



maribyrnong and moonee valley  
local learning employment network

# STRATEGIC PLAN 2020-2023

YOUNG PEOPLE ARE CONFIDENT,  
CAPABLE AND ON THEIR WAY TO  
SUCCESS IN WORK AND LIFE

# STRATEGIC GOALS FOR 2020-2023

## GOAL 1: IDENTITY

PAGE 6

## GOAL 2: KNOWLEDGE DEVELOPMENT AND DISSEMINATION

PAGE 6

## GOAL 3: STIMULATING FUTURES THINKING AND INNOVATION IN SCHOOL TO WORK TRANSITION

PAGE 7

## GOAL 4: BUSINESS SUSTAINABILITY

PAGE 7

# INTRODUCTION

The Maribyrnong and Moonee Valley Local Learning and Employment Network Inc (MMVLLEN) is an incorporated association and a Public Benevolent Institution (PBI), known as a charity.

The Victorian Government established 31 LLENs in 2001 with the aim of improving education, training and employment outcomes for young people.

The LLENs:

- Facilitate place-based solutions to the challenges associated with joining up education, employment and service systems,
- Identify service system gaps
- Develop strategies to address the barriers faced by young people in their transitions from school to further education and employment.

Currently each LLEN holds a 2-year 'LLEN' contract with the Victorian State Department of Education (with the potential for a 2-year extension). This contract focuses on facilitating the delivery of Structured Workplace Learning and school to industry activities.

Over its 19 years of operation the MMVLLEN has had a particular focus on young people (10-21 years) who are less likely to successfully transition from compulsory schooling to the next stage of their lives and careers. The Object of MMVLLEN, as stated in its Articles of Association, is to *'improve education, training and employment outcomes for young people with a priority being those experiencing disadvantage, discrimination and social isolation and who are from low socio-economic backgrounds in the Maribyrnong and Moonee Valley region'*. Its vision is *'Young people are confident, capable and on their way to success in work and life.'*

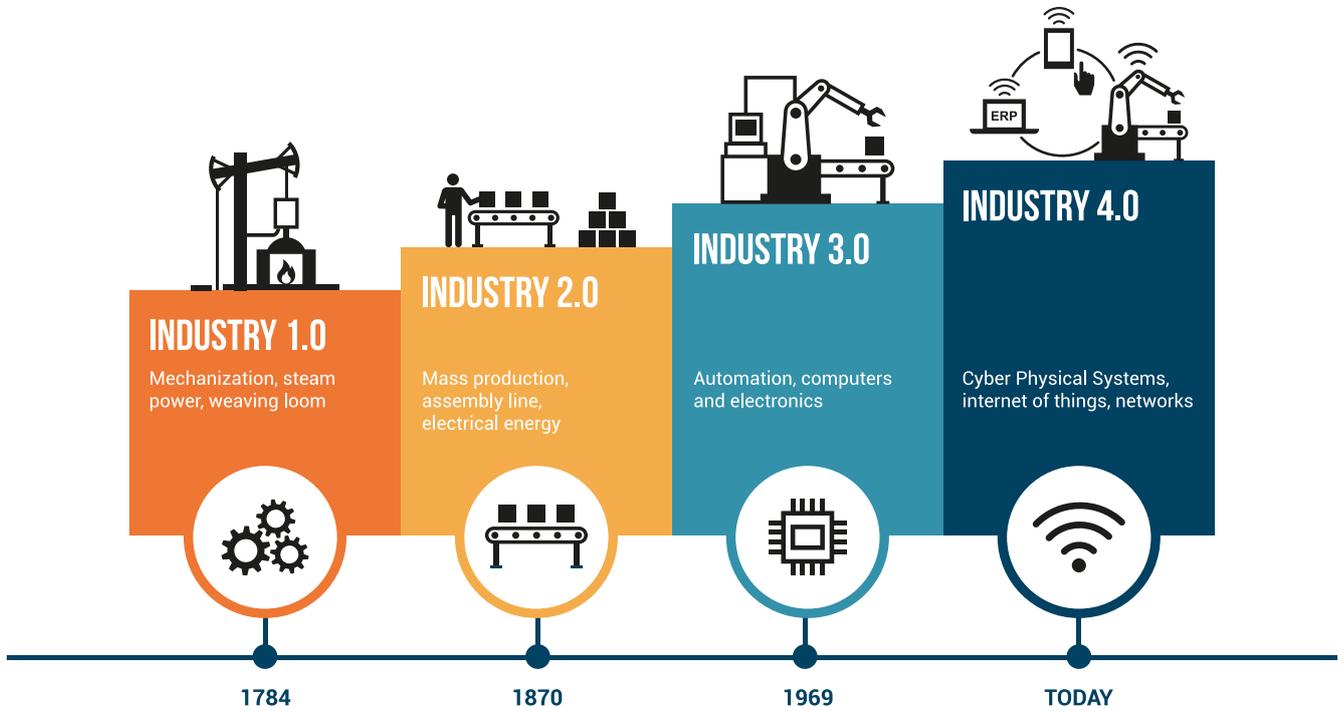
The MMVLLEN fulfils its Object and Vision by:

- Brokering and facilitating strategic partnerships and programs to support sustainable learning and employment outcomes;
- Developing and facilitating collaborative approaches to improving the provision of education, training and employment services;
- Engaging with stakeholders from education, training, business and industry, community and cultural organisations and government bodies.

The MMVLLEN Board has embarked on a strategic planning process that explores the future needs of the Maribyrnong/Moonee Valley area and the opportunities for the LLEN to respond as it transitions to a sustainable business underpinned by a diversified revenue base.

# STRATEGIC CONTEXT

Australia is grappling with the emergence of Industry 4.0, the world's 4th industrial revolution, and the rapidly changing nature and construct of work and learning. Many industries have, over the past decade, faced, or are facing, major structural adjustment, with the adoption of new intuitive technologies reshaping the workforce.



Industry 4.0, is currently embedding smart, connected technology to transform economies, jobs and societies. Physical and digital technologies are combining through *“analytics, artificial intelligence, cognitive technologies, and the Internet of Things (IoT) to create digital enterprises that are both interconnected and capable of more informed decision-making”*.<sup>1</sup>

The McKinsey Global Institute<sup>2</sup> states that for advanced economies, up to a third of the total workforce may need to learn new skills or find new work in new occupations.

The World Economic Forum also highlights disruptive change to business models in coming years with the major drivers of transformation expected to have a significant impact on what jobs and work look like. “In such a rapidly evolving employment landscape, the ability to anticipate and prepare for future skill requirements, job content and the aggregate effect on employment is increasingly critical for businesses, governments and individuals”.<sup>3</sup>

The OECD estimates that, by 2030, 57% of jobs will be replaced by robotics and artificial intelligence. Traditional entry level, low skilled and repetitive jobs are diminishing, and short term, contract and casual work arrangements are increasing.

The United Nations 2030 Agenda for Sustainable Development and OECD’s Sustainable Development Goals (SDGs) set out an *“ambitious and transformational vision for a world free of poverty, hunger, violence and war; a world in which equity, inclusion and a healthy environment are assured for everyone”*.<sup>4</sup>

It calls for action by all countries to improve the lives of people everywhere, as an integral part of social, economic and environmental transformation.<sup>5</sup> Each of the Agenda’s 17 SDGs include targets for member countries relevant to the local context.

1 [www2.deloitte.com](http://www2.deloitte.com), Industry 4.0 Are You Ready? 22nd January 2018, Accessed 17th March 2018

2 ‘Jobs lost, jobs gained: Workforce transitions in a time of automation’, 2017

3 World Economic Forum <http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/>

4 Learning Cities And The SDGs: A Guide To Action, 2017 by the UNESCO Institute for Lifelong Learning, Hamburg, P5.

5 UNESCO International Conference on Learning Cities Papers, Medellin, 2019



Inclusion is a key principle of SDG4, which calls on countries to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. SDG 8 is focussed on economic growth and calls for *sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*, and SDG 11 focusses us on ensuring *cities and human settlements inclusive, safe, resilient and sustainable*. These three goals in particular are relevant to the purpose of the MMVLLN.

A 2019 UN report highlights concerns with the slow progress that has been made towards achieving the aims of the agenda and draws attention to the need for urgent action to achieve the goals.

At the national level in Australia:

- The demand for Bachelor degree or higher qualifications has risen from 23% 1988 to 32% 2018;
- A quarter of students who start a Bachelor degree leave university without a qualification;
- Demand for occupations requiring Year 12 or below was at 21% in 1988 and has dropped to 17% 2018;
- Apprenticeships and traineeships have dropped by 45% from 2012 to 2018;

- 48.7% of working age Australians have literacy and numeracy levels too low for work in a technologically advanced society;
- In August 2019 Indigenous Australians unemployment rate was 21%, the rate for humanitarian migrants was 20.3% and youth unemployment was at 12.4%;
- The average youth unemployment rate for 2018 in Melbourne Western Metro region was 15.5% [BSL hotspots];
- 50% of 25-year-olds in Australia are unable to secure full-time jobs, despite 60% holding post-school qualifications;
- 1 in 3 young people neither engaged in full-time work nor full-time education;
- Young people with disability experience extremely poor post school transitions.

Locally, the economy has, in recent years, been positively impacted by the state government's infrastructure investments in Melbourne's west, although there is a question as to the extent that it is resulting in jobs for young people from Maribyrnong and Moonee Valley. Whilst the area is home to a diverse population with a significant number of new arrivals to Australia, it is also experiencing a rise in gentrification and an increase in young families.

# MAJOR CHALLENGES

Local services highlight concerns in relation to the mental health and wellbeing of young people, the number of young people not completing secondary school, the poor transition of young people into further education and work, the level of family violence and the rapidly changing nature of local work.

The following themes have been identified by stakeholders as important for consideration by the MMVLLLEN Board when setting its 2020–2023 Strategic Goal.

## ROLE CLARITY

It is clear from consultations that it will be beneficial for MMVLLLEN to articulate with clarity its current role and its role as it transitions to the future.

## CONNECTEDNESS

There needs to be greater connectedness between services, schools and young people to breakdown silos and to build learning and support ecosystems.

Prevalence and severity of mental health and wellbeing issues.

Stakeholders report high levels of mental health and wellbeing issues impacting on young people and that there are waiting lists for young people needing to access existing services.

## TRANSITION TO WORK AND LEARNING

Issues relating to the provision of appropriate and adequate support for young people from the Maribyrnong Moonee Valley area in their post school transitions to work, vocational education and training and/or higher education include:

- Importance for young people of working whilst attending school and during post school study;
- Preparing young people for the changing nature of entry level jobs;
- Need for strong careers advice and guidance, information and resources for career teachers and development of new work experience models.

## ENTREPRENEURSHIP AND INNOVATION

Consultations with schools and educators support the need for innovation in curriculum and teaching and learning strategies. Successful integration of future skills and Industry 4.0 technologies into teaching and learning will need to be underpinned by support for schools and individual teachers to adopt new practices.

## SUPPORTING SCHOOLS

The role of the LLEN is seen as critical in assisting schools to link with the community and with industry and to provide opportunities to all young people to develop employability skills.

There is a real need to ensure careers teachers are linked to, and are able to network with, other schools and services and resources in the community. With high student to careers teacher ratios and a turnover of staff many new careers teachers don't know about the LLEN and how valuable it is. The LLEN is seen as being able to support careers and 'try-a-trade' expos and to engage industry in careers panels. The LLEN's role in supporting the VET Cluster and the VCAL cluster is also seen as critical.

The MMVLLLEN is seen as particularly well placed to support students with high learning needs to transition to a post school learning or work environment.

A number of stakeholders during the consultations, talked about the silo mentality of the school system and highlighted the importance of the LLEN in supporting schools to be more outward looking. An additional area where the MMVLLLEN is seen to have a potentially valuable role is in assisting schools to understand the changing nature of the world of work and the implications for teaching and learning.

The MMVLLLEN was identified as being well placed to give young people a framework to demonstrate skills and talents. The LLEN's place-based approach provides greater flexibility to engage young people with the skills that they need. The LLEN is also seen as being the right local organisation to take ideas, such as entrepreneurship and edgy-preneurship skills development, and trial with groups of students to enable them to explore the future world of work, new technologies, ethics in the workplace and design centre thinking.

## EVIDENCE BASE

Consultations identify that there is a gap in accessible, meaningful quantitative and qualitative data that can be used at the local level in the planning and development of initiatives that support the development of learning and employment pathways.

# STRATEGIC GOALS

# 1

## GOAL 1: IDENTITY



A strong identity that positions MMVLLEN as:

- A facilitator of knowledge, resources and innovation in relation to best practice in learning and employment pathways;
- A key influencing organisation in relation to investment in early intervention to address issues impacting young people and their access to responsive, appropriate education (school, VET and higher education), training and employment;
- A strong contributor to the Victorian LLEN network and its initiatives;
- Delivering on the School Industry Partnerships Contract.

# 2

## GOAL 2: KNOWLEDGE DEVELOPMENT AND DISSEMINATION



Facilitate the development of strong evidence-based practices where the generation and distribution of knowledge underpins networking and collaboration and focusses on key strategic issues relating to:

- The Education 4.0 response to Industry 4.0, and potentially Industry 5.0, challenges including literacy, numeracy and digital agility;
- The UN Sustainable Development Goals and opportunities to embed in evidence-based decision making in Maribyrnong Moonee Valley;
- Effectiveness of networked approaches that optimise the ability of local organisations to collaborate and partner for the benefit of young people in the western region of Melbourne;
- Careers conversations and the successful transition of young people into further education and/or employment post school;
- Changing the nature of employment roles for young people;
- Industry involvement in preparing young people for work.

# 3

## GOAL 3: STIMULATING FUTURES THINKING AND INNOVATION IN SCHOOL TO WORK TRANSITION



Explore, develop, trial and evaluate initiatives that:

- Provide highly vulnerable young people with the opportunity to develop and implement community leadership skills;
- Expose young people (and teachers) to design and agile thinking in the application of technologies to common work and community problems;
- Empower vulnerable young people to connect with supports to enable success in learning and employment post school.

# 4

## GOAL 4: BUSINESS SUSTAINABILITY



Build a sustainable business model for the MMVLLEN that includes:

- Growth and diversification of revenue through expanded networking, knowledge development and sharing and service offerings;
- Complementing MMVLLEN's core staffing with a strong consultancy team that provides MMVLLEN with capability advantage when developing innovative pilots, proposing knowledge development projects and competing for diverse revenue sources;
- Develop strategic partnerships that strengthen MMVLLEN ability to pitch strategic solutions and strong develop revenue sources;
- Recruit Directors to strengthen governance capability and capacity.

# ACKNOWLEDGEMENTS

Services Australia  
Womens Health West  
Moonee Valley Library  
AMES  
WCIG  
Maribyrnong City Council  
Buckley Park Secondary College  
Victoria University  
Mount Alexander College  
Department of Education  
Caroline Chisolm Catholic College

## FACILITATED BY

### MANAGEMENT GOVERNANCE AUSTRALIA PTY LTD

Bernadette O'Connor,  
Executive Director

Eddie Chapman,  
Senior Consultant

## MMVLLEN

Boyd Maplestone, CEO

Board Directors:

Peter Harrison (Chair)

Judy Ring (Deputy Chair)

Jennifer Lees (Treasurer)

Mary Stojanovska (Secretary)

Vicki Cooper

Diana McGowan

Yolette De Zilwa



maribyrnong and moonee valley  
local learning employment network

[WWW.MMVLLEN.ORG.AU](http://WWW.MMVLLEN.ORG.AU)