work and personal lives by issues of language, literacy and numeracy, the Hume Global Learning Village has a vital role to play.

The Village Advisory Board's function is to offer high-level advice and support to the Council and Village members in their endeavours to make Hume a learning city, in part by developing opportunities for external funding and partnerships.

As an advocate of social justice and economic development over many years, I applaud Hume City Council on its initiative in establishing the Village to expand learning in Hume, and I am proud to make my contribution as the Advisory Board Chairman to help achieve its vision.

John Cain
Former Premier of Victoria

Foreword by Ken Thompson

Chairman, Hume Global Learning Village Committee

As a teacher, I have seen the value that community and family support can give in encouraging students in their education. However, that encouragement is sometimes not enough. Today in Hume many children are entering school unprepared and some secondary college students are disengaging from education, believing they cannot succeed.

I am greatly heartened by Hume City Council's initiative in creating the Hume Global Learning Village, to provide a spearhead for learning in the city and to underpin the efforts of our teachers and other educators.

Learning should extend well beyond the schoolroom and college. It can happen in the community, the work place, in interest groups, and at every stage of life. We must support that. Yet the Village network is more than simply a means of creating learning opportunities and encouraging everyone to take part in programs. The Village network has its own beneficial offshoots, as links between the members develop, providing a bridge for community cohesion, understanding and interconnection between all sectors of our city and community.

The synergy of the Village network is a vital part of the process, since the resources needed to implement all of the Village's strategies are beyond the capacity of individual agencies.

Members of the Village network are also benefiting by learning ourselves. Participating in the Village projects is giving us learning opportunities as well as leadership roles. And the Village Forum offers many opportunities to network with others from all parts of our community.

I sincerely hope that the 200 members so far involved in the Village will be joined by many more - both in Hume and beyond - eager to help motivate all the people of Hume to take up learning, expand the opportunities for it, and inject greater vitality and excitement into our community.

Ken Thompson
Principal, Gladstone Park Secondary College



Message by Cr Mohamad Abbouche

Mayor, Hume City Council



As a local government authority, Hume City Council is proud to embrace and inspire lifelong learning and continuing education. The Hume Global Learning Village Strategy is evidence of our ongoing commitment to this important initiative.

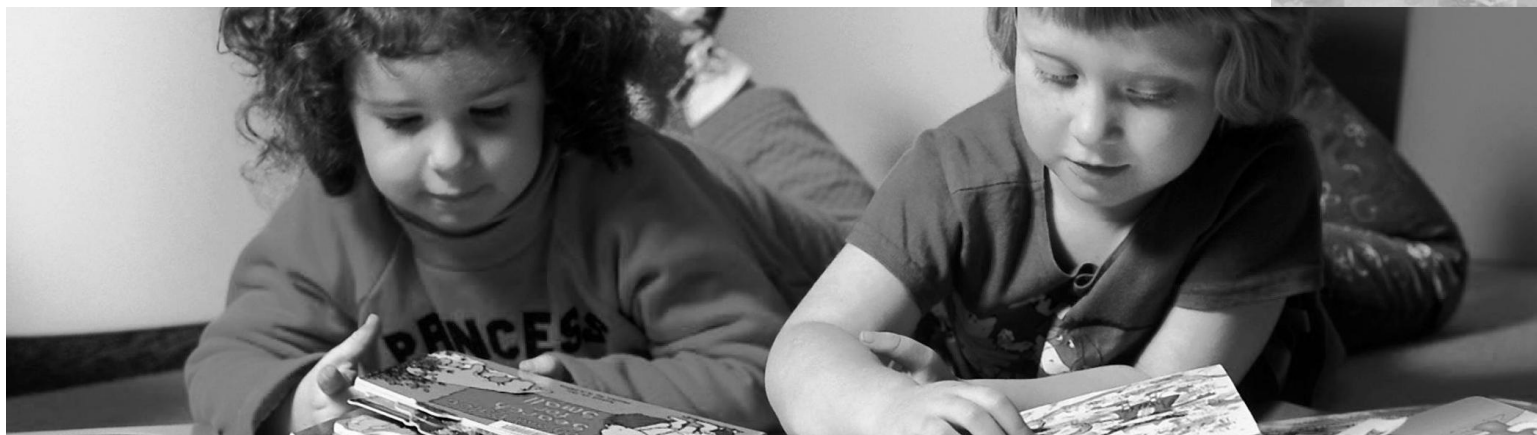
This Strategy is essential to empowering our community to embrace learning as a way of life. It is the result of six months work involving extensive consultation with stakeholders and covers all areas of learning for people of all ages. From learning in the workplace, at an educational institution, in the home or at play, Council and the Village members will work in partnership to encourage and support all forms of learning.

The projects that Council undertakes as part of the Hume Global Learning Village Strategy will not only encourage participation by Hume residents, but will be delivered in a spirit of cooperation with the members of the Village.

By proactively working as a team, we can facilitate learning, employment, personal growth and participation and ensure that the needs of our community are addressed through an integrated network of support services.

My hope is that all of Hume's residents will embrace the opportunities made available by the Hume Global Learning Village Strategy

*Cr Abbouche
Hume City Council*



INTRODUCTION

What is the Hume Global Learning Village?

The Hume Global Learning Village is a network of committed people and organisations from all sections of Hume's community, working together to help transform Hume into a learning community. Their goal is to enhance the wellbeing of individuals and the community as a whole through learning.

The Village, supported by Hume City Council, comprises approximately 200 members - actively interested individuals, educators, businesses and industries, and community, faith and interest groups - who believe that social, economic and personal wellbeing is achievable by raising the level of learning in the community. By fostering learning and creating more opportunities in Hume, they will make a significant and positive change.

The Village network acts as the driving force to enable the people of Hume to embrace learning as a way of life - in their homes, in the community, at schools and colleges, and at work. The Village works directly utilising more than 50 strategies (outlined in this document) and also by providing local expertise and advice to Hume City Council to incorporate into its various functions.

Background

The seeds of the Hume Global Learning Village lie in Hume City Council's vision for the municipality:

"Hume: a prosperous, progressive, sustainable and vibrant gateway city, distinguished by the diversity of its community and renowned for social justice and community inclusion".

However, bold vision statements often remain as noble but empty words. Hume City Council decided that specific action was required to give life to its vision. The Council believes that improving learning opportunities and outcomes is a key step towards reducing disadvantage and strengthening personal and community wellbeing.

At the heart of Hume City Council's initiative to create a learning community, Council developed its flagship learning facilities, the Hume Global Learning Centre in Broadmeadows and the Visy Cares Learning Centre in Meadow Heights.

The Hume Global Learning Centre developed by Hume City Council with support from the Victorian Government, The Age newspaper, Ford Australia and The Pratt Foundation provides support to the Hume Global Learning Village as well as provides a venue for formal and informal learning activities.

Located in Broadmeadows, the Centre is a computer, internet and training centre, with state-of-the-art multimedia equipment, an e-Play and Internet Cafe, training facilities, exhibition space and community training and meeting rooms. It also includes Broadmeadow's first public library - The Age Library.

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Setting up the Hume Global Learning Village

Hume City Council brought together learning and education providers in Hume to develop the Village as part of Council's program to promote learning in Hume and to act as a catalyst and leader. The first meeting was held in May 2003 and an interim committee was formed (the current Committee was formed in early 2004). During 2003, five forum-style meetings of Village members were held, and later a consultant, Kimbra White was engaged to lead the new Village network in developing its strategies.

The Advisory Board was established, chaired by the Hon. John Cain, former Premier of Victoria. The Board's principal role is to provide high-level advice and support to the Council on issues, trends, policies, research, funding and partnerships that can support learning strategies in Hume.

As a learning city, Hume is joining the greater movement of approximately 30 learning towns and cities spread across Australia and overseas.

The Strategy Plan: themes and strategies

Hume City Council's Social Justice Charter was launched in 2001, stating the Council's aim "to promote an active citizenry, strengthen community wellbeing and reduce the causes of disadvantage".

Council recognises that many Hume citizens including our: young people, culturally and linguistically diverse community, older people, people who are socially isolated or who have addictive disorders, children, people with disabilities, unemployed and under-employed people, women and indigenous people do not fully enjoy basic entitlements to be free and equal in dignity and rights. Council committed itself to action to redress the situation.

Learning is a key program area in the Charter, and the Hume Global Learning Village's Strategy contains practical steps to address issues and supports the Council's objective of social justice. Whilst developing the Strategy, careful consideration was taken to address the needs of the groups in the Hume community identified by the Charter. Each project includes steps to encourage participation from these groups.

It was developed over three months in early 2004 through a series of small-group community conversations, augmented by meetings of the Advisory Board, the Village Forum (open meeting of Village members) and the Village Committee.

It is not enough simply to have a vision of a learning community, in which each member - and so the whole community - is continually growing through learning, or even to provide the resources. While essential, this must be underpinned by stimulating the desire to learn, by ensuring everyone is aware of the opportunities, and by making resources readily accessible to all.

The Strategy focuses the energies of the Village members on practical steps to achieve this winning combination of vision, opportunities, resources and motivation over the next three to five years. Some of the 56 strategies are already underway, while a few extend beyond that timeframe.

The strategies fall generally into eight groups. Theme 1 addresses the issue of motivation to learn. Themes 2, 3 and 4 all focus on improving learning at various stages of life, from pre-school to work and in the community, to provide opportunities and to achieve better outcomes. Themes 5 and 6 address specific learning issues of language, literacy, numeracy and IT skills. Theme 7 focuses on making people aware of learning opportunities, and Theme 8 concentrates on the Village network and how the members can work together to reach the Village goals.

Looking forward

The members of the Village are dedicated to achieving the vision of Hume as a learning city, and have already embarked on some key strategies. Even at this early stage, Hume has become a focus for other communities seeking to learn and build on Hume's experience and strategies. Australian and overseas interest in Hume's initiative is growing.

Given the ambitious nature of this project, the Village will need to gather further support for its vision and strategy. This will include additional members for the Village network, and local and external partnerships and assistance, to turn the vision for Hume as a learning community into reality.



THE STRATEGIES

Theme 1: Inspiring lifelong learning in Hume

Most people are involved in learning situations daily - pursuing their interests, helping children with homework, volunteering, playing sport, listening to the radio or reading the newspaper, as well as more formal study. Consciously or unconsciously, they are learning or helping others to learn. This group of strategies aims to motivate people to take up or continue learning for themselves and others, to recognise the level of learning that is already happening in their lives and around them, and to acknowledge those who encourage others to learn.

1.1 "Inspired to Learn in Hume" postcard project

This postcard project aims to make every person in Hume, from school children to older citizens, aware of learning possibilities, and while also providing an informal audit of the learning aspirations of the people of Hume. Every person will be given a free postcard, and on a set day, all are asked to write on it "I would like to learn ..." and send it to the Hume Global Learning Village. Related ideas include a photographic project, conducted on the same "postcard day" where photographs/images of people learning in Hume are taken, and printed postcards to thank others for their teaching are produced.



1.2

Mentoring

Everyone can be a teacher as well as a learner, and can give as well as receive learning. The mentoring program aims to cross boundaries and to encompass young people, seniors, those with special needs, and business leaders in a multi-tiered ongoing project, as well as provide support to existing projects for mentoring young people.

1.3 "Inspired to Learn in Hume" awards

An awards program to celebrate excellence and innovation in learning will embrace a range of categories and issues.

1.4 Inspiring learning stories

The achievements of lifelong learners who have made a difference to their own lives and the lives of others will be highlighted. The program aims to widen the scope of role models and break down stereotypes by including a broad range of subjects from all sectors of the community (including business), headlining their achievements and commitment through newspaper articles, a poster series, awards programs and publicity channels (eg. Australian Story, Australian Honour Awards).

1.5 Celebration of Learning festival

The Celebration of Learning festival will be a city-wide event involving every possible venue in Hume, from schools to sports clubs to Rotary meetings. Every organisation or venue will be invited to stage their own interactive event to involve their local community.

1.6 Adult Learners Week festival

All members of the Hume Global Learning Village will be involved in the nationwide Adult Learners Week, organised annually by Adult Learners Australia. The Village participation aims to broaden the number and range of local activities through businesses, schools, community groups, parents, etc.

1.7 Learning at all festivals

Festivals offer many opportunities for learning, in a social and fun environment. This strategy will ensure that more learning components are incorporated into each of the many festivals held annually in Hume.



1.8 Publicity and communication plans

A wide ranging communications plan will broadcast information about learning events and stories through local newspapers and community newsletters at all levels, as well as providing local publicity for relevant statewide learning-related events. Key messages to promote learning, and promote Hume as a learning community, will be established.

1.9 Leadership programs

Leadership in the community will be enhanced through programs including one developed with Leadership Victoria, catering for both individuals and community groups

1.10 Teachers' awards and scholarship program

The important role of teachers and tutors working in schools and community settings will be acknowledged through a program of awards and scholarships.

THE STRATEGIES

Theme 2: Starting out: starting school

The value of pre-school programs is widely acknowledged for preparing children for education by developing their social, attention and other skills. Yet in some parts of Hume, nearly 30 per cent of children miss out on any form of pre-school experience.

The Victorian Government's Best Start Program, which is underway in two Hume suburbs (Broadmeadows and Campbellfield), has highlighted the most common reasons for children not attending pre-school which include, cost, unsuitable session times, lack of transport, poor English skills, or non-awareness of pre-school.

This group of strategies aims to address some of these issues, to ensure that every child in Hume has two years of pre-school, as well as increasing parental and community involvement in children's education, and extending the principles of the Best Start Program throughout Hume.



2.1 School-community engagement

A high level of community, parental/guardian support for their children's education is the aim of this project, which will be developed from already successful models in Hume, Australia and overseas. It is linked with two other strategies - Learning in your local community (geographic communities) (4.2) and Schools as local computer hubs (6.3).

2.2 Support Best Start

The Victorian Government's Best Start program, for children up to the age of eight, operates in two Hume suburbs. Members of the Hume Global Learning Village can support and add value to the program, and in particular broaden the scope beyond its current boundaries. A merger between the Best Start Program and the Hume Global Learning Village literacy initiatives will maximise their effectiveness.

2.3 Pre-school attendance

A set of initiatives to ensure that all children in Hume have the chance to attend pre-school is being developed, adding to the work of the Best Start Program. These include raising awareness in the community of the value of pre-school, increasing links between schools and pre-schools to promote pre-school education, and possible assistance with transport.

THE STRATEGIES

Theme 3: Moving on: school to further education and employment

Lifting the level of young people's involvement in education, both at school and beyond, and raising employment rates for all Hume people by ensuring they have the necessary skills, are the objectives of this group of strategies. Hume averages low on several educational measures - the number of students completing year 12, students at university level and residents holding either an undergraduate or postgraduate qualification. Some secondary schools report that significant groups of young people are not interested in learning and no longer believe that they can succeed.

On the work front, there are approximately 57,000 jobs in Hume. Yet, only a third of these jobs are taken by local people, while Hume's unemployment rate is higher than the state average. Many of Hume's people are "non-job ready", requiring extra support and training to be able to move into work and access the jobs available.

3.1 Supporting LLEN goals and activities

The Hume/Whittlesea Local Learning and Employment Network (LLEN) was set up as part of a statewide program by the Victorian Government, to assist young people in the transition from school to work. Supporting programs such as LLEN and others already established in the area will

improve young people's learning opportunities and smooth their transition from school to work. Links between LLEN programs and the various projects of the Hume Global Learning Village will be fostered.



3.2 Keeping middle-school students engaged in learning

A project to identify the real issues behind young people losing interest in learning will be the first step towards developing appropriate programs to help them remain at school and stay involved.

3.3 Youth video project

Young people will be given opportunities to develop their own stories on video, to engage them in their education through new media.

3.4 Marketing many pathways

Opportunities to continue learning in non-academic settings will be developed for school leavers who are not continuing their education at university/TAFE level. This includes supporting the Hume/Whittlesea Local Learning and Employment Network (LLEN) in its programs to assist school leavers in the transition from school to work; creating a broad-based 'Learning by Doing' program modelled on a scheme run by Brite Industries; and supporting young people to develop and run a new enterprise.

3.5 Career advice and business partnerships for school leavers

Options will be explored to broaden the standard one-week work experience to include other work experience opportunities, and employers will be involved in showing interested young people where careers and skill shortages might develop in the future. Small and medium-size businesses will also be involved. Ways of improving careers advice will be explored, involving teachers and parents, to provide young people with clearer, more realistic information around their study and career options.

3.6 University and vocational education participation

To increase the number of Hume people entering university and vocational education, programs will include providing information about all scholarships to students, and lobbying for more scholarships, at both university and TAFE, to be given to Hume residents. Data on changing job profiles will be given to schools, students and job seekers.

3.7 Being job ready

Ford Australia, in partnership with Hume City Council, ran a successful Employability Program to help train indigenous people to become job ready. Assistance will be provided to Ford to ensure the long-term life of the program and to broaden it to accommodate the training of a larger number of job seekers that are not yet job ready.

3.8 Skills and knowledge profiles of regional jobs study

An audit of skills needed in local businesses, now and into the future, will be run and programs developed to help local people gain the required skills. This study will include any new or emerging industries where the skills can be put to use.

3.9 Learning in SMEs

The role of small and medium businesses as learning organisations will be developed through a communication and education plan. The aim is for the firms to offer their people opportunities to develop new skills and so adapt to the changing needs of business. *Commencing 2007/08*

THE STRATEGIES

Theme 4: Learning in community settings

Learning is more than schools and classrooms - it occurs anywhere and any time, from a coach passing on skills to young football players, to a keen cook passing on a favourite recipe to friends. People who may not be comfortable in the classroom may be happier learning in a community group, and programs should be provided for them. Learning and teaching in the community are two sides of the same coin - a volunteer in a community group is often learning, while a keen student may well be a future teacher. A lifelong learner may also be a lifelong teacher.

4.1 Learning in your local community (communities of interest)

This program will pinpoint the learning needs of a wide range of groups in the community, and link the members and groups with others that can fulfil those needs. Special attention will be given to the groups highlighted in Council's Social Justice Charter.

4.2 Learning in your local community (geographic communities)

A program to share community resources: a facilitator will help local learning providers to develop programs for the local community. Imaginative and creative planning could see a neighbourhood house running evening classes in a school's computer lab, community use of a school library, or a staff tearoom hosting cooking classes. This program is linked with two other strategies – School–community engagement (2.1) and Schools as local computer hubs (6.3).



4.3 Learning as a volunteer

More Hume people will be encouraged to be involved in volunteer work. Volunteering in a wide range of community organisations offers people unexpected learning opportunities, as well as providing much needed resources for many local groups – everyone has something to teach others.

4.4 Learning through the arts

Arts programs are great learning opportunities, and appeal to a wide range of people not otherwise involved in learning. Such programs can engage with a range of communities including multicultural, disabled and youth. Potential links between community arts and school arts programs will also be investigated

4.5 Learning through place, journey and life stories

An important fund of life stories, covering the vast range of cultures and journeys of Hume's residents, will be acknowledged and valued through a series of projects to collect the tales. Schools and community groups will be involved in documenting the stories through oral, photographic, video, written and drawing media, and celebrated through a range of activities including an annual exhibition. This project is linked to Inspiring learning stories (1.4).

THE STRATEGIES

Theme 5: Language, literacy and numeracy skills

Literacy and numeracy are basic skills, and there is a need to raise the level of these in Hume. An estimated one third of unemployed people would benefit from literacy programs, and while many young people have the advantage of speaking two or more languages, some are not fully literate in their first language which impedes them in learning English.

This group of strategies aims to raise people's expectations of their literacy and numeracy skills, provide both adults and children with the means to increase those skills, and to encourage children from non-English speaking backgrounds to be fully literate in their first language as well as in English.

5.1 Enhance literacy and numeracy programs

Existing programs to improve literacy and numeracy skills will be enhanced, and new programs developed if needed, for both children and adults. The project will also investigate if there is a need for tutors of non-English languages to give support at playgroups, pre-schools and primary schools to assist young children develop their literacy, numeracy and languages, and the availability of such tutors.

5.2 Literacy in first languages

The need for first-language literacy programs will be assessed, working with community groups and schools, including weekend language schools.

5.3 English for newly arrived children

This project will advocate for English language classes for children of adults recently arrived in Australia (the adult migrants currently receive 510 hours of free classes). In addition, more resources will be vigorously sought to help schools to provide special programs for newly arrived children who need help with English.

5.4 Literacy and numeracy programs for young people in contact with the court system

A consortium of Hume Global Learning Village members will be created to address the particular literacy and numeracy needs of young, 'at-risk' people who have been before the courts.

5.5 Research on literacy and numeracy

Data on the current state of literacy and numeracy skills will be collected and shared by members of the Hume Global Learning Village, as a base line for measuring the effectiveness and impact of the various programs as they are implemented.

THE STRATEGIES

Theme 6: Information technology (IT) uptake and virtual communities

Home computers and internet use in some parts of Hume are significantly below the Melbourne average. Raising the level of owning or accessing a computer must go hand in hand with a motivation to use computers and the necessary technical skills. Some small businesses have invested in the technology but are not making full use of its potential for their business.

This group of strategies aims to increase the community's use of computers, email and the internet. A further step - to create virtual communities in Hume based on communities of interest - would enable e-learning and greater community communication and engagement with the Hume Global Learning Village. Some overseas learning communities are based on use of the internet.



6.1 Taking IT out to the community

Sparking people's interest in the internet and showing the relevance of IT to their lives is a primary step in involving more people in computer learning. This project plans to take IT "to the action", at recreation centres, community groups, sporting clubs, Rotary clubs etc, and show how it can support their aims

6.2 IT Month

During one specified month each year, every member of the Hume Global Learning Village will run a mini-project to reach out to those not using computers and the internet, and show them how IT may be valuable to themselves, their families, businesses or community groups

6.3 Schools as local computer hubs

To make full use of the computer resources in schools, programs will be developed for parents and others in the immediate area, in association with local organisations like health centres, playgroups and neighbourhood houses. This program is linked with two other strategies – School-community engagement (2.1) and Learning in your local community (geographic communities) (4.2).

6.4 Resources for computer training

Faced with a demand for computer training that is beyond their means, organisations that already provide training (eg neighbourhood houses) need the Village to act as advocate to seek more resources

6.5 'Connecting Hume' program

Refurbished computers will be provided at little or no cost to children who demonstrate a love of learning who are part of a family that could not otherwise afford a computer. This program will particularly target children aged eight or under, in line with the Best Start Program's objectives.

6.6 Information on computer training

Information about available computer training courses, times, fees etc will be provided to people who want to learn computer skills or improve their existing skills.

6.7 A library card - ticket to free internet access

To make Hume's residents aware of the high-speed internet access available at local libraries, and to encourage them to use the resource, every family will receive a sample library card with the message that their own library card is "a ticket to free internet access".

6.8 Research into Hume as a virtual community

Research will be conducted into various models of virtual communities, to explore whether participating in a virtual community would assist individual and community wellbeing through lifelong learning, and how virtual communities might be developed for communities in Hume. As a first step, a pilot project will be considered for one suburb with high levels of home computer usage.

6.9 IT for small business (e-commerce)

To encourage local small businesses to use IT to develop and market their business, several initiatives will be developed. These could include a series of sessions on how IT can increase sales and productivity, matching web design companies or students with small and home-based businesses, or providing some support services for small business (software, equipment, printing etc) at the Hume Global Learning Centre.

THE STRATEGIES

Theme 7: Information

Encouragement and providing accurate and timely information are important parts of creating opportunities to learn. Once a person has become interested in learning in some form, it is critical that the full details (courses, times, fees, locations etc) are readily available.

These strategies are aimed at ensuring that all people in Hume are aware of the wide range of opportunities in Hume, and that the relevant information is easily obtainable from many locations using various communication methods.

7.1 Hume Global Learning Village members as information hubs

The Hume Global Learning Centre and all libraries will be one-stop shops for information on learning, and all members of the Hume Global Learning Village will also act as information hubs.

7.2 Hume Global Learning Village database and website

Up-to-date and full information about learning opportunities - from universities to community groups - will be collected on a database, accessible to all through the Hume Global Learning Village website. It is expected this will be used by staff at various centres (eg. librarians, teachers, maternal and child health nurses etc) to provide information to others. The website will be targeted at various groups within the community, and Village members will be able to update the information directly as needed.

7.3 Information and promotional materials

Themed promotional information about the learning opportunities in Hume will be developed in the form of information sheets, brochures etc, to maximise the likelihood that people will access learning opportunities, based on their interests.

7.4 Hume Global Learning Village newsletter

A Village newsletter will profile the wide range of learning opportunities available through the Hume Global Learning Village, with articles welcomed from all members.

7.5 Newsletters of all Hume Global Learning Village members

Information on learning opportunities, classes and events is widely distributed through the newsletters of all Hume Global Learning Village members, including schools.

7.6 Training for frontline information staff

Staff of Hume Global Learning Village members starting with Hume City Council will receive training as "learning information providers", so that they are able to provide detailed information on courses run by their own organisation, as well as referring people to other organisations and learning activities.





7.7 Identification of all Village members and information providers

All education and learning providers in Hume will be identified under a Hume Global Learning Village logo as members of the Village.

7.8 Learning audit

Locating and mapping the learning opportunities of all kinds in Hume is the aim of the learning audit. This will provide material for the Hume Global Learning Village website and ensure that learners can find their pathway.

7.9 Hume Global Learning Village being a mentor

While helping and encouraging the Hume community to keep learning throughout their lives, the Hume Global Learning Village members will be gaining valuable information along the way. Members will consider how the Village can share that information, its experiences and insights with other cities and regions within Australia, as well as overseas with special consideration to Alieu in East Timor

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The Strategies

Theme 8: Village network

The Hume Global Learning Village is a network of local people and organisations interested in promoting learning throughout Hume. It is important for that network to remain vibrant, and to facilitate programs based on sound research and high-quality information to support Hume as a learning community.

These strategies aim to create a strong and effective Village network that continues to act as a forum for sharing information and that identifies and implements appropriate and well-founded projects to stimulate learning.

8.1 Annual State of Learning conference

An annual State of Learning conference will promote the learning community concept, continue to inspire those involved, review progress, and encourage new and innovative approaches.

8.2 Research seminar

The research seminar is aimed at drawing together a forum of all those involved in research, in order to gain a shared understanding of and promote current issues in Hume.

8.3 Research and evaluation program

The activities of the ongoing action research and evaluation program will include reviewing data collected by Hume Global Learning Village members, and agreeing on the collection of data on base-line participation in learning.

8.4 Shared information, networking and programs A strong program of forums, meetings and events will encourage people and organisations to become members of the Hume Global Learning Village. These opportunities provide support for sharing information between members and encouraging members to develop joint programs.

8.5 Implementation teams

As many Hume Global Learning Village members as possible will be involved in the Village's activities through taking part in small teams to implement projects in the Strategy Plan.

8.6 Youth input and advocacy

With young people forming a large part of the Hume community, programs that engage them are important. Young people will be offered opportunities for self-determination in the Hume Global Learning Village, so that they can express their needs and participate in the solutions.



Summary of Strategies

THEME 1: INSPIRING LIFELONG LEARNING IN HUME

- 1.1 "Inspired to Learn in Hume" postcard project
- 1.2 Mentoring
- 1.3 "Inspired to Learn in Hume" awards
- 1.4 Inspiring learning stories
- 1.5 Celebration of Learning festival
- 1.6 Adult Learners Week festival
- 1.7 Learning at all festivals
- 1.8 Publicity and communication plans
- 1.9 Leadership programs
- 1.10 Teachers' Awards and Scholarship program

THEME 2: STARTING OUT: STARTING SCHOOL

- 2.1 School-community engagement (Linked to strategies 4.2 and 6.3)
- 2.2 Support the Best Start Program
- 2.3 Pre-school attendance

THEME 3: MOVING ON: SCHOOL TO FURTHER EDUCATION AND EMPLOYMENT

- 3.1 Supporting Local Learning and Employment Network goals and activities
- 3.2 Keeping middle-school students engaged in learning
- 3.3 Youth video project
- 3.4 Marketing many pathways
- 3.5 Career advice and business partnerships for school leavers
- 3.6 University and vocational education participation
- 3.7 Being job ready
- 3.8 Skills and knowledge profiles of regional jobs study
- 3.9 Learning in SMEs



THEME 4: LEARNING IN COMMUNITY SETTINGS

- 4.1 Learning in your local community (communities of interest)**
- 4.2 Learning in your local community (geographic communities)** (Linked to strategies
- 4.3 Learning as a volunteer**
- 4.4 Learning through the arts**
- 4.5 Learning through place, journey and life stories**

THEME 5: LANGUAGE, LITERACY AND NUMERACY SKILLS

- 5.1 Enhance literacy and numeracy programs**
- 5.2 Literacy in first languages**
- 5.3 English for newly arrived children**
- 5.4 Literacy and numeracy programs for young people in contact with the court system**
- 5.5 Research on literacy and numeracy**

THEME 6: INFORMATION TECHNOLOGY (IT) UPTAKE AND VIRTUAL COMMUNITIES

- 6.1 Taking IT out to the community**
- 6.2 IT Month**
- 6.3 Schools as local computer hubs** (Linked to strategies 2.1 and 4.2)
- 6.4 Resources for computer training**
- 6.5 Connecting Hume program**
- 6.6 Information on computer training**
- 6.7 A library card is a ticket to free internet access**
- 6.8 Research on Hume as a virtual community**

THEME 7: INFORMATION

- 7.1 Hume Global Learning Village members as information hubs**
- 7.2 Hume Global Learning Village database and website**
- 7.3 Information and marketing materials**
- 7.4 Hume Global Learning Village newsletter**
- 7.5 Newsletters of all Hume Global Learning Village members**
- 7.6 Training for frontline information staff**
- 7.7 Identification of all Village members and information providers**
- 7.8 Learning audit**
- 7.9 Hume Global Learning Village being a mentor**

THEME 8: VILLAGE NETWORK

- 8.1 Annual State of Learning conference**
- 8.2 Research seminar**
- 8.3 Research and evaluation program**
- 8.4 Shared information, networking and programs**
- 8.5 Implementation teams**
- 8.6 Youth input and advocacy**