

***Annual General Meeting
Australian Learning Communities Network
(30 May 2023)***

***Reflections on place-based learning cities
and learning communities***

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What's next...



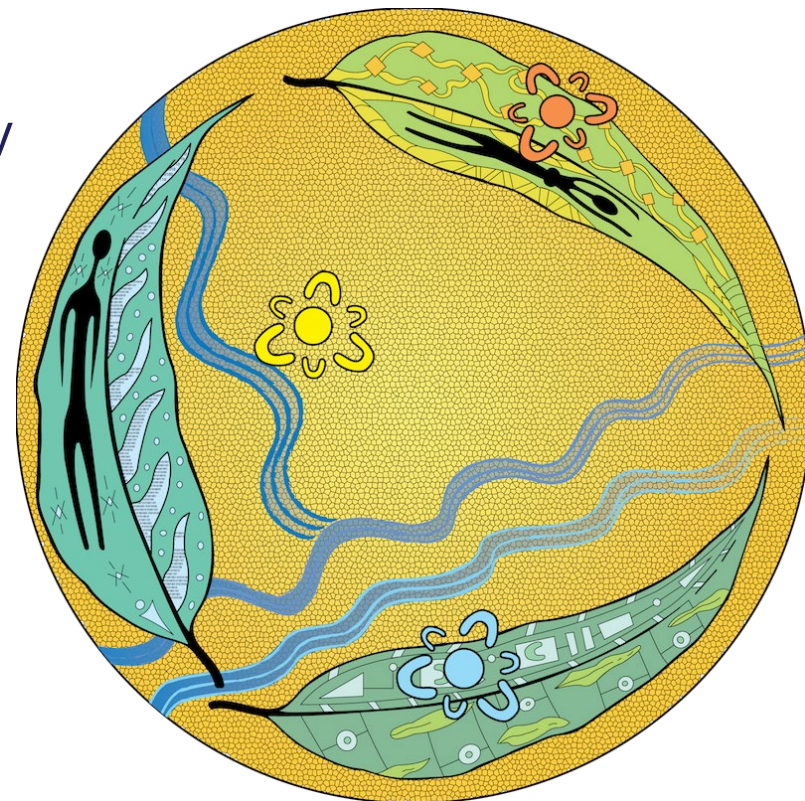
Acknowledgement of Country



RMIT University acknowledges the Wurundjeri people of the Kulin Nations as the Traditional Owners of the unceded land on which the University stands.

As a migrant from the Philippines, I have been particularly humbled by the words published in The Age (9th October p. 25) of Professor Eleanor Bourke, chairperson of the Yoo-rrok Justice Commission in Victoria who said *“Regardless of circumstance, people who come here from other lands have another country where their languages, history and social systems reside and thrive.”*

It is within this spirit of truth-telling by the First People’s of this country and the aspiration for change that I respectfully recognise Elders past, present and emerging.



This artwork was used across the New Students Guide and was designed by RMIT students Torey Brooking of the Punuba people and Gooniyandi people of the Kimberley Region (WA) and Bromley (Adam) See Kee of the Kaurareg people and Meriam people of the Torres Strait Islands.

Place-based learning cities and learning communities

Brimbank Lifelong Learning Strategy

Partnerships, a life stage approach, increase social connections and reduce social isolation

City of Canning

GLCN Framework was not prescriptive and could be adapted to suit a local context, value of robust community development model in place

City of Port Adelaide Enfield

Yitpi Yartapuultiku will be a community place to be immersed in local culture

Townsville City Council City Libraries

Described how they responded to the need to *modernising* library service.

Tamworth Region

A whole of community approach

Wollongong City

Foster partnerships in the community that will support development of the Wollongong Learning Plan

Melton City Council

- Fosters a culture of inclusive learning
- Learning for Sustainability, Learning for Fun and Learning for Earning
 - Localising SDGs

Wyndham City Learning Strategy Themes

- **CELEBRATING** living & learning
- **ADVOCATING** for equity & quality in service provision
- **FACILITATING** partnerships & collaboration across sectors
- **INNOVATING** learning & fostering new entrepreneurial spirit

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UNESCO Global Network of
Learning Cities

Learning cities: Drivers of inclusion and sustainability

Driven by the **principle of inclusion**, learning cities advance policies and practices that foster **sustainable development**, notably through lifelong learning programmes that promote **equity, cohesion and peace**.

When **local governments empower communities and social actors** to engage in the implementation of **lifelong learning** strategies and programmes, they sponsor the achievement of the **Sustainable Development Goals (SDGs)**.

CONFINTEA VII Marrakech Framework for Action: Harnessing the transformational power of Adult Learning and Education (2022)

9. We reaffirm that ALE is a key component of lifelong learning, noting that ALE policies and practices apply to a **wide range** of ages, education levels, learning spaces and modalities, and recognizing that **lifelong learning is the major engine of a learning society at different levels**, involving individuals, families, organizations, workplaces, neighborhoods, cities, and regions.

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ALCN SNAPSHOTS

we are



CONFINTEA VII Declaration of the Civil Society Forum Marrakech, 14 June 2022

*Adult Learning and Education –
Because the future cannot wait*

2. In consonance with ALE's aim to support **inclusion** and participation, ALE should promote learner-centred, interactive and empowering pedagogical approaches, organized around the **principles of participation, cooperation and collaboration**, with **learners and educators' voices** central to ALE policy-making and practices. ALE is for people, for learners, and their voice must be heard.

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Building sustainable communities through learning



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