

Skilling
THE BAY

Skilling the Bay Priority Actions Report

Acknowledgements

This report has been prepared by the Nous Group, with input from the Skilling the Bay Steering Group and project team, participants from the Geelong Jobs Summit and individual consultations with a range of stakeholders across Geelong.

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1 Executive summary

Geelong is critical to Victoria's economy. It is the State's second largest city with a growing population and a large economy and workforce. The region's economy and workforce has been dominated to date by traditional manufacturing, which has generated considerable wealth and employment for the region.

Geelong's economy is in transition to service-based industries, and advanced and high-tech products. Ongoing success for Geelong requires a more knowledge-centric workforce than currently exists, with higher educational attainment and skills that can adapt to a dynamic, ever-changing global economy and marketplace. Skilling the Bay, an initiative led by The Gordon and delivered in partnerships with Deakin University and the Victorian Government, has been developed to support this transition.

Economic growth, for the benefit of all of Geelong, can be driven by a region wide shared vision with a proactive plan that links skills development to existing and emerging industry requirements. Education and training is a critical enabler to develop the supply of skills required for Geelong to seize present and future opportunities. Skilling the Bay proposes to bring the many dedicated activities in Geelong under one vision to collaboratively contribute to Geelong's success.

Skilling the Bay has used a strong evidence base and extensive consultation to identify targeted actions to achieve the dual goals of increased educational attainment, and improved opportunities for workforce participation. Phase 1 actions, over 2014-2017, will support an increase in education attainment for at least 1500 young people in Geelong and proactively support approximately 500 disengaged community members to re-engage with education and training and, potentially, transition to employment. Phase 2 will explore further actions to strategically support current and emerging industries, employers and workers in transition, in Geelong.

Geelong's community shares a vision and directions for action

The evidence and consultation process used throughout this project enabled education, industry and business and civic leaders to develop a shared Jobs Vision for Geelong. Figure 1 presents the outcomes of this process with the shared vision and strategic directions to realise that vision.

Figure 1: The Geelong Jobs Vision and four strategic directions

An inclusive, dynamic and vibrant workforce, underpinning a new era of industry development and regional prosperity

Geelong is building on its strong foundations to create a knowledge based economy. This means:

- **Lifelong learning** – supporting education for all, through every stage of life
- **Creating new industry development opportunities** – by advancing our mature industries and leveraging existing skills
- Engaging **global partnerships** that leverage our skilled workforce to attract new business and grow existing business
- **Dynamic** – adapting to embrace the pace of change
- **Collaboration** – working together to channel our potential and to create a future of our own design.

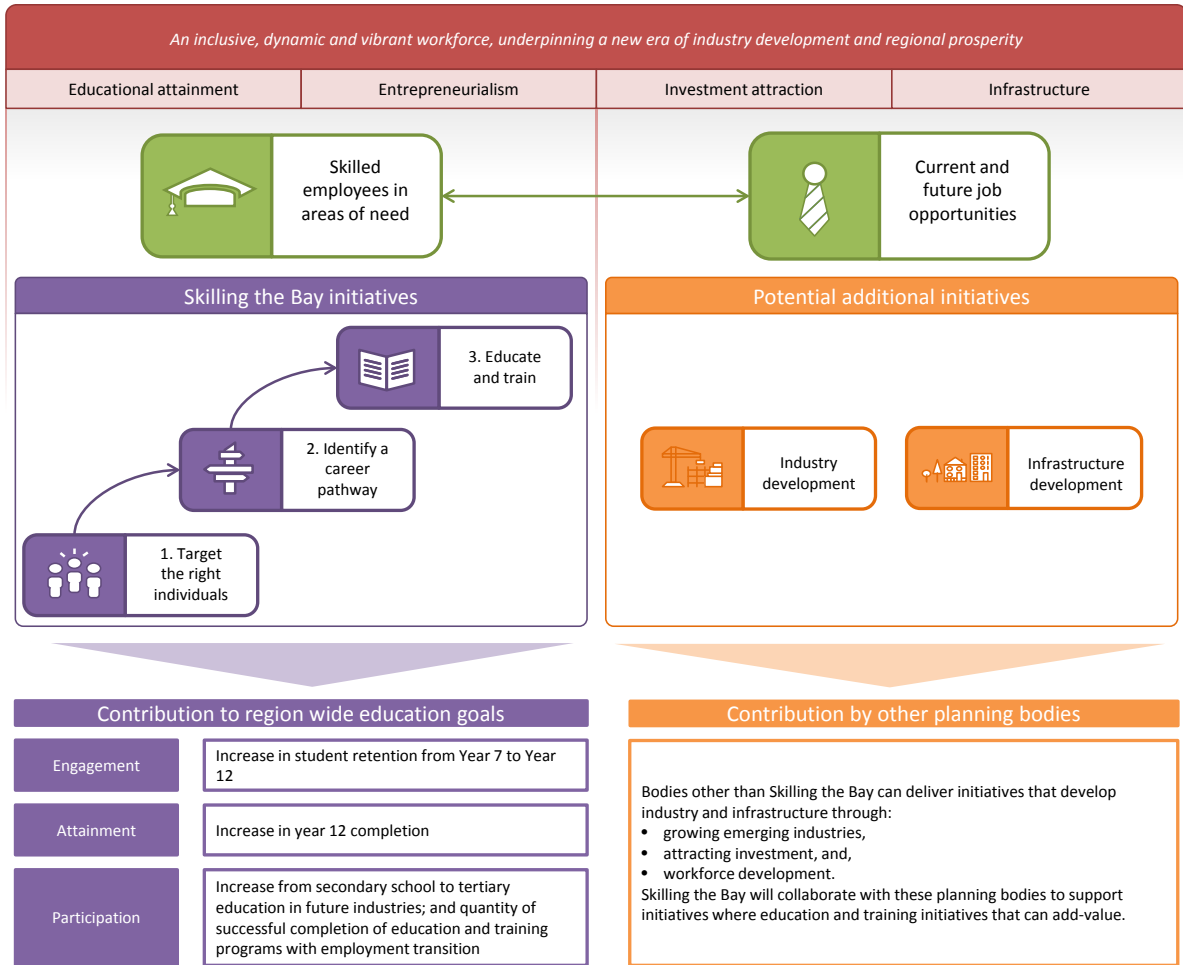


Priority actions will focus on education and training

Skilling the Bay has developed an overarching framework to realise the Jobs Vision – to align the supply of skills with the current and future workforce needs. Figure 2 illustrates this framework and highlights the steps involved to generate skills in areas of need for Geelong’s current and future success. It also shows the importance of generating job opportunities through industry and infrastructure development, activity which is outside the scope of Skilling the Bay’s portfolio.

The framework shows Skilling the Bay’s strategic focus. It will actively pursue one of the strategic directions in the immediate future – *To support economic development with educational attainment and lifelong learning* – and will also explore the opportunity to develop actions to support the second strategic direction – *To create the workforce conditions for local entrepreneurial activity and build management and leadership capability*. Skilling the Bay is, ultimately, best placed to deliver education and training outcomes.

Figure 2: Overarching framework for Skilling the Bay



Geelong will need to generate the right mix of skilled employees in areas where there are current and future job opportunities locally. This will ensure the supply of skills aligns with demand such that investment in education and training leads to local workforce outcomes for Geelong’s community and industries.

The three steps for skilling individuals in areas of need form the basis for Skilling the Bay’s priority actions. The actions are targeted at individuals in Geelong where there will be greatest benefit.

There are enablers for growth beyond education and training

Industry and infrastructure development were identified as important priorities during the consultation process. While these enablers are beyond Skilling the Bay’s mandate, this report highlights them to provide a basis for on-going collaboration between Skilling the Bay and planning by other groups to lead development in Geelong.

Skilling the Bay seeks funding for skilling initiatives to be implemented in two phases

Skilling the Bay seeks to implement education and training actions in two phases. This enables it to intervene to overcome immediate workforce challenges and build on the demonstrated success of existing projects and activities.

Skilling the Bay proposes three priority action areas in Phase 1: to deliver increased educational attainment, to create pathways into careers in the areas of job opportunities and to support workforce participation. There are four proposals for funding to immediately implement initiatives to meet the priority action areas over 2014-2017. The proposed initiatives, outlined in section 6.2, will require significant investment of approximately \$4.6 million over this period, with the ultimate investment to be determined by the Minister for Higher Education and Skills.

The priority actions are targeted to areas where investment will make a major difference, based on an analysis of activity gaps and knowledge of where existing activity can be leveraged. The first two actions are targeted at engagement and increased attainment for young people in areas of Geelong that are currently well below state averages for school retention, completion and transition to further education and training, and employment. The second two actions are targeted at increasing opportunities for employment for community members currently outside the labour market or vulnerable in the transitioning economy. In all cases the action align with areas of current and future industry skills needs to support workforce participation outcomes in the region.

Skilling the Bay identifies further initiatives for Phase 2 to extend its reach over the 2014-2017 timeframe. Skilling the Bay will explore these in greater detail and develop further proposals for submission in March 2014. These initiatives will target training and education solutions for successful entrepreneurial activity, build leadership and management capability, develop a Regional Industry Skills Program and provide a language, literacy and numeracy program.

2 Skilling the Bay is an inclusive and important project

This section outlines the background to Skilling the Bay, the process that the project has used to achieve solutions and the other projects that sit alongside this piece. Each of these is discussed in turn.

An education collaboration to ensure Geelong's success

Skilling the Bay is a three year (2012-2014), \$1.8 million project funded by the Victorian State Government. The project is being led by The Gordon and delivered in partnership with Deakin University and the Victorian Government. It has been developed as a response to the transition in Geelong's economy and workforce, particularly in sectors of historic regional strength. The project has now been extended for a further 3 years, over 2015-2017, to achieve the outcomes that have been recognised as priorities for Geelong.

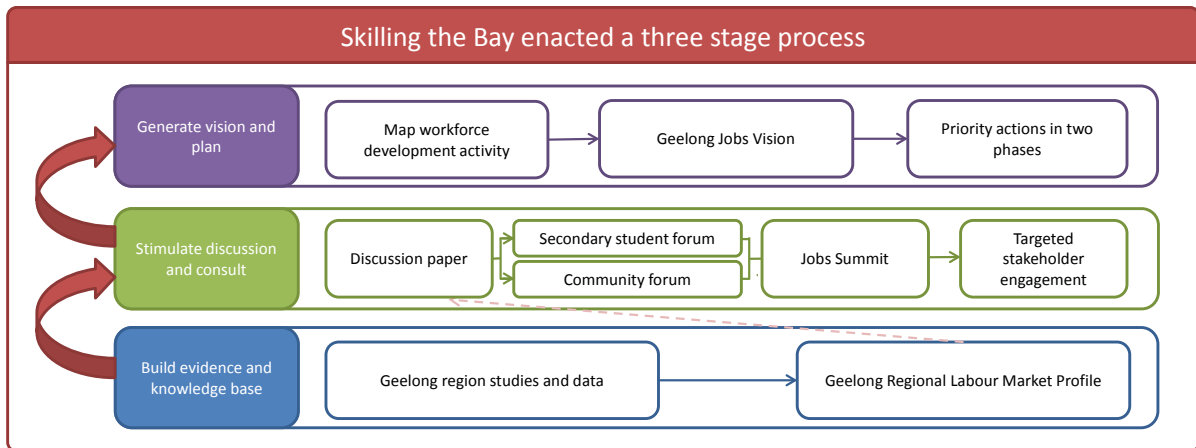
Skilling the Bay is designed to grow existing and emerging industries by linking future job creation to skill development in the Geelong region. This involves support for the growth of such industries through targeted education and training initiatives. The major project outcomes are an overarching Jobs Vision for Geelong and a set of priority actions to realise that vision.

Education and training providers are best placed to deliver these outcomes and lead this project on behalf of Geelong's industry and community. They are positioned at the nexus of skill development and workforce readiness and are able to build workforce potential to achieve economic transition for the benefit of Geelong's current and future industries.

An extensive process to deliver inclusive and robust results

Skilling the Bay has undertaken an extensive review of the evidence and wide consultation to ensure that outcomes reflect the needs of the region and the views of stakeholders. The project process, which progressed through three main stages culminating in robust and carefully selected priority actions, is outlined in Figure 3.

Figure 3: Skilling the Bay project process



Each stage is discussed in turn.

Build evidence and knowledge base

A substantial evidence base has informed Skilling the Bay. RMIT University was commissioned to provide a Geelong Regional Labour Market Profile. Analysis of regional labour market trends and Geelong’s education and economic landscapes were subsequently collated into a Regional Labour Market Snapshot. The key studies that informed the project’s evidence base are outlined in section 3.

Stimulate discussion and consult

A series of consultations were conducted to ensure Geelong’s community and leaders had input into the project’s outcomes. These consultations were informed by a public discussion paper created to provide key information about the project and its context in order to ensure public discussion was informed and focused. The discussion paper is included in Appendix B.

The public consultations included:

- **Student aspirations forum** – 35 students participated representing a cross-section of Geelong’s secondary schools from Years 9 to 11.
- **Community consultation forum** – over 100 participants from Geelong’s community put forward their perspectives on the issues presented in the discussion paper. The forum was an open invitation to all members of the community and was well attended by a cross-section of Geelong.
- **Jobs Summit** – the Geelong Jobs Summit was the centrepiece of the Skilling the Bay project. Outputs of the student and community forums were used to inform discussion in this final forum. Approximately 120 pre-eminent political, business and community leaders from across Geelong and beyond attended, including the Premier and Ministers.
- **Targeted consultation** – consultation with stakeholders critical to the implementation of the project outcomes was undertaken to provide feedback on the proposed set of priority actions. These consultations provided an opportunity to raise questions and discuss the delivery of proposed initiatives.

The reports from each consultation forum, which provide greater detail on this process, are included in Appendix C.

Generate vision and plan

The final stage of this project involved the generation of a Jobs Vision for Geelong and identifying priority actions for its realisation. This report outlines this vision and actions as determined from the robust and inclusive process. The Jobs Vision is a shared view of job opportunities for the Geelong community. The associated actions involve a number of integrated and carefully selected priority initiatives.

Skilling the Bay seeks funding and support to realise the vision through implementation of priority actions in two phases, outlined in section 6. These actions build on the success of existing education and training programs and fill a gap in like activity in the region. Skilling the Bay has undertaken targeted engagement with stakeholders within each priority action to identify these opportunities. Mapping this activity has illuminated both the priority actions and where they should focus. Appendix D outlines this analysis in greater detail.

A project alongside another critical stream

Skilling the Bay has initiated a parallel project to support the translation of research and innovation into new business opportunities. The \$500,000 Skilling the Bay Geelong Future Industry Project seeks to unlock the potential of some of Geelong's key competitive advantages to support the growth of a future industry. These competitive advantages include Deakin University's research and development capacity, The Gordon's expertise in applied learning, and local industry's capacity to innovate. This project involves collaboration between a local biotechnology company, Cytomatrix, Geelong based engineering firm Austeng, and Deakin University to develop a world-first pilot manufacturing plant for the production of short nanofibres. The project will be a case study of what can be achieved when Geelong's competitive strengths collaborate.

There are links to regional strategic planning initiatives

Skilling the Bay aligns with and complements the significant body of existing regional planning work that is supporting development across the Geelong region. This includes the G21 Regional Growth Plan, the draft G21 Economic Development Strategy and the Barwon Southwest Regional Development Australia Committee's Barwon Southwest Regional Strategic Plan 2012-2015. Skilling the Bay provides the Geelong region with a mechanism for establishing partnerships, and coordinating efforts, geared towards improving educational engagement, educational attainment and workforce participation.

A model to scale beyond Geelong

Skilling the Bay has benefits that go beyond the Geelong region. Skilling the Bay proposes solutions that regions with similar or overlapping challenges can replicate throughout Victoria, and even nationally. The Skilling the Bay model is replicable and can be scaled to suit different regional contexts. The lessons and insights from this project will continue to have enduring benefits to regions in transition beyond Geelong.

3 There is an impetus for Geelong to develop the skills for its future, today

This section outlines the economic and workforce conditions in Geelong that are the impetus for the Skilling the Bay project and illuminate where intervention will respond to challenges and opportunities. Specifically, this section covers:

- Geelong's shifting economic profile
- Geelong's regional strengths that enable it to capture emerging economic opportunities
- the further workforce challenges on the horizon
- the critical role of education and training in proactively delivering Geelong's future.

Each is discussed in turn.

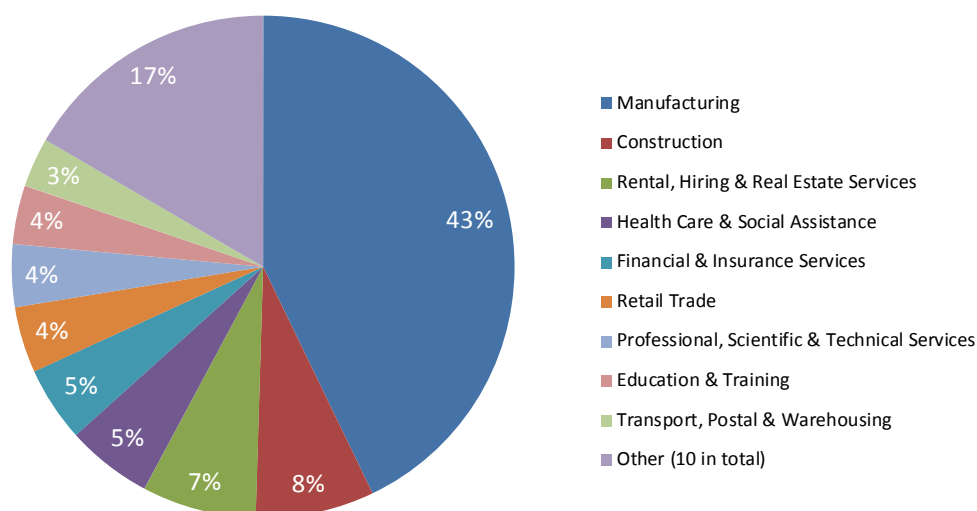
3.1 Geelong's economic profile continues to shift

There is exciting change to traditional industries

Manufacturing has been the foundation of Geelong's economy for decades and remains strong. It accounts for 43 per cent of the City of Greater Geelong's economic output (see Figure 4) and employs 10,783 residents. There is a vibrant SME market and some major employers, with approximately 688 manufacturing companies in operation in Greater Geelong. The sector is strong and diverse. It includes automobile, metal, food and textile manufacturing, chemical and oil refining, timber processing and engineering; with major employers that include Ford Motor Company, Alcoa, Shell Refining, Godfrey Hirst, Golden Farm and Bulla Dairy.¹

¹ City of Greater Geelong 2011b, Geelong Region Skills Shortages Report, City of Greater Geelong, Geelong as cited in Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 101. Data from the Geelong Regional Labour Market Profile is for the LGAs of City of Greater Geelong, Golden Plains Shire, Surf Coast Shire and the Borough of Queenscliff unless otherwise stated

Figure 4: Proportion of output by sector (\$m)



Source: REMPLAN, *Economic Modelling and Planning System, Compelling Economics*. Latest data update as at December 2012 as cited in *City of Greater Geelong, 'Output by Industry, City of Greater Geelong 2012', in Economic Indicators, Geelong: Open for Business, Bulletin 2012 p. 34*

The outlook for the manufacturing sector in Geelong is positive, but different to its traditional roots. Whilst traditional manufacturing has underpinned Geelong's economy for some time, it is less competitive. Manufacturing will remain a major part of the region's future, however, in exciting and new forms. Geelong can leverage historic strengths in manufacturing to transition the sector from a cost advantage to one of quality. This involves a transition to advanced manufacturing, using technology such as robotics and laser cutting tools to advance the manufacturing process.²

Advanced manufacturing can keep labour costs down in a climate where Australia is no longer able to compete through cost per unit mechanisms due to labour going offshore. It can also add value, increase the ability to customise products and increase the demand for research and development. This will require a high performance workforce to deliver requisite business innovations.³

This transition is already proving successful. Current examples that highlight this successful shift include:

- the design and construction by Geelong companies PM Design and J. Anderson Co. of specialised machinery to make metals lighter, stronger and more pliable
- the construction of specialised parts and equipment by Geelong company Marand Precision Engineering for Lockheed Martin

² Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 124

³ Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 123

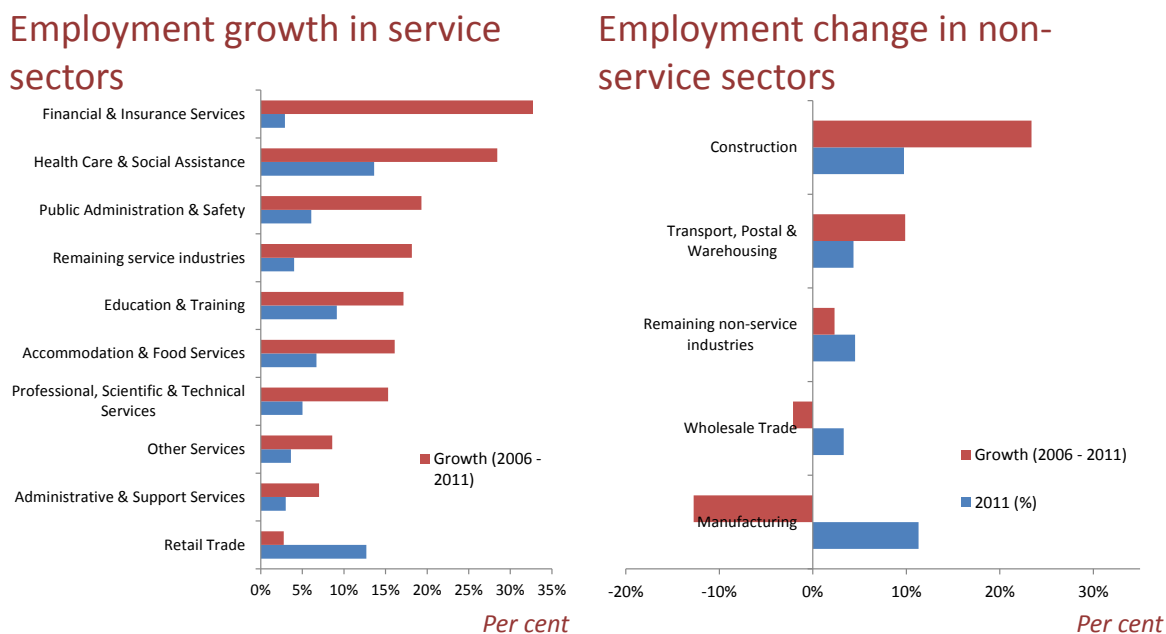
- the joint funding arrangement between the federal government, Victorian Government, The Victorian Centre for Advanced Materials Manufacturing and CSIRO of \$102.8 million for the establishment of a carbon fibre research facility at Deakin University⁴
- the \$55 million Centre for Advanced Design in Engineering Training at Waurn Ponds, in partnership with The Gordon.

The changing pattern of Geelong’s manufacturing industry sits alongside growth in other major employing sectors.

Services are now critical employers

Geelong’s services sector has undergone considerable growth to become the major employing sector. Between 2006 and 2011, service industries have added more than 9,200 jobs to Geelong’s community, with the balance adding less than 700 – a difference of a factor of more than 13. Figure 5 shows the specific industries that have contributed to this. Figure 5 – Left outlines the growth across all services industries between 2006 and 2011 coming off in most cases a considerable base, and also highlights that Healthcare and Social Assistance has become the sector on which the majority of Geelong’s workforce depends for livelihood and career opportunity. Figure 5 – Right shows some variability across non-service sectors.

Figure 5: The rise of Geelong’s services sector



Source: Economic Indicators – Geelong: Open for Business, City of Greater Geelong, 2012.

Recent public sector decisions have led to significant growth in service sectors. The growth in the financial and insurance sector has been driven by the relocation of the Transport Accident Commission to Geelong in 2009, while the decision to establish the national headquarters of

⁴ City of Greater Geelong 2011a, Economic Indicators Bulletin 2010-11, City of Greater Geelong, Geelong as cited in Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 124

DisabilityCare Australia in Geelong is expected to underpin continued growth in job opportunities in community services. In addition, some specialist health service providers reach across the southwest of Victoria to the South Australian border, attracting clients from beyond Geelong into the region, creating further opportunities. In the health sector, strong and sustained growth is expected due in large part to Geelong's ageing, and growing population, discussed in more detail in section 3.2.

There are additional private sector investments that generate growth in the health sector. These include the expansion of major operators in the acute healthcare sector such as Barwon Health, Epworth and St. John of God, and Melbourne-based Epworth HealthCare. The latter has established a 256 bed private hospital with medical teaching programs on the boundary of Deakin University's Waurin Ponds Campus.⁵

The overall shift to services is expected to continue, with the expansion of health care operators and policy changes within early childhood development also contributing to the transitioning economy.⁶ Additionally, demographic change is leading to growth in demand for services.

Future industries will be knowledge-based

The broader effect of Geelong's economic transition towards services and advanced manufacturing, from a cost advantage to a quality advantage, is to shift to a knowledge based economy. This requires a workforce with higher educational attainment levels as is consistent with that of other leading economies across Australia, and beyond. This is a key lesson learnt from Hamilton in Canada, which underwent a similar structural transition and achieved success for its economy and community through a focus on educational attainment.⁷

To develop, attract and grow new and emerging industries Geelong will require a workforce with a broader and more complex range of skills, rather than a workforce heavily based on manual skills. Geelong will also need to develop deep and specialised skills, with trained and experienced industry leaders to provide the capability for these new industries to emerge, for businesses to be drawn to the region and to break new ground.

3.2 Geelong is well-positioned to capture emerging opportunities

Geelong has natural, physical and human capital assets that give it a competitive advantage. These enable the city to capture the full extent of opportunities as the economy transitions. Geelong will need to leverage these strengths in the right way.

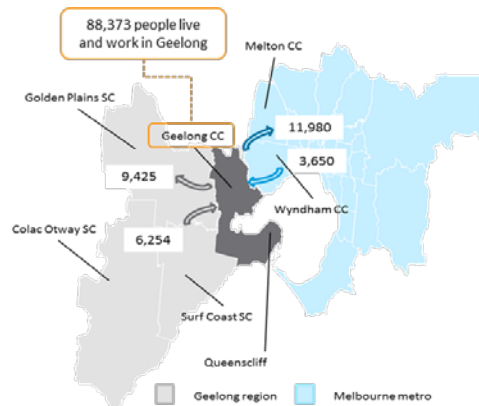
⁵ Linley, M, 'Hospital enters whole new phase', Geelong Advertiser, 2 November, viewed 2 November 2012, http://www.geelongadvertiser.com.au/article/2012/11/02/354157_news.html, as cited in Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 139

⁶ Skilling the Bay Labour Market Snapshot, 2013, pg. 15

⁷ Skilling the Bay Geelong Regional Labour Market Profile, 2013, pp. 217 - 218

Geelong is a highly connected and integrated city. It has strategic proximity to metropolitan, regional and rural centres which offer access to strong market opportunities beyond Geelong. As described in Figure 6, Geelong’s economic boundaries are highly porous, with workers commuting for work to and from Geelong daily. Connection beyond Geelong is further facilitated by infrastructure such as Avalon Airport, the Geelong Port and rail links which connect products and services to global markets.

Figure 6: Workers travel in and out of the Geelong region for work



Source: ABS Census of Population and Housing, 2011, as cited in *Skilling the Bay Regional Labour Market Profile, 2013, pg. 78*

When complemented by reinvigorated local markets, Geelong has the potential to be both a thriving metropolitan centre and a regional powerhouse, with the capability to engage in markets nationally and internationally.

Geelong also has world-class education assets with broad course and program offerings, and research and development potential that is rare for a regional centre and yet to be fully realised. The region has a total of 25 institutions offering vocational education and training (VET), and Deakin University as a higher education provider. Some providers are highly specialised in their industry training focus, whilst others such as Deakin University have a much broader focus, providing a diversity of programs to satisfy the skills and knowledge needs of a wide variety of employers.

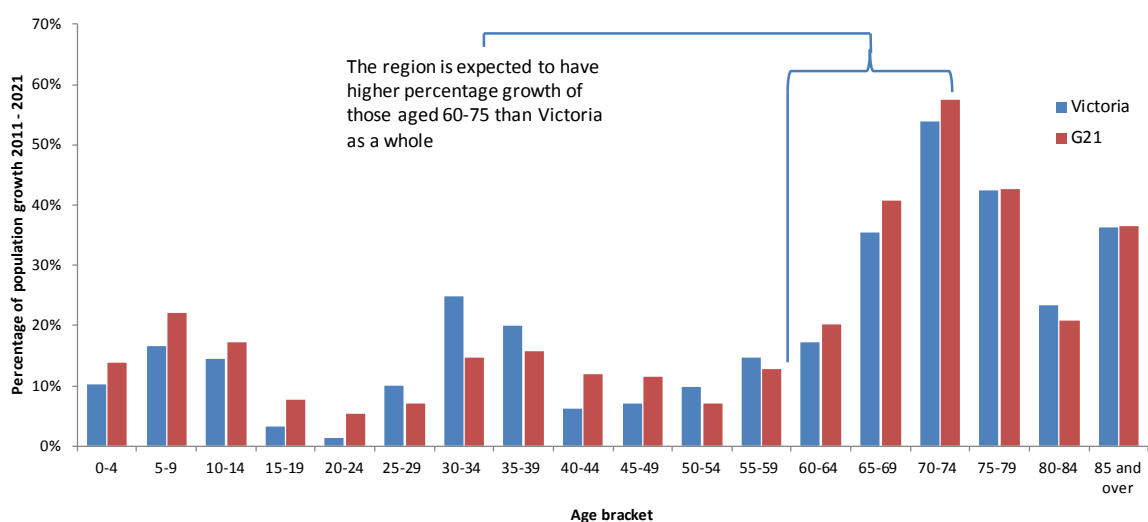
Geelong is well placed to develop its advanced manufacturing industry. Drawing from its strong manufacturing past, Geelong has a wealth of existing skills, extensive infrastructure and established access to markets. Existing supply chains connect to a vibrant SME market, and as mentioned earlier, multiple examples of already successful projects in advanced manufacturing demonstrate Geelong’s readiness to expand into this sector.

3.3 There are further challenges expected

Geelong has a growing but ageing population

Geelong's ageing population presents a challenge and an opportunity. Geelong's population in 2011 was 258,516, and is expected to grow by up to a third by 2040 as the greater affordability and ease of transport further integrates Geelong and Melbourne's urban network.⁸ This growth will place greater demands on employment, regional skill capacities, infrastructure and related resources.⁹ In addition, Geelong has an ageing population expected to grow at a rate faster than for Victoria as a whole (Figure 7).

Figure 7: Geelong's ageing population is projected to grow at a fast rate



Source: Department of Planning and Community Development, Victoria in Future 2012.

This ageing population impacts both the supply of and demand for workers. As the population ages, it demands more health services and increases the demand for skills in aged care. Conversely, as workers retire it becomes necessary to replace them. This dynamic of increased demand compounded by natural attrition leads to workforce shortages that require active replenishment strategies.

This compounds the lack of a replacement workforce

Geelong continues to attract retirees, as well as having an ageing workforce approaching retirement. A relatively high proportion of the population will be dependent on those still of working age to support the region's economy in the coming decades. The dependency ratios for

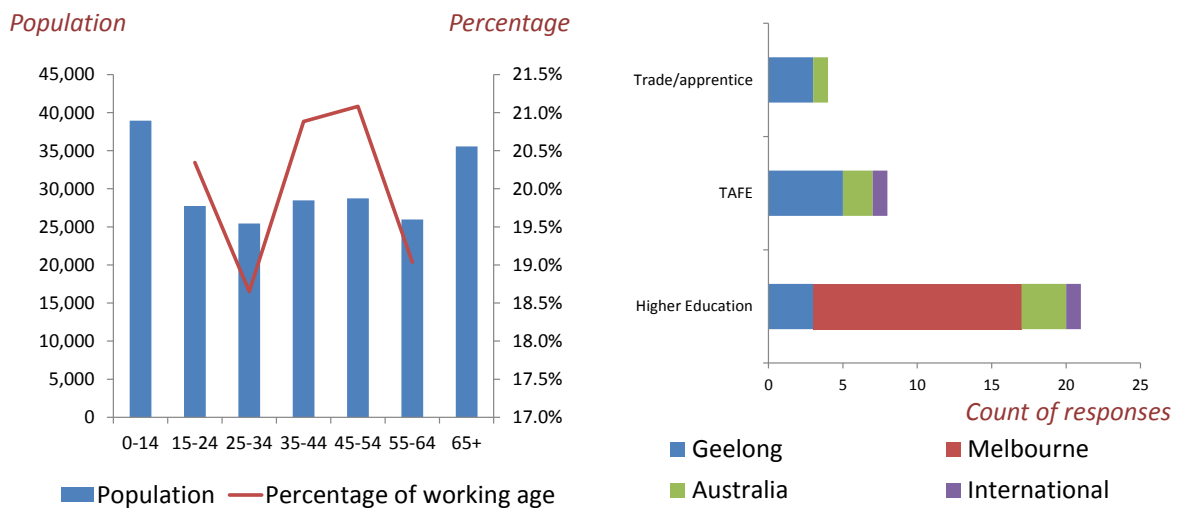
⁸ Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 24

⁹ Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 58

Geelong and the region are expected to reach 62 per cent by 2021, compared to 53 per cent for Victoria as a whole.¹⁰

The impact of the ageing demographic on workforce needs is exacerbated by challenges to youth retention in Geelong. Geelong already experiences an exodus of young people aged 25 – 34, (Figure 8, left). This trend is supported by many young people currently of secondary school years not aspiring to remain in the region, with this number increasing as they raise their attainment aspirations (Figure 8, right). For those who stay, there is not a strong connection to training in areas where there will be future job growth.

Figure 8: Young people seek experiences beyond Geelong



Source: Geelong Labour Market Profile, RMIT, 2013

Source: Skilling the Bay Student Aspirations Forum, 2013
Responses when asked the question "What level do you want to study to and where?"

As well as challenges in youth retention, it can be difficult to recruit young people into areas of workforce need. Manufacturing is perceived by young people to be an undesirable industry to work in, with unclear career progression.¹¹ Evidence suggests the aged care and disability sectors also find it hard to recruit young workers.¹²

This presents a serious challenge to future workforce development, not only to retain young people in Geelong, but to incentivise their uptake of education and training in line with industry needs.

¹⁰ Dependency ratio is the ratio of people aged 0-14 and over 65 to those aged 15-64.
Department of Planning and Community Development, *Victoria in Future 2012*.

¹¹ Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 263

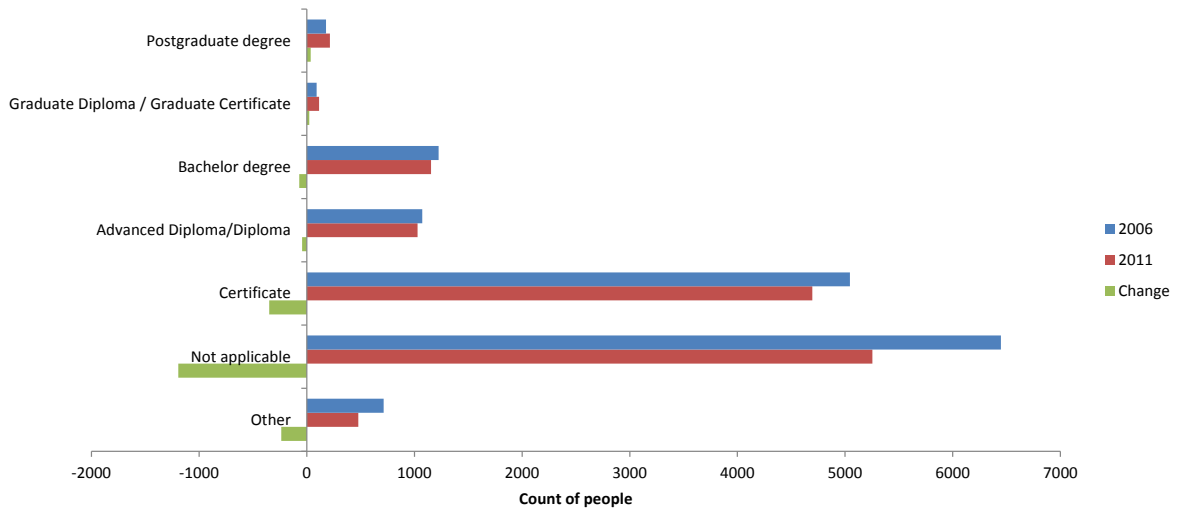
¹² Skilling the Bay Geelong Regional Labour Market Profile, RMIT, 2013, pg. 150

There are also skills challenges in critical sectors

Unsurprisingly, this has led to skill shortages in Geelong’s Health Care and Social Assistance sector. Over a third of employees in this sector are aged over 50 years, requiring 5,000 new workers to replace expected retirees over the next 10-15 years.¹³ It is estimated that skill shortages in this sector make up nearly one half, or 41.6 per cent of all existing or anticipated shortages in Geelong. In addition, two critical subsectors of the Health Care and Social Assistance sector in Geelong, disability and aged care, must compete for this same workforce, as the worker profile required in both is very similar.¹⁴

Manufacturing faces a similar challenge. The sector’s replacement workforce now requires a more complex skill set to transition to advanced manufacturing. The difficulties of attracting a replacement workforce are compounded by low level attainment rates in the industry (Figure 9).

Figure 9: The Geelong region’s manufacturing workforce has low attainment levels



Source: ABS Census of Population and Housing, 2006 and 2011 as cited in *Skilling the Bay Labour Market Profile*, RMIT, 2013, pg. 111
 Other includes the categories: inadequately described, and not stated.

Few employees have qualifications above certificate level and many have a non-school qualification or no formal qualification at all. Whilst there has been a slight increase in the number of employees qualified with a Graduate Diploma, Graduate Certificate or Postgraduate Degree since 2006, more young workers will need to be recruited to drive the sectors’ transition into advanced manufacturing.

¹³ *Skilling the Bay Geelong Regional Labour Market Profile*, RMIT, 2013, pg. 99

¹⁴ *Skilling the Bay Geelong Regional Labour Market Profile*, RMIT, 2013, pg. 157

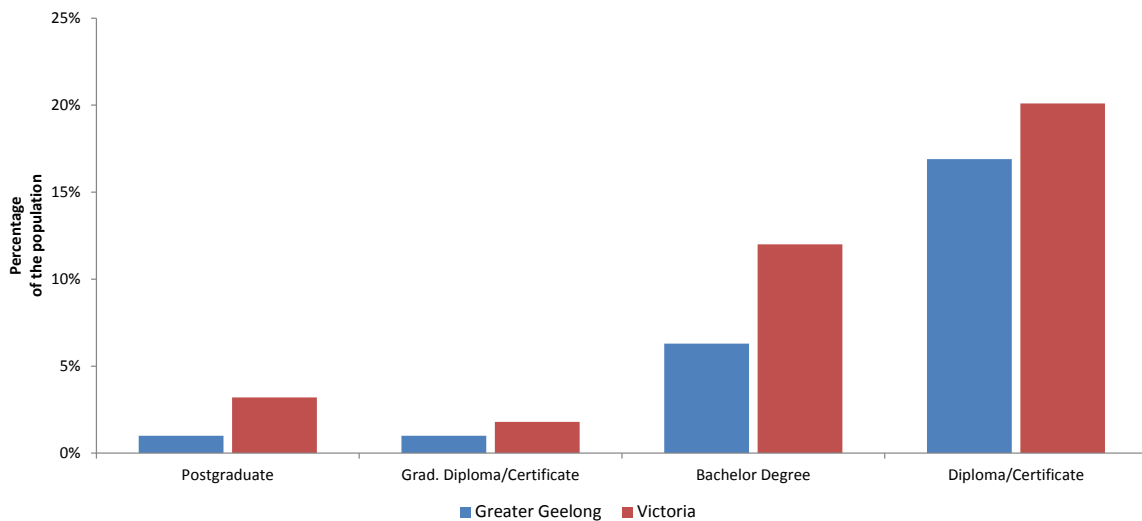
Low-skilled workers are most affected

Those in low-skilled occupations within the manufacturing industry are most vulnerable to Geelong’s shift in its economic base, as seen in recent manufacturing announcements by Ford and Alcoa. These are the industries and jobs that will change the most, affecting the workforce least prepared for such a change.

In addition to workforce demands and attrition, educational inequity also presents a challenge. Geelong has lower than state-average levels of Year 12 completion, with 41.6 per cent in contrast to 49.8 per cent for Victoria.¹⁵

Unsurprisingly, low levels of secondary attainment lead to lower participation rates in post-secondary or tertiary education, particularly above certificate level qualification. Geelong has lower attainment rates across the higher education sector, sitting behind Victoria’s average across every category. The largest difference occurs at the Bachelor Degree level (Figure 10).

Figure 10: Attainment rates - Geelong and Victoria



Source: ABS Census of Population and Housing, 2011 as cited in *Skilling the Bay Labour Market Profile*, RMIT, 2013, p. 68.

There is a clear need to build the capacity of workers and raise attainment rates, particularly those in these low-attainment and low-skill areas. A significant opportunity exists to work with this segment of Geelong’s workforce in order to fill skill gaps and respond to industry needs.

¹⁵ ABS Census of Population and Housing, 2011

3.4 Education and training has a critical role

To deliver benefits for the community, and economy

The education sector needs to both drive and adapt to the demands of the economy and its labour market. This will flow from providers being responsive and closely linked to each other and industry to create a collaborative education sector across school, vocational education and training and higher education. This collaboration should extend into industry, facilitation of study and work pathways, and higher rates of labour force participation.

The focus of the education sector should be: to raise educational attainment across the community; to fill skills shortages and skills gaps; to create the capabilities for new growth industries; and to transition workers to new employment opportunities. The gap in undergraduate and postgraduate attainment in Geelong can be addressed through its strong regional providers. This will contribute to the development of hubs of expertise, required to attract and develop new industries and advance existing strengths.

To enable Geelong to adapt to the pace of change

A knowledge based economy has a workforce with high skills and attainment. These workers of the future need to have the skills and capabilities to be dynamic and adapt to the fast and ever evolving global economy. Knowledge based workers have strong analytical and problem solving skills, technological ability, leadership and management aptitude.

Tertiary education and higher educational attainment is the pathway to build these skills, and thereby this workforce.¹⁶ In a technologically evolving and interconnected world, it is expected that the majority of jobs that young people will have in the future do not actually exist today. In the United States, this is estimated at 65 per cent.¹⁷ Higher education has a critical role in developing the skills and capabilities for future workers to fill these unknown and exciting positions.

To overcome barriers to higher attainment levels and workforce participation

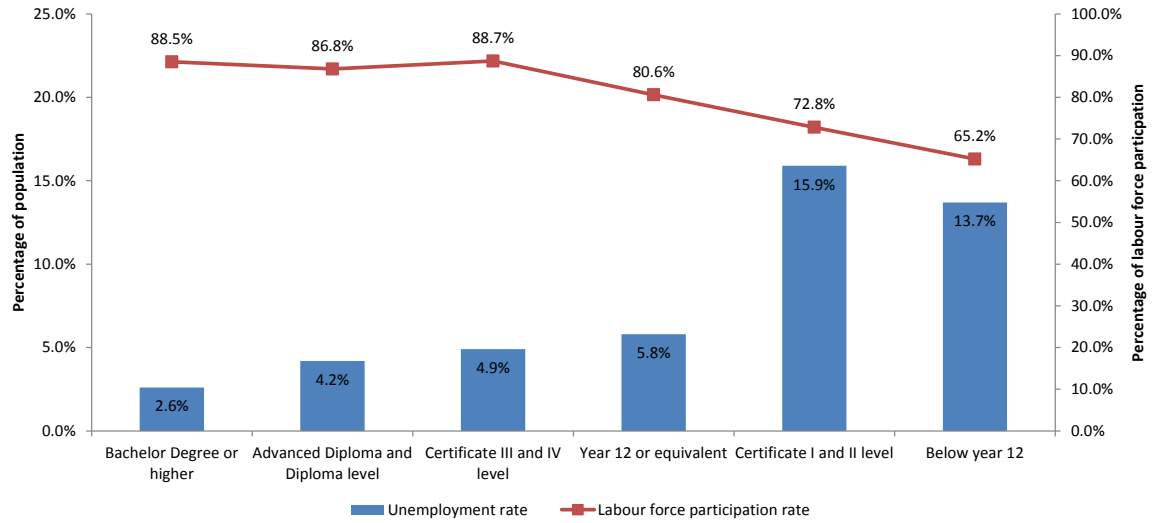
Education and training is critical to build the skill and capacity of Geelong's workers who may be left behind. This will be particularly important as Geelong transitions to a knowledge-based economy, where attainment levels will have a greater impact on employment and workforce participation.

Attainment levels act as a strong indicator of employment outcomes, as shown in Figure 11. This graph demonstrates the importance of at least completing Year 12 when seeking employment. It does not suggest all attainment levels must be raised to Bachelor Degree level or higher; rather, that both secondary and tertiary level providers are critical agents in raising attainment levels across Geelong. DisabilityCare Australia, for example, will require a range of people who have early baseline training, through to those with a Bachelor and Masters Degree.

¹⁶ Education, globalisation and the knowledge economy, Teaching and Learning Research Programme, 2008

¹⁷ IBIS Capital, Global e-Learning Investment Review, January 2013, p. 21

Figure 11: Educational attainment is a strong predictor of labour force participation



Source: Overview of the Geelong Priority Employment Area, Department of Education Employment and Workplace Relations, 2013
 *Chart refers to persons aged 25 – 34 years

Education and training providers can also improve workforce participation through study pathways that prepare both employed and unemployed people for the workplace and new industries. Providers can reskill people who may come from low-skilled industries, to build their capability, raise their attainment level and facilitate a transition into new roles. The benefits from this are enormous and include improved productivity, a more engaged and vibrant community, and will also help retain Geelong’s youth.

4 Geelong’s community shares a vision and directions for action

Skilling the Bay was charged with the development of a long term Jobs Vision for Geelong and the priority actions to achieve the vision. An important aspect of the task was to build consensus and support for the Jobs Vision. The project conducted extensive consultations across Geelong which culminated in a Jobs Vision and four strategic directions. This section presents each of these and outlines how the Jobs Vision and priority actions evolved from the consultations, demonstrating that the outcomes align with the views of stakeholders and the community.

4.1 A Jobs Vision sets a new direction

Skilling the Bay set out to determine a Jobs Vision for Geelong to set a new direction for local planning organisations and the community. A Jobs Vision is important to set a successful path for Geelong. A long-term vision provides clear line of sight for all, enables a proactive and strategic approach to long-term success, and an overarching message that leaders can use to activate positive change in the region. Skilling the Bay cannot realise the Jobs Vision on its own. It recognises the importance of a shared vision for jobs growth in Geelong that the entire community can work together and achieve.

The Skilling the Bay Steering Group ultimately determined the Jobs Vision under the guidance of Geelong’s leaders and community. The process was robust and included extensive and informed consultation with Geelong’s students and community. The outcomes of these consultations were shared at the Jobs Summit to ensure their decisions reflected the views of all stakeholders. Figure 12 presents the Geelong Jobs Vision.

Figure 12: The Geelong Jobs Vision



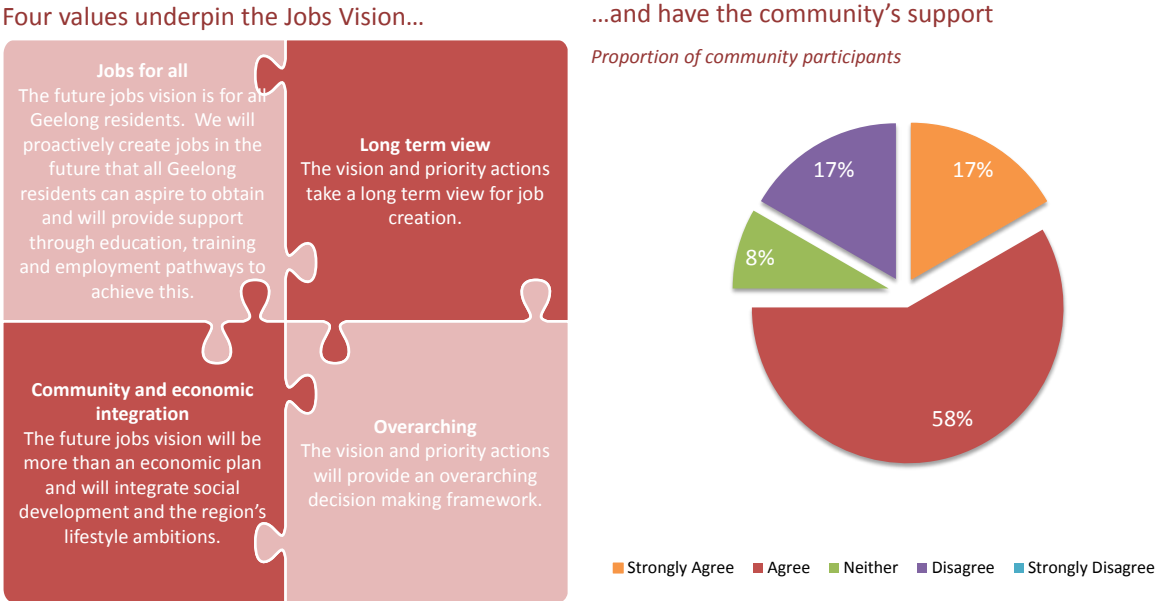
The Jobs Summit and Geelong’s community set parameters for the Jobs Vision to guide the Steering Group. These parameters were as follows:

- Geelong’s community endorsed four values to underpin the Jobs Vision
- Geelong’s leaders distilled six themes that the Jobs Vision should encompass.

Each is discussed overleaf.

The values helped Geelong’s leaders shape the Jobs Vision. These values received strong support from Geelong’s community. Figure 13 outlines the values and shows that 75 per cent of those who participated in the Community Consultation Forum supported these. This was presented to Geelong’s leaders at the Jobs Summit to ensure that participants’ decisions would reflect the views across Geelong’s community.

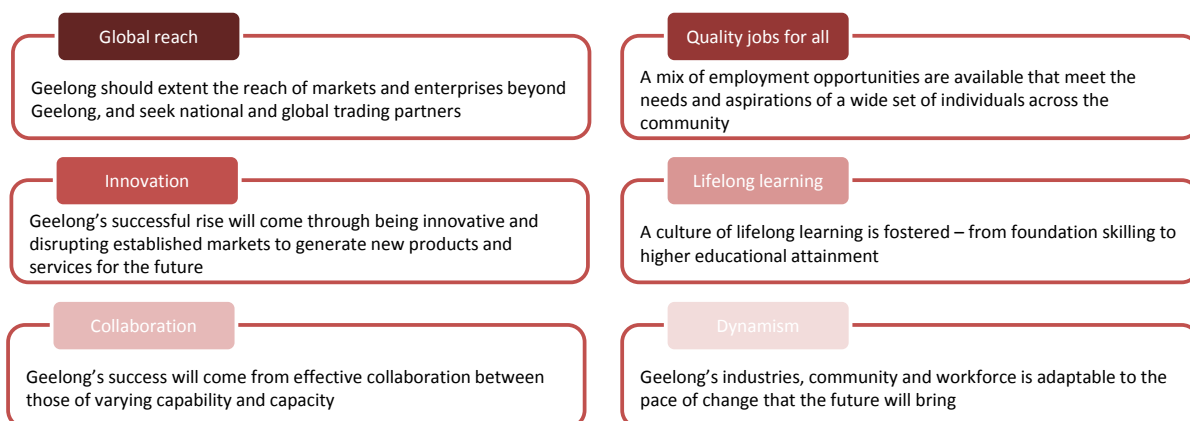
Figure 13: How the community supported the values that underpin the Jobs Vision



Source: *Creating a Jobs Vision for Geelong – a discussion paper*, May 2013; *Community Forum Report*, 2013.

Six themes guided the Steering Group to shape the Jobs Vision. Figure 14 presents these themes and explains each in greater detail. Each of these is reflected in the Jobs Vision presented in Figure 12 above.

Figure 14: The six themes that shaped the Jobs Vision¹⁸



The Jobs Vision is proposed to be a powerful enabler of proactive and sustained change across the region. Skilling the Bay does not intend to realise the entire vision through the selected priority actions. The Vision intends to be 'overarching'. That is, it should draw together the related activities of a number of other organisations across Geelong. This is discussed in greater detail in section 5.3 which includes initiatives beyond Skilling the Bay's plan of works.

4.2 Four strategic directions will realise the vision

Geelong's leaders identified four strategic directions that together can realise the Geelong Jobs Vision. These strategic directions, illustrated in Figure 15, were agreed at the Geelong Jobs Summit as focus areas for Geelong's future.

Figure 15: Four strategic directions for the Geelong Jobs Vision



In line with its focus, Skilling the Bay will actively pursue one of the strategic directions in the immediate future - *To support economic development with educational attainment and lifelong learning*. It will also explore the opportunity to pursue one other – *To create the workforce conditions for local entrepreneurial activity and build management and leadership capability*. Skilling the Bay is an education and training initiative that is well placed to develop, resource and deliver priority actions where education and training is able to make a meaningful contribution to the strategic direction. Skilling the Bay's focus is based on the following:

¹⁸ Geelong Jobs Summit Report, 2013.

- **Educational attainment** – education and training is central to deliver on this strategic direction
- **Entrepreneurialism** – education and training can add some value to this strategic direction with initiatives that build innovation, management and leadership capability
- **Investment attraction** – education and training can only marginally add value to this strategic direction by acting as an enabler of industry development
- **Infrastructure** – education and training can only marginally add value to this strategic direction, by acting as an enabler of infrastructure development.

Skilling the Bay determines its priority actions based on the appropriateness of education and training to achieving each strategic direction. This includes exploring the opportunity to work with other organisations across Geelong to investigate and realise initiatives that can fulfil the balance of the strategic directions which extend beyond the remit of education and training.

5 Priority actions will focus on education and training

This section presents the framework for the Jobs Vision and priority actions that Skilling the Bay proposes to implement – these are actions in Phase 1 of implementation. Phase 1 involves priority actions which Skilling the Bay proposes to implement immediately, while Phase 2 involves additional initiatives which Skilling the Bay proposes to explore further and implement once it obtains further information and clarity from stakeholders. The actions being investigated for implementation in Phase 2 are addressed in greater detail in section 6.

The actions for immediate implementation in Phase 1 are to:

- align the supply of skilled workers in areas where there are job opportunities today, and into the future, to realise the Jobs Vision
- pursue actions that focus on education and training initiatives to deliver retention, attainment and participation in the labour market in areas of need for Geelong
- undertake additional initiatives that can generate job opportunities that can build on Skilling the Bay's achievements.

We cover each in turn below.

5.1 Align the supply of skills with projected demand to realise the vision

Geelong will need to generate the right mix of skilled employees in areas where there are current and future job opportunities locally. This will ensure the supply of skills match demand such that investment in education and training leads to local workforce outcomes for Geelong's community and industries. Figure 16 illustrates this overarching framework to realise the Geelong Jobs Vision.

Figure 16: Overarching framework for Skilling the Bay to achieve the Geelong Jobs Vision



While the two sets are conceptually distinct, they are also mutually reinforcing. To provide a supply of skilled individuals in particular areas will support local industries to thrive. Conversely, new and exciting local employment opportunities will stimulate individual interest to activate these opportunities through education and training pathways. For this reason, a close link between the areas of skilling and where industry sectors are most likely to generate employment opportunities locally is critical.

The benefits of getting skills and opportunities aligned are extensive for multiple stakeholder groups. These benefits include:

- **for industry** – local businesses can thrive from their ability to easily access their workforce needs
- **for the broader community** – young people are more likely to stay in Geelong where there are tangible pathways from education and training to local employment opportunities that offer exciting careers and growth
- **for at-risk community members** – those at risk of sustained disengagement are able to transition to new employment opportunities and have continuity of workforce participation
- **for the government** – there is efficient investment in education and training, with those participating in the publicly supported education system obtaining employment in relevant areas of skilling.

Skilling the Bay uses this overarching framework to distil priority actions that will help realise the Geelong Jobs Vision.

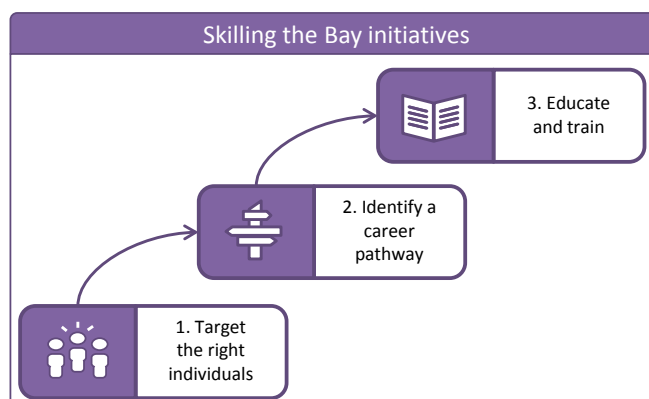
5.2 Skilling the Bay will generate skills in areas of need



Skilling the Bay will pursue priority actions that focus on the supply of skilled employees in areas of current and future workforce need and career pathways more broadly. That is, Skilling the Bay proposes to resource priority actions that focus on the first strategic direction identified by Geelong’s leaders – *To support economic development with educational attainment and lifelong learning*. To achieve the vision and this strategic direction, Skilling the Bay proposes priority actions that build engagement and participation for those at risk, support retention of young people in Geelong and support educational attainment and lifelong learning in areas of future growth. Leaders in secondary and tertiary education and industry will guide the delivery and governance of the actions to the extent appropriate for each.

There are three critical steps to generate the supply of skills in these areas of need. Skilling the Bay proposes to target interventions that assist individuals through each of these steps. Figure 17 illustrates these steps and expands on each over the following sections, including the priority actions that flow from each.

Figure 17: Critical steps to generate a supply of skilled individuals in areas of need



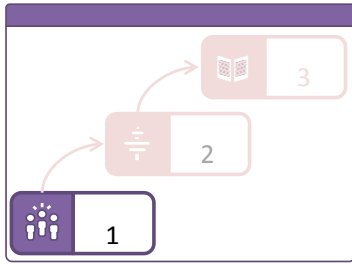
Skilling the Bay appreciates the requirement to target activities that generate jobs on the demand side of the framework. While Skilling the Bay does not propose to formally resource these activities, section 5.3 presents additional initiatives that can be explored and considered by regional stakeholders in consultation with Skilling the Bay to 'close the loop' between the supply of skills and available employment opportunities. These additional initiatives are able to focus on the remaining three strategic directions.

This project has identified three critical industry areas of workforce need for Geelong. These are a blend of current and future needs that will ensure thriving industries in Geelong, today and in the future. Skilling the Bay focuses its priority actions on these areas so that education and training initiatives lead to local career pathways, while supporting these industries to thrive. The evidence we present in section 3 shows that the acute areas of current and future workforce need are:

- Health
- Community services, including disability services
- Advanced manufacturing, engineering, design and technology.

Skilling the Bay does not limit itself solely to these sectors and appreciates that there are many other employment pathways outside of these industries. Therefore, while the focus is on activities that generate career pathways in the above critical sectors, there is also a focus on retention, attainment and participation more broadly, without a specific focus on these industries. This is important to ensure that skills of the future which are harder to predict today, are captured through Skilling the Bay priority initiatives.

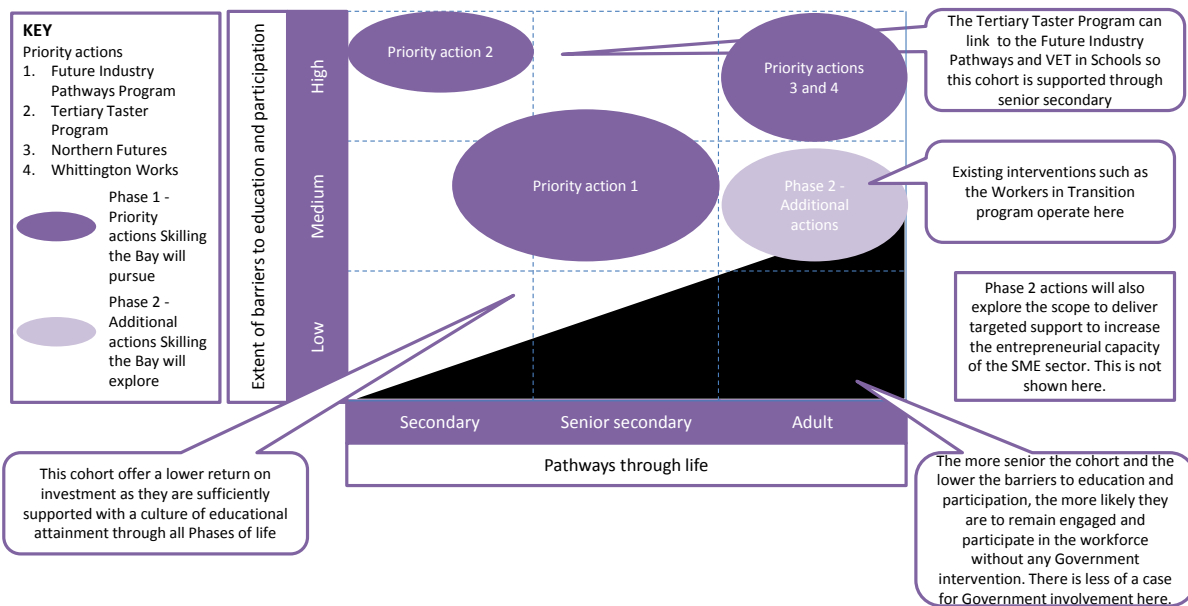
5.2.1 Step 1 – Target those where there is greatest return



Skilling the Bay proposes to target individuals based on greatest need and highest impact primarily through Phase 1. Priorities from the Jobs Summit, labour market and economic evidence and the values underpinning the Jobs Vision illuminate that it is important for Skilling the Bay to target individuals in Geelong who are most in need of assistance. This will deliver a higher return on investment and ensure that the priority actions achieve outcomes that lead to community and economic benefit within finite resource availability.

Skilling the Bay has undertaken analysis to target its immediate, Phase 1 priority actions to align with the values and industry needs identified and to fill gaps. Figure 18 summarises this analysis and shows the cohorts within Geelong that the immediate Phase 1 priority actions target to ensure maximum impact. It illustrates that the actions support individuals throughout their education, training and employment journey. Section 6 provides greater detail on each priority action for immediate attention. Concurrently, as part of Phase 2, Skilling the Bay is exploring additional actions to support future skills development with industry and business, with these actions also strategically targeted.

Figure 18: Analysis of who the Phase 1 priority actions target to achieve maximum impact

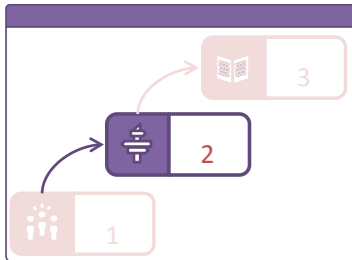


The evidence identified by Skilling the Bay that underpins this report shows that young people and those at risk of disengagement are most in need of direct intervention to achieve engagement, attainment and participation. Section 3 shows that as Geelong’s economy shifts and the demand for higher skills and knowledge centric workers forms, the low-skilled workers are at greatest risk of being left behind. Indeed many of these employees are in vulnerable employment positions. Additionally, Geelong’s younger generation who seek higher skilled education and employment pathways show a trend towards leaving Geelong due to ambivalence about the opportunities available locally.¹⁹ Lifting apparent retention rates from year 7 to 12 is a key challenge for schools across the Geelong region. Low apparent retention can be a barrier for Geelong’s achievement of a culture of educational attainment and lifelong learning throughout its community. In an economy of the future, with demand for higher skilled employees, it is these cohorts that demand immediate assistance in order to:

- **engage students** – to embed a culture of educational attainment and prevent disengagement and downstream sustained non-workforce participation
- **retain youth in Geelong** – to ensure education pathways lead to local employment opportunities
- **maintain workforce participation** – to ensure those at-risk of sustained non-workforce participation are supported into education and employment pathways in areas of local skills needs.

The Phase 1 priority actions and additional initiatives focus on individuals in Geelong where the above outcomes are most likely to be achieved.

5.2.2 Step 2 – Support to identify career pathways



Students need to identify an available career opportunity before they make important decisions as to study pathways. Those with a close understanding of career aspirations are more likely to be driven towards, and focused on, education and training pathways that enable them to realise those careers. Anecdotal evidence from Newcomb Secondary College observes that students who have identified a career direction are often more engaged with study and make better study decisions when they have identified a study pathway that leads to a career that interests them.²⁰

¹⁹ Student aspiration forum report, 2013.

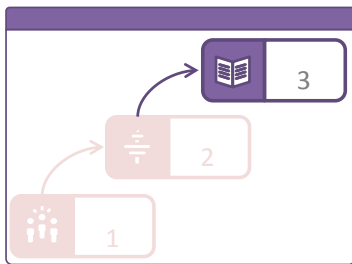
²⁰ Newcomb Secondary College and The Gordon, 2012.

For these reasons, two priority actions actively introduce secondary students to the career opportunities that tertiary education enables. These actions focus on careers in critical future industries. This ensures that the pathways introduce secure skills where there are job opportunities, while supporting a culture of educational attainment more broadly. The priority actions that intervene at this step are:

- **Tertiary Taster Program** – introduces secondary students from at-risk schools to existing career opportunities enabled by tertiary education
- **Future Industry Pathways** – introduces senior secondary students to study pathways in critical industry sectors (Health, Community Services and Advanced Manufacturing).

Assisting young students to make the right study decisions will have considerable benefits. It will assist with the retention of students in Geelong, secure a future workforce for critical industries and keep at-risk students engaged in study. These are all critical to secure a culture of educational attainment through all stages of life.

5.2.3 Step 3 – Educate and train to enable access to local careers



Formal education and training is the final step to deliver the supply of skills to fill local employment opportunities and support industry growth and development. Skilling the Bay's priority actions are focused on education and training in areas of immediate and future workforce need. Three of the priority actions focus on education and training attainment in such areas of need:

- **Future Industry Pathways** – education and training pathways and qualification in Geelong's critical current and future industries
- **Whittington Works** – training and work placements in areas of local and immediate employment needs in Geelong's eastern suburbs
- **Northern Futures** – training and work placements in areas of local and immediate employment needs in Geelong's northern suburbs.

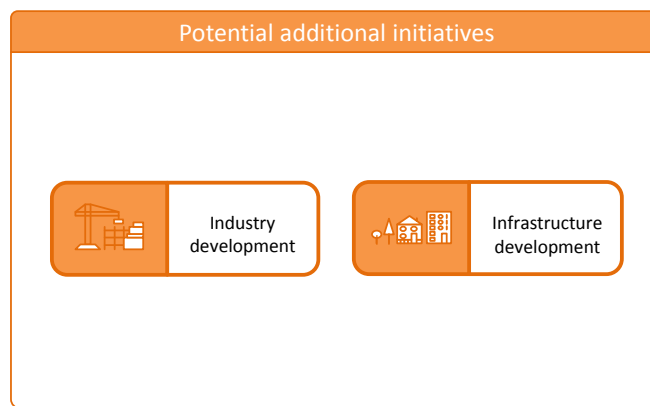
A focus on attainment has multiple benefits: to secure the success of Geelong's industries; to meet immediate employment requirements; and to ensure those who undergo education and training do so in areas where there are ultimately employment opportunities. Phase 2 actions also focus on education and training initiatives, as explained in greater detail in section 6.3.

5.3 There are enablers for growth beyond education and training



Geelong leaders identified two powerful enablers for industry and employment growth during the consultation process for this report: industry development and infrastructure development. Together, these create the conditions that enable organisations to thrive, have sustained success, with jobs growth and exciting career opportunities for Geelong. Figure 19 illustrates how these enablers complete the framework for creating strong employment opportunities in Geelong.

Figure 19: How additional activity can generate jobs



Industry leaders identified two strategic directions that require active focus for the generation of job opportunities. Table 1 shows this link.

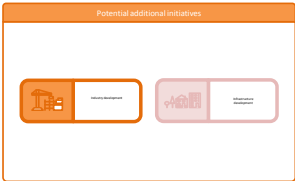
Table 1: Link between strategic direction and enabler

Strategic direction	Enabler
To market Geelong to targeted public and private investors, nationally and internationally	Industry development
To integrate regional infrastructure planning with workforce development and deepen leveraging of digital infrastructure	Infrastructure development

Skilling the Bay proposes to highlight the opportunities in these areas that can support the outcomes of its priority actions. As Skilling the Bay has a clear focus on education and training, these areas are best pursued by other organisations in Geelong who are better placed to support industry and infrastructure development. These organisations are therefore able to pursue the balance of the strategic directions and help realise the Jobs Vision.

We discuss initiatives for each of these enablers in turn.

5.3.1 Industry development to generate jobs



Targeted industry development initiatives are an important mechanism to generate job opportunities in Geelong. Section 3 has highlighted that Geelong’s economic profile has shifted from its traditional industry strengths, with many emerging opportunities available for specific sectors. These opportunities will not happen by chance. Industry development activity is a powerful way to ensure Geelong realises these opportunities through building on its strengths and creating a competitive advantage locally.

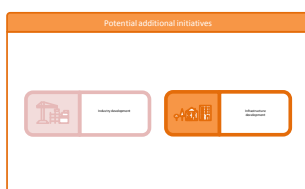
Skilling the Bay seeks to reveal the industry development opportunities that this project has identified so other leading organisations can dovetail this work. The studies underpinning the project and broad consultations have highlighted these opportunities. Future success requires active pursuit of industry development to ensure jobs are generated for the skilled workforce. Table 2 presents these opportunities. These industry development initiatives will fulfil the strategic direction – *To market Geelong to targeted public and private investors, nationally and internationally.*

Table 2: Industry development opportunities this project has surfaced

Potential activity	Description
Create a workforce development strategy for the manufacturing industry	This project is important to the future of the manufacturing industry as it ensures that the detailed vision for the future of manufacturing in Geelong will be supported by the necessary workforce. This strategy could be developed by key local stakeholders including industry, unions, the education and training sector and government and ensure the workforce is available to meet the exciting opportunities in the sector. This would focus on resolving some immediate challenges such as: the low educational attainment levels of the workforce; the expected job losses; the structural transition from low-skilled to high-skilled jobs; the ageing workforce; and the low levels of replacement workforce.

Potential activity	Description
Develop an integrated workforce development strategy for the disability and aged care sectors	The disability and aged care sectors are areas of employment growth yet are in structural transition and expect skill shortages in the future. These sub-sectors have similar skills requirements such that one sector obtaining skills supply impacts the other to meet its needs This suggests there is benefit for both through collaboration towards workforce development. An integrated workforce development strategy will ensure they concurrently meet their skills needs, fill skills shortages, successfully transition to the new models of care and maintain a growing employment profile.
Pursue targeted industry opportunities	This activity involves actively pursuing cutting edge industry opportunities that are emerging and yet to mature. Steps could involve: identification of industry opportunities; feasibility analysis for Geelong; and an investment and workforce development plan to deliver those opportunities. Example opportunities include: a public agency cluster; a retail cluster; a freight and logistics hub; a food manufacturing hub; frontier materials; a 3D printing centre for Australia.
Create a workforce skills marketing pack and training plan for targeted industry opportunities	This activity involves proactively seeking new industry opportunities and ensuring Geelong has the workforce conditions for those industries to thrive in Geelong. A marketing pack can be presented to public and private investors, while the training plan will aim to fill critical skills gaps and shortages to make Geelong the ideal place for those investors.

5.3.2 Infrastructure development as a critical enabler



Strong physical and digital infrastructure is an important enabler of industry success and therefore critical to a job creation model. Section 3 has shown that Geelong has rare infrastructure assets, and that there is an opportunity to leverage them to fulfil their full potential. There is scope for Geelong to better leverage its infrastructure to enable the success of current and future industries, support their growth and create downstream job opportunities for skilled workers.

This project has surfaced one initiative that can fulfil the strategic direction – *To integrate regional infrastructure planning with workforce development and deepen leveraging of digital infrastructure.* Table 3 presents this initiative.

Table 3: Infrastructure development opportunities this project has identified

Potential activity	Description
Create a workforce development strategy for infrastructure planning	Infrastructure planning aims to accommodate population growth for new growth areas which leads to a higher demand for services. It is important to ensure the workforce is available and capable to deliver critical services to these new and growing communities. This activity involves creating a workforce development strategy to integrate with existing infrastructure planning to ensure there is a workforce that is available for growth – both in terms of the skills and workforce to develop the planned infrastructure, and the skills and workforce to meet demand for services in growth areas.

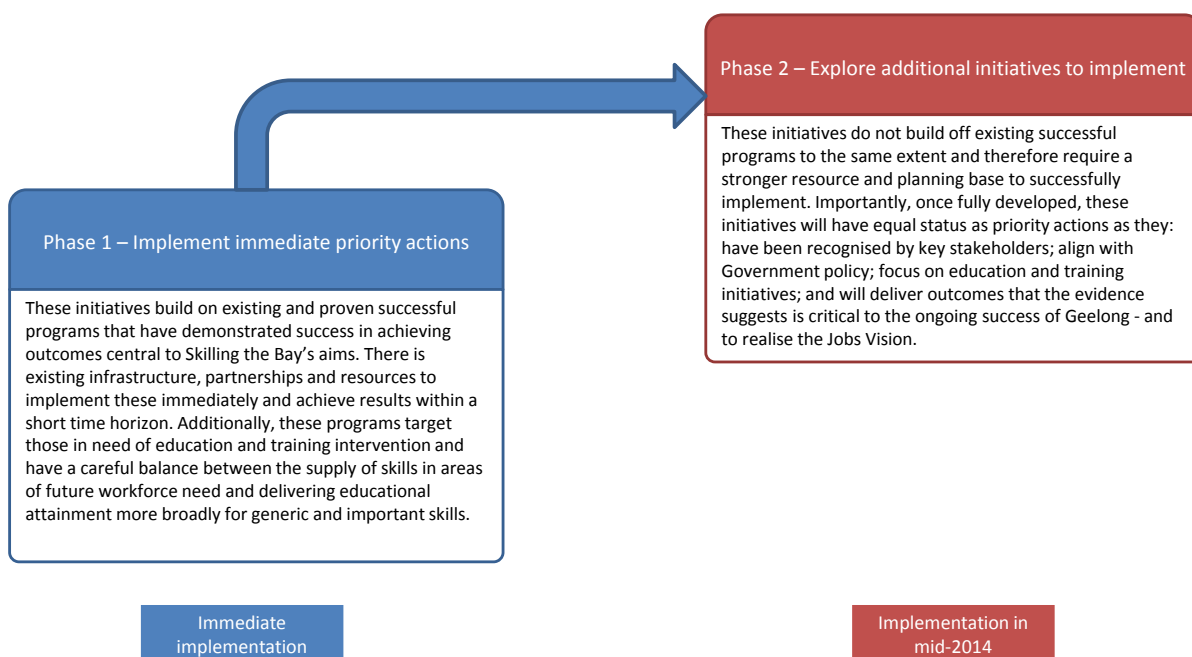
6 Skilling the Bay proposes to implement initiatives in two phases

This section presents the actions that Skilling the Bay seeks support for and proposes to explore further. Specifically, this section covers:

- that the actions proposed build on existing achievement in Geelong and locally by filling gaps in education and training programs and leveraging existing work
- proposals for three priority action areas for which Skilling the Bay seeks support for Phase 1 implementation
- additional initiatives which Skilling the Bay will explore in greater detail to determine whether additional proposals are beneficial for Phase 2 implementation.

Skilling the Bay proposes to implement the actions that will contribute to realising the Jobs Vision in two phases. Each Phase is delineated for sound reasons. Figure 20 outlines each Phase and explains the process and selection of actions within each.

Figure 20: Implementation in two phases



6.1 The actions build on existing achievements

Skilling the Bay has built the priority action areas on current experience and examination of evidence of greatest potential return. Skilling the Bay ensures that the proposed priority actions fill a gap in existing activity, and seek to leverage skilling achievements. This ensures that there is efficient investment of government funds and that Skilling the Bay seeks to utilise existing infrastructure to its full potential and builds on and maintains successful education and industry partnerships. This section highlights:

- **activity gaps** – where there are gaps in critical activity that will generate the outcomes sought for Geelong
- **existing activity to leverage** – where there is successful activity and resources that are a useful starting point to develop the priority actions.

We discuss each of these in turn.

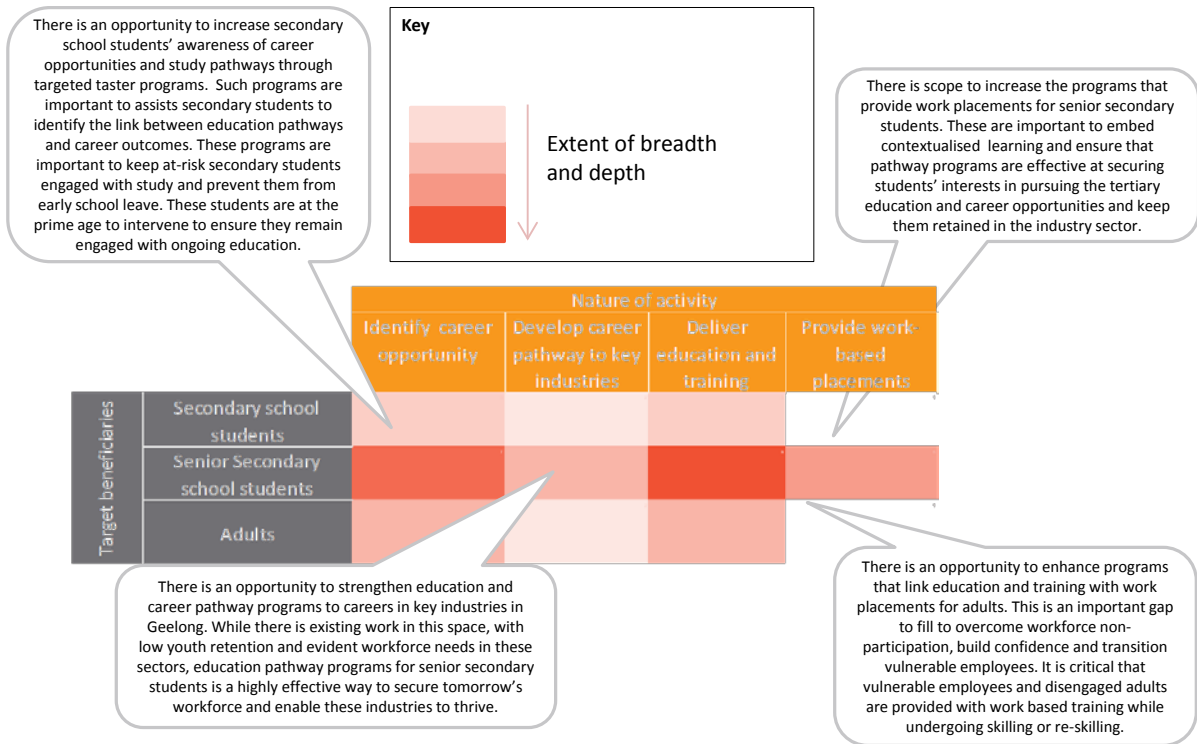
6.1.1 There are activity gaps

Skilling the Bay has focussed the priority actions in areas where there are gaps in activities in Geelong. There are numerous programs and activities that provide education and training pathways across Geelong, and it is important that Skilling the Bay targets gaps in provision – to avoid duplication and unnecessary effort. Figure 21 outlines the results of a high-level gap analysis that shows there is scope to implement further actions where outcomes may be sub-optimal.

The analysis is based on two critical variables to identify where further action is warranted. These variables are:

- **target beneficiaries** – programs directed to identified cohorts within the Geelong population where better outcomes are sought
- **nature of the activity** – activities to contribute to the supply of skills in areas of workforce need in Geelong.

Figure 21: Education and training gaps in Geelong



The analysis does not intend to be exhaustive. Figure 21 is based on information that Skilling the Bay has obtained from its stakeholders. It does not intend to be a complete snapshot of all education and training activity that is being undertaken in Geelong.

6.1.2 Skilling the Bay seeks to leverage existing activity

Skilling the Bay proposes priority actions that will seek to leverage existing successful activities and programs that operate in Geelong. This is important to ensure that existing materials, infrastructure, relationships and successful models are built on and enhanced. The priority actions do not start from scratch. Through seeking to build on targeted existing achievements, Skilling the Bay can augment the resources and infrastructure and replicate the models to ensure there is some certainty as to ability to achieve successful outcomes. This has been an important driver in Skilling the Bay seeking support for the priority actions outlined below.

6.2 Phase 1 will implement immediate priority actions

Skilling the Bay proposes to implement four major initiatives in Phase 1 across three priority action areas. The capability and capacity to implement these immediately exists and this will enable new skilling programs to effectively deliver results from 2015. Table 5 provides a summary of the three priority action areas and the four proposals within these. The final two proposals are within the one priority action area, and apply to a different geographical part of Geelong.

Skilling the Bay has selected to prioritise these actions for immediate Phase 1 implementation for sound reasons. These initiatives build on existing and proven successful programs that have demonstrated success in achieving outcomes central to Skilling the Bay’s aims. There is also existing infrastructure, partnerships and resources to implement these immediately. Additionally, these programs target those most in need and have a careful balance between the supply of skills in area of future workforce need and delivering educational attainment more broadly for generic and important skills.

There is a strong economic and social policy rationale for supporting transitions, particularly youth transitions. Successful movement through further education and into employment can support individuals to have better engagement with the labour market in the longer term and avoid social exclusion. Features of strong transition include achievement of Year 12 or equivalent; engagement with post-school education, including through apprenticeships and traineeships; and engagement with part-time work while at school.

Phase 1 priority actions focus on three important education and training themes. These contribute to region wide education and training goals which will achieve improved education and training outcomes for Geelong. Table 4 presents the three themes and the region wide goal that each theme contributes to.

Table 4: How the priority actions will achieve region wide goals

Priority action area	Region wide education and training goal
<p>Engagement Support at-risk high school students to identify education pathways to careers that interest so they remain engaged in study</p>	<p>Increase in student retention from Year 7 to 12</p>
<p>Attainment Support high school students to achieve higher attainment through increased completion of year 12 and enhanced study pathways in careers that interest them and lead to employment opportunities</p>	<p>Increase in Year 12 completion</p>
<p>Participation Support those at-risk of sustained non-workforce participation to undergo training and work placements and return to the workforce</p>	<p>Increase in transition from secondary school to tertiary education in courses that support future industries. Quantity of successful completion of education and training programs with employment transition by disengaged or vulnerable members of the community.</p>

Table 5 summarises the Phase 1 priority actions. The table shows the three priority action areas – engagement, attainment and participation – as well as the initiatives that relate to each.

Table 5: Summary of proposals

		Summary of activity	Objectives	Investment outcomes
Engagement	Tertiary Taster Program	The program highlights tertiary education opportunities to Year 9 students from at-risk schools so they may identify study pathways that lead to careers that interest them. The program involves students attending The Gordon one day per week for one term to experience study pathways and work in trades. The program will expand on the success of the existing Newcomb Tertiary Taster Program at Newcomb Secondary College.	The objectives of the Tertiary Taster Program are: <ul style="list-style-type: none"> to improve education participation for students from higher risk schools in Geelong to better equip young people to identify available education and work opportunities to support a culture of educational attainment and lifelong learning. 	Delivery of the Tertiary Taster Program to four schools with approximately 1600 Year 9 participants over the four years
Attainment	Future Industry Pathways	The Future Industry Pathways will enable students in senior secondary school to undertake learning pathways into careers that both interest them, and are critical future industries in Geelong. The pathways will be designed in consultation with schools and existing related initiatives in Geelong, to ensure consistency with regional educational capacity and need. They will build off the lessons learnt through the State Government's recently completed Industry Themed Pathways pilots. Geelong Future Industry Pathways will seek to utilise a combination of cutting edge industry experiences at specialist destinations such as BioLab, Deakin University and The Gordon, VET units at training providers, work placements at leading regional employers and elements of industry contextualised learning in VCE and VCAL subjects to ensure alignment with curriculum. Together, this will provide students with the practical understanding, underpinning theory, impetus and aspiration to continue with tertiary education and careers in industries that are critical to Geelong – and where there will be exciting career opportunities. A key priority will be exploring how specialist science, maths, technology and design can be embedded in the Future Industry Pathways.	The objectives of the Future Industry Pathways program are: <ul style="list-style-type: none"> to engage high schools students in workplace learning to create the pathways for a future workforce in key future growth industries to retain Geelong's future workforce to support a culture of educational attainment and lifelong learning. 	A to be determined number of Geelong students who continue from High School to Tertiary Education in future industry areas
Participation	Northern Futures	The proposal is to continue the success of the Northern Futures for a further period of four years. The program creates education, training and employment opportunities for those at risk of, or experiencing long term unemployment in select low-SES suburbs in Northern Geelong. The programs connect with local businesses to identify employment gaps, and educate and train job seekers to fill those positions with a full suite of in-house wrap around services.	The objectives of Northern Futures program are: <ul style="list-style-type: none"> to enable disengaged community members to participate in the workforce to support a culture of educational attainment and lifelong learning to secure a workforce in key future industries within Geelong 	To deliver education and training completion with transition to future industry employment for a to be determined number of disengaged community members
	Whittington Works	The proposal is to continue the success of the Whittington Works program for a further four years. The program creates education, training and employment for those at-risk of, or experiencing long term unemployment in select low-SES suburbs in East Geelong. The program connects individuals from Job Services Australia with training opportunities at The Gordon and local businesses with employment gaps and educates and trains to fill those positions. Wrap around services are outsourced and coordinated with Job Services Australia.	The objectives of the Whittington Works program are: <ul style="list-style-type: none"> to enable disengaged community members to participate in the workforce to support a culture of educational attainment and lifelong learning to secure a workforce in key future industries within Geelong. 	To deliver education and training completion with transition to future industry employment for approximately 60 disengaged community members

These proposed actions will require significant investment of approximately \$4.6 million. The ultimate investment will be determined by the Minister for Higher Education and Skills. The total investment requested will comprise of: development of each activity (where necessary); ongoing

delivery of the activity; and evaluation of the success of the suite of programs at the end of the four years as well as implementation costs throughout the cycle.

Skilling the Bay will seek to leverage additional funding sources available within existing programs. This will assist to satisfy the above budget and remove potential duplication of government investment. There are many programs that offer funding opportunities that relate to the initiatives this report proposes. Skilling the Bay will explore the possibility of leveraging these.

We outline a proposal for each priority action in detail through the balance of this section.

6.2.1 Tertiary Taster Program

Summary of proposal	Continue the success of the Tertiary Taster Program at Newcomb Secondary College and expand to approximately three additional schools. Schools will be selected in consultation with DEECD and with reference to their level of apparent retention from year 7 to 12. The entire Year 9 cohort will attend The Gordon each week for 10 weeks to experience and identify trades, careers and tertiary education pathways and undertake units from within the Certificate I in Vocational Preparation. Skilling the Bay will investigate the opportunity to integrate with the Deakin Engagement and Access Program (DEAP) to further broaden the range of potential pathways into tertiary education while the program will align with Future Industry Pathways to enable downstream linking between programs.
Anticipated outcome	Approximately 1560 Year 9 participants with an increase in approximately 250 students completing Year 12 and continuing on to tertiary education.

The program aligns with government policy²¹

The Tertiary Taster Program (TTP) allows Year 9 students to experience trades and tertiary education at The Gordon as part of their curriculum. The program involves Year 9 students from selected schools attending The Gordon for one day per week for a full term. The program covers five weeks of theory and five weeks of vocation, with students completing units from the Certificate I in Vocational Preparation. Students can self-select between five vocational areas, which is important to keep them engaged. The program is effective at assisting students to identify tertiary education and career pathways and inspiring them to continue with their studies. It is known that Year 9 students face complex life change, and that some are observed to disengage with education. The Tertiary Taster Program is an effective intervention that can help to prevent this.

Participating schools will be offered the opportunity to enhance the Tertiary Taster Program through developing a Year 9 careers and employment subject. Schools will be given the option of developing the subject. Development will be informed by existing subjects being delivered by the

²¹ This model will be considered by government as a template that may be adapted to support other regions to strengthen engagement in school and support career and training pathway planning by young people.

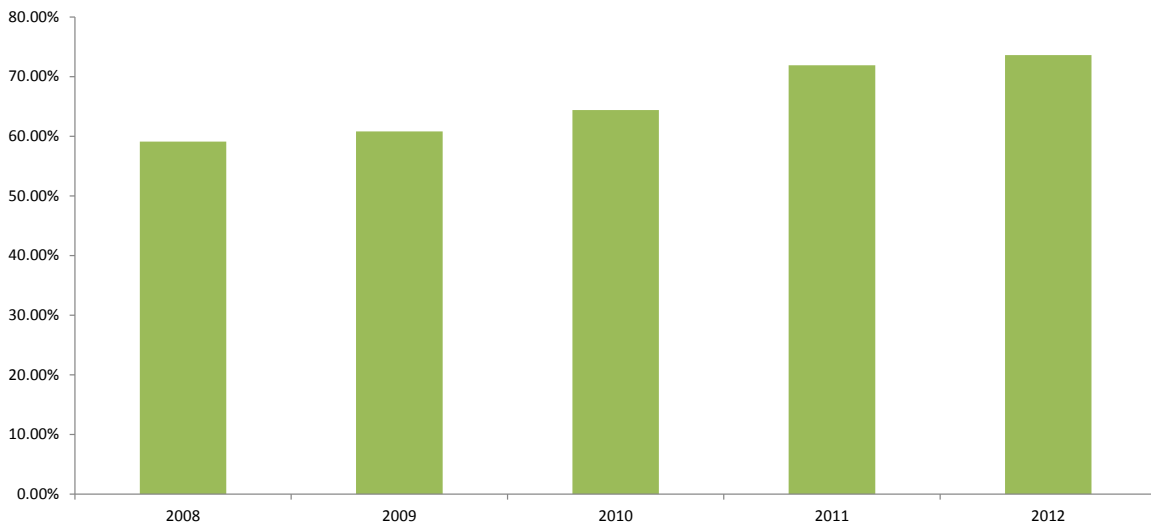
schools as well as the Getting Ready for the Outside World (GROW) subject that Newcomb Secondary College (NSC) has used.

Year 9 students from NSC undertake GROW during the alternate semester of the Tertiary Taster Program. This is important to ensure continuity and ongoing engagements in career development and pathway planning to further embed the success of the TTP. GROW also has the added logistical benefit of enabling smooth timetabling for students in two separate programs throughout the year. The program has had ground-breaking success at NSC – success that this initiative aims to build on. NSC has experienced growth in Year 12 continuing with tertiary education alongside other critical indicators of success (see Figure 22). Other impressive achievements of the program are:

- **active engagement** – there is a higher attendance rate at the taster program compared to secondary school in general
- **maturity and development** – staff from The Gordon comment that they observe students maturing and becoming independent learners
- **improved learning** – NSC observes the students being more focussed learners due to awareness of study pathways
- **greater retention** – a higher number of NSC students remain studying post Year 9
- **stakeholder and participant support** – anecdotally, parents actively seek for their children to be involved in the program, while students reflect very positively about their experiences.

Figure 22: Achievements of the Newcomb Tertiary Taster Program 2008 – 2011

Per cent continuation post-Year 12



Source: The Gordon and Newcomb Secondary College, 2012.

There is scope to integrate the program with other initiatives to ensure a continuous and seamless pathway journey to tertiary education for participating students. These opportunities include: linking with the Future Industry Pathways so that graduates of the Tertiary Taster Program

commence a themed pathway; explore extending the program to connect with Deakin University ‘tasters’, and potentially the Deakin Engagement and Access Program (DEAP).

The program aims to achieve the following outcomes:

- to improve education participation for students from schools with low year 7 to 12 retention rates in Geelong - careful selection of target schools and exposure to tertiary education pathways will achieve this
- to better equip young people to identify available education and work opportunities – showcasing trades and education pathways to students of Year 9 level will achieve this
- to support a culture of educational attainment and lifelong learning – enabling early identification of careers and study pathways to these careers will achieve this.

The program closely aligns with government education policy. The program ensures greater educational attainment for at-risk students at schools and assists students to identify study pathways into tertiary education. With scope to potentially expand the program to include the DEAP, it is possible to achieve seamless pathways between schools, VET and Higher Education. This is important to deliver on government policy objectives around increasing participation in tertiary education. Additionally, the vision of the program involves a true collaboration between education sectors without a fee-for-service model.

The model aims to initially deliver to approximately four schools

Skilling the Bay proposes to implement a simple model that enables the participation of approximately four schools each year. Skilling the Bay has developed this model from analysis of the existing arrangements between The Gordon and NSC. The model involves groups of 60 students attending The Gordon for a full term (10 weeks) each Friday. The Gordon proposes to initially run two programs concurrently to increase its capacity to deliver to more schools. This enables approximately 480 students to complete the program each year – roughly correlating with four schools.

The model replicates the existing NSC model. Given the success of the NSC model, Skilling the Bay sees great benefit in expanding it to a greater number of schools and students without adjustment. With plans to deliver the program for four years, the Tertiary Taster Program will be able to influence approximately 1560 students over this period.

There are four critical steps to launch the program

Skilling the Bay proposes to leverage off the success of the Newcomb Tertiary Taster Program so that it may launch an expanded taster program in 2015. There are four critical steps that Skilling the Bay must work through to achieve this. Table 6 outlines these steps in greater detail.

Table 6: Critical steps to launch the program

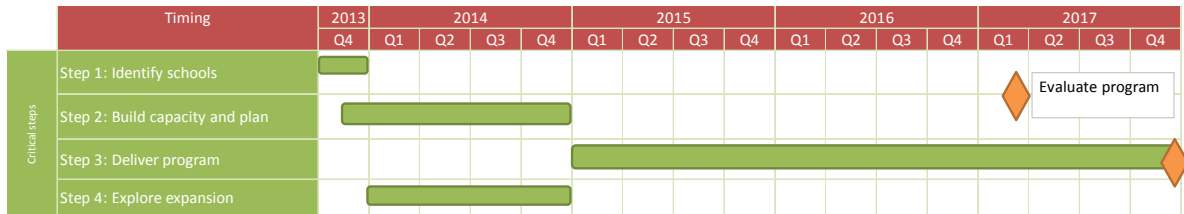
Step	Detail
Step 1: Identify schools	

Step	Detail
<p>Three additional schools will be identified to participate in the program for the four year period.</p>	<p>Critical steps include:</p> <ul style="list-style-type: none"> • set metric for selection of schools (suggestion is per cent of Year 7 students who do not complete Year 12) • consult with schools and agree arrangements • assist schools to develop written materials, engage parents and teachers and obtain their support.
<p>Step 2: Build capacity and plan</p>	
<p>The Gordon will need to develop the capacity to roll the program out to a greater number of students and work with schools to explore the possibility of developing a year 9 careers and employment subject to embed the TTP in, and to coordinate timetabling.</p>	<p>Critical steps include:</p> <ul style="list-style-type: none"> • consult The Gordon project manager to determine requirements • obtain expanded teaching capacity • identify physical location within The Gordon to expand the program • appoint additional staff • coordinate timetabling • exploring the possibility of developing a year 9 careers and employment subject.
<p>Step 3: Deliver program</p>	
<p>The Gordon will deliver the program over four years.</p>	<p>Critical steps include:</p> <ul style="list-style-type: none"> • coordinate program timing for each school to avoid overlaps and pool resources • launch introductory program for each school (for the first four weeks) • deliver program for four years.
<p>Step 4: Explore expansion</p>	
<p>Skilling the Bay will explore opportunities to expand the program and link it with additional programs in Geelong.</p>	<p>Critical steps include:</p> <ul style="list-style-type: none"> • consult Deakin University • consult Future Industry Pathways project managers • consult with The Gordon VET in Schools manager • explore possibility of introducing a year 8 tour of The Gordon for participating schools to act as an 'induction' for the following year's students.

Geared to launch in 2015

Skilling the Bay is able to commence the expanded roll out of the program in 2015 – with NSC continuing in 2014. The delayed start is due to the need to obtain support, coordinate timetabling, expand capacity at The Gordon and to potentially develop and embed curriculum in three new schools. Figure 23 outlines the project plan and sequencing for the above critical steps, and highlights that the initiative will commence its expanded delivery to students in 2015.

Figure 23: Project plan and timing



At the end of the period, Skilling the Bay will commission an evaluation of the TTPs to determine whether to continue the programs, expand to more schools and what to improve to achieve better outcomes. The evaluation will test what the TTP achieves against the following outcomes:

- **participation** – cost per student participating in program
- **retention** – number of VET qualifications obtained in vocational area
- **attainment** – improvement in the number of students completing Year 12 following the program.

6.2.2 Future Industry Pathways

Summary of proposal	<p>Develop and deliver Future Industry Pathways in selected schools in Geelong that lead to opportunities for employment in strategic growth industries for the Geelong region: Health, Community Services and Advanced Manufacturing.</p> <p>The pathways model will be designed in consultation with schools and is likely to involve elements of contextualised learning, VET units and work placements through collaboration with industry and education providers.</p>
Anticipated outcome	<p>Secondary school students entering tertiary education pathways in Geelong’s future industries (Skilling the Bay to determine number of students when it explores a more detailed plan)</p>

The program aligns with government policy

The Future Industry Pathway program aligns with government education policy. This includes: to focus skilling in areas of economic need; to support educational attainment and lifelong learning; and to create seamless pathways through school, VET and higher education. Additionally, embedded in this program is industry and employer-driven training, where employers are involved in the learning outcomes, ensuring they are industry relevant.

Governments nationally can adapt this program to different regions. Each region in transition has different current and future industry opportunities to which education pathways can assist to realise. There is the opportunity to replicate the successes of Future Pathways Program in these regions to deliver enduring benefits beyond Geelong.

A Geelong specific model informed by related pathways projects

The Future Industry Pathways will enable students in senior secondary school to undertake learning pathways into careers that both interest them, and are critical future industries in Geelong. The pathways will be designed in consultation with schools to ensure consistency with regional educational capacity and need. They will build off the lessons learnt through the state government's recently completed Industry Themed Pathways pilots. Their proposed focus on maths, science, design and technology delivers on the government's commitment to increasing participation of secondary school students in these critical subject areas.

A model to engage young people in exciting careers in strategic growth industries

A typical milestone for transition of young people at age 15 is that they need to be engaged in education and have the literacy and numeracy skills to successfully complete senior secondary or initial vocational qualifications; they need to have sound knowledge of the career options and education and training pathways open to them. The Future Industry Pathways can achieve this through utilising a combination of cutting edge industry experiences at specialist destinations such as BioLab, Deakin University and The Gordon, VET units at training providers, work placements at leading regional employers and elements of industry contextualised learning in VCE and VCAL subjects to ensure alignment with curriculum. Together, this provides students with the practical understanding, underpinning theory, impetus and aspiration to continue with tertiary education and careers in industries that are critical to Geelong – and where there will be exciting career opportunities. A key priority will be exploring how specialist science, maths, technology and design can be embedded in the Future Industry Pathways. This exploration will include scoping specialist STEM subjects or projects to potentially be delivered through the BioLab. An emphasis on STEM is likely to be a key feature of the Future Industry Pathways.

Creating opportunities for young people

Skilling the Bay has carefully selected the industries for the Future Industry Pathway program based on critical skills shortages, industries that predict growth in their workforce requirements and which are knowledge intensive. The selected industries are:

- **Health** – Geelong's second fastest growing industry and largest employing sector with expected skills shortages and increasing demand for services (see section 3)
- **Community Services** – a strategic growth industry with the location of DisabilityCare and an area of workforce need (see section 3)
- **Advanced manufacturing** – an industry of strategic importance for the region whose future will be underpinned by the development of capability in design and technology. In addition, there are workforce challenges for this industry which include: an ageing workforce; a lack of replacement workers; low educational attainment; and skills shortages and gaps (see section 3).

The program will achieve outcomes of strategic importance for the region

The Future Industry Pathways program seeks to achieve the following outcomes:

- to engage secondary school students in workplace learning – high quality work placements that expose young people to the range of career pathways in the industry will achieve this
- to create the pathways for a future workforce in key growth industries – the careful selection of industries blended with comprehensive pathway programs will achieve this
- to retain Geelong’s future workforce – linking education pathways where there are local jobs will achieve this
- to support a culture of educational attainment and lifelong learning – education pathways in areas of interest and closely linked with workplace learning will achieve this.

There are four critical steps to program delivery

Skilling the Bay proposes to explore working with existing achievements in Geelong to commence delivery of the Future Industry Pathways in 2015. There are four critical steps to enable Skilling the Bay to achieve the Future Industry Pathways for Health, Community Services and Advanced Manufacturing. Table 7 outlines these steps and explains how they will seek to build off the achievements of additional activities in Geelong.

Table 7: Critical steps to deliver the Future Industry Pathways

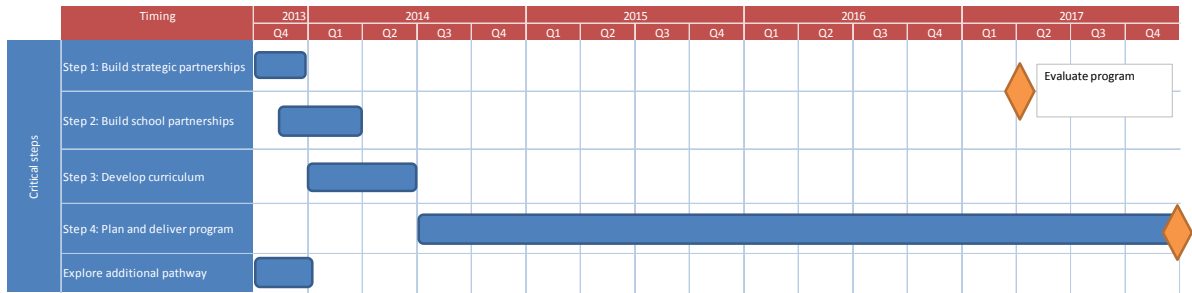
Step	Health	Community Services	Advanced Manufacturing
Step 1: Build school partnerships			
Working with schools and the Department of Education and Early Childhood Development (DEECD) to refine and agree an appropriate pathways model. This involves identifying participating schools, obtaining their buy-in and supporting them to ensure the model is appropriate to their needs.	<p>Steps include:</p> <ul style="list-style-type: none"> ◦ develop school partnerships and refine and agree an appropriate pathway model. 	<p>Steps include:</p> <ul style="list-style-type: none"> ◦ develop school partnerships and refine and agree an appropriate pathway model. 	<p>Steps include:</p> <ul style="list-style-type: none"> ◦ develop school partnerships and refine and agree an appropriate pathway model.
Step 2: Refine models and build strategic partnerships			
Strategic partnerships for delivery of the Industry Pathways are required from industry and tertiary education. These bodies provide education pathways for success of the program and are able to provide critical input into the design of the models.	<p>Steps include:</p> <ul style="list-style-type: none"> ◦ Further explore opportunity to work with Health Pathways Program ◦ further explore possibility of developing partnerships for delivery of specialist maths, science, design and technology programs. 	<p>Steps include:</p> <ul style="list-style-type: none"> ◦ consult with existing, related programs to explore the possibility of developing a partnership and to develop and refine the models ◦ further explore possibility of developing partnerships for delivery of specialist maths, science, design and technology programs. 	<p>Steps include:</p> <ul style="list-style-type: none"> ◦ Further explore opportunity to align with CADET ◦ Explore possibility of developing partnership with industry and industry peak bodies ◦ further explore possibility of developing partnerships for delivery of specialist maths, science, design and technology programs.

Step	Health	Community Services	Advanced Manufacturing
Step 3: Develop educational pathways			
Developing the educational pathways will be a critical step in designing the pathways. Where contextualised curriculum is required, schools will be provided with specialist support to develop it.	<p>Steps include:</p> <ul style="list-style-type: none"> negotiating appropriate educational pathways at the VCE/VCAL level, including via VET and university explore possibility of leveraging existing curriculum material coordinate and plan program for 2015. 	<p>Steps include:</p> <ul style="list-style-type: none"> negotiating appropriate educational pathways at the VCE/VCAL level, including via VET and university explore possibility of leveraging existing curriculum material develop training material to fill gaps coordinate and plan program for 2015. 	<p>Steps include:</p> <ul style="list-style-type: none"> negotiating appropriate educational pathways at the VCE/VCAL level, including via VET and university leverage existing training material where possible develop training material to fill gaps coordinate and plan program for 2015.
Step 4: Plan and deliver program			
The final step is to recruit students and plan the program for delivery from 2015 onwards. This also involves obtaining the support of parents as critical stakeholders of students participating in the program.	<p>Steps include:</p> <ul style="list-style-type: none"> recruit project managers and coordinators coordinate and plan program for 2015 recruit students and engage parents deliver pathways training. 	<p>Steps include:</p> <ul style="list-style-type: none"> recruit project managers and coordinators coordinate and plan program for 2015 recruit students and engage parents deliver pathways training. 	<p>Steps include:</p> <ul style="list-style-type: none"> recruit project managers and coordinators coordinate and plan program for 2015 recruit students and engage parents deliver pathways training.

An immediate start will enable delivery to commence in 2015

Skilling the Bay proposes a project plan that will enable roll out of Future Industry Pathways in 2015 with the first graduates of the program within the four year period. The timeline has been designed to begin marketing the programs to students and parents in semester two, 2014. This will enable sufficient time to secure participants and achieve scale for roll out in 2015. Figure 24 outlines a high level project plan to develop and deliver the Future Industry Pathways with evaluation of success at the end of 2017. The project plan is subject to further refinement once the pathways model has been agreed. A key issue to consider is whether the model will involve all schools or a selection of schools across the region.

Figure 24: Proposed project plan



At the end of the period, Skilling the Bay will commission an evaluation of the Future Industry Pathways to determine whether to continue the programs and what to improve to achieve better outcomes. The evaluation will test what the Future Industry Pathways achieve against the following outcomes:

- **participation** – cost per student participating in program
- **retention** – percentage of students who complete the pathway program
- **employment** – percentage of students who transition from industry pathway program into employment in industry area
- **attainment** – percentage of students pursuing vocational and higher education qualifications in industry area.

6.2.3 Northern Futures

Summary of proposal	<p>Northern Futures is a collaborative partnership between members of the community including government, business, schools and community groups who are working together to identify opportunities for improved economic, employment, education and training outcomes for the Geelong region. Northern Futures is strategically located in the heart of the Corio, Norlane and North Shore communities of Geelong. It acts to ensure community programs respond to the needs and priorities of the local community.</p> <p>Northern Futures is currently funded by the Victorian Government as a highly successful Work and Learning Centre. This proposal will enable Northern Futures to deliver programs in concert with Skilling the Bay, to ensure that the workforce in the northern suburbs continues to grow in line with the Geelong Jobs Vision, and regional economic and industry needs. Any changes to the funding arrangements for Northern Futures’ programs will be negotiated with key stakeholders as part of implementing this proposal.</p>
Anticipated outcome	<p>Approximately 340 disengaged community members participating in a range of education and training programs with potential employment outcomes.</p>

Northern Futures aligns with government policy²²

Northern Futures is a collaborative partnership between members of the community including government, business, schools and community groups who are working together to identify opportunities for improved economic, jobs and education and training for the Geelong region. It is one of many major initiatives (either planned or underway) that aim to deliver an integrated approach to the regeneration of the Northern Suburbs through development of human and physical capital.

Central to Northern Futures is a local approach to project delivery and services. This will ensure a future of growth, prosperity and focus for the northern suburbs through identification of job opportunities, and matching those to a potential workforce and the requisite skills and training. Northern Futures is strategically located in the heart of the Corio, Norlane and North Shore communities of Geelong. It acts to ensure community programs respond to the needs and priorities of the local community.

Northern Futures is guided by the experience of a Steering Committee – a diverse team of representatives of government, business, community and education groups who share a commitment to the northern Geelong area. Collectively, this group offers the depth and experience to drive the Northern Futures vision into reality. From time to time, the composition of the Steering Committee will evolve to accommodate the normal changes that occur in the lives and circumstances of its members.

Northern Futures is committed to the long-term sustainability and growth of Geelong and supports Skilling the Bay's complementary objectives, in particular it supports the growth of existing and emerging industries through targeted demonstration projects.

Northern Futures training and education arm is unique in its execution. It works with the City of Greater Geelong and local business to identify employment gaps within sectors and then seek participants to enter their education and training programs to capitalise on these job opportunities. It is a collaborative approach.

There are four main education and training program areas:

Getting Ahead – focused on helping future participants get ready for the certified training courses. This program teaches participants the expected professional skills when participating on a professional level, such as arriving to sessions on time, wearing appropriate clothing and the language to be used during the classes.

- ***Transport and Logistics*** – focused on educating and training in the transport and logistics sector and further linking the trained people into jobs within that sector
- ***Aged Care*** – focused on education and training in the aged care sector further linking people into jobs within that sector

²² This model will be considered by government as a template that may be adapted to support other regions to strengthen transitions and pathways for adults into growth industries in line with regional needs.

- **Construction Skill Sets** – Gives selected students from Northern Bay Secondary College the opportunity to learn generally about a number of different trades before choosing the trade of their choice and refining the training and education to that particular trade. This education and training stream often leads to a pre-apprenticeship or apprenticeship

Objectives of Northern Futures education and training streams

Northern Futures’ education and training programs address a combination of action areas that it has identified. These range from support of economic growth through to linking labour supply in small to medium enterprises, as well as improved school retention and further education rates. Specifically:

- Economic growth is supported through the development of a flexible and responsive workforce able to assist industries to develop their competitive advantage
- Linking labour supply and demand in small to medium enterprises is supported by training programs that strengthen links between local employers, employment services and training providers (including schools) to boost local employment opportunities for residents.

Northern Futures Regional Objectives in Education and Training

A flexible and responsive workforce that attracts new industry to the region

Improved transport and infrastructure that better connects 3214 with regional, national and international networks

An appropriately skilled and healthy workforce capable of meeting current and potential industry needs

A reduction in levels of unemployment

Greater access to further education opportunities through trainee and apprenticeship programs

Improved links between employees and individuals, achieved through industry-led support

Improved education and training outcomes

Targeted participants

Northern Futures targets participants from secondary school age through to adults. The former may have ‘fallen through the gaps’ at school, have problems staying at school, or show an interest in gaining employment. The latter are adults who hope to secure employment without knowing where to begin. They may be long-term unemployed or might require additional support re-entering the workforce.

Some participants are expected to complete the *Getting Ahead* section of training to ensure they are fully prepared for undertaking a certified course.

Collaboration

Northern Futures understands and appreciates the importance of collaboration. As such, the education and training stream is built on a collaborative framework with a number of partners including:

The Australian Government, Victorian Government, Department of Education, G21, Shell, Wharfshed Café, Barwon Health, Corio Medical Centre, City of Greater Geelong, Employment and Workplace Relations, The Gordon, St Laurence Community Services, RedStick Strategic Communications, Committee for Geelong, Geelong Community Foundation, Department of Human Services, Avalon Airport, Bethany Community Support, Deakin University, Northern Bay Secondary College, Barwon Medicare Local, MatchWorks, Encompass Community Services, Centrelink, Geelong Chamber of Commerce, CPG Australia Pty Ltd, Place Consulting, Diversitat, Geelong Trades Hall Council and a number of local businesses who support the participants with linkages into employment.

Northern Futures' collaboration extends to the inception of the relationship with an education and training partner or an employer undertaking training from the 'Bridges out of Poverty' course. This ensures that trainers and business owners fully understand the social issues that the participants have been exposed to during their life. It helps people to understand their circumstances and why they have been unable to gain employment.

Future activities will continue to deliver jobs

The alignment of Northern Futures' programs to the Skilling the Bay initiative provides opportunities to both secure the long-term sustainability of the education and training streams for the local community, and ensure a whole-of-community approach is pursued across Geelong to address disadvantage.

Having Northern Futures deliver these programs in concert with Skilling the Bay will ensure that Geelong's northern suburbs continue to grow the workforce in line with the Geelong Jobs Vision, and regional economic and industry trends. It also allows Skilling the Bay to leverage the success to date of Northern Futures programs. Any changes to the funding arrangements for Northern Futures' programs will be negotiated with key stakeholders as part of implementing this proposal.

The key to Northern Futures success is that the programs respond to demand and trends in the local economy. Northern Futures recognises that there needs to be flexibility built into the education and training streams to ensure they are responsive to the opportunities and priorities identified through the City of Greater Geelong regional skill shortage data. Opportunities to identify further regional industry trends via other data sources will also be explored.

Strong relationships with critical players

Northern Futures has strong relationships with local employers and industry and actively seeks feedback from both in the design and implementation of the education and training packages. The same can be said for relationships shared with education and training providers. These relationships would be enhanced under the Skilling the Bay initiative.

Northern Futures' relationship with participants continues 12 months after the completion of the education and training. It provides graduates with ongoing support with their transition into

employment and management of their personal administration, which includes budgets and professional development.

A sequence of steps delivers employment outcomes

Northern Futures education and training programs are currently in operation, with participants completing certified training each year.

Through the collaborative approach of providing the courses under the Skilling the Bay umbrella, Northern Futures would proactively work with Skilling the Bay, the DEECD, the Victorian Government and Deakin University to identify new partners, including RTOs and employers in line with the needs of the Geelong economy.

Table 8 outlines the critical steps to deliver the Northern Futures program.

Table 8: Critical steps to deliver the program

Step	Activity
1	Liaise with City of Greater Geelong to identify industry gaps
2	Seek participants
3	Interview participants to establish their area of interest that aligns with the skills gaps provided by City of Greater Geelong
4	Enrol participants in the 'Getting Ahead' course
5	Participants begin the course of their choice aligned with the skills gap
7	On graduation participants are linked in/transitioned into employment with a number of local employers
8	Northern Futures works closely with participants and provides professional support for 12 months post-graduation

6.2.4 Whittington Works

Summary of proposal	Community members from Whittington who are at high risk of long-term non-workforce participation are provided education and training linked with work placements in areas of employment need through Whittington Works Alliance’s successful <i>Education to Employment</i> model. Wrap-around services are provided through Job Services Australia and Whittington Works to support the participants to remain active and successful in the program.
Anticipated outcome	Approximately 60 disengaged community members will complete education and training and transition to employment in future growth industries.

What is the Whittington Works Alliance?

The Whittington Works Alliance is a partnership that brings together residents, businesses, government and local organisations to develop flexible solutions to local education, training and employment issues. It was formed as part of the Whittington Community Renewal Project which was funded by the Victorian Government and, in Whittington, was managed by the City of Greater Geelong.

It is integrated with the Geelong Regional Plan and is consistent with the priorities articulated by local residents in the Whittington Action Plan & the G21 Geelong Region Alliance's approach to addressing disadvantage and promoting community wellbeing.

Whittington Works Alliance Members

The members of the Whittington Works Alliance are: Bellarine Living and Learning Centre, Bethany, City of Greater Geelong, Community Veracity, CRS Australia, Encompass Community Services, Gforce, G21, Learn Local, Geelong Regional Local Learning and Employment Network, MatchWorks, Newcomb Secondary College, State Government Victoria, St Laurence, Whittington Primary School, The Gordon and community members.

The program aligns with government policy

The Whittington Works Alliance *Education to Employment* program links education to employment opportunities for people from Geelong's eastern suburbs who are at-risk of sustained non-workforce participation. The program is industry specific. Individual projects are based on employment needs within the community and participants are identified through Job Services Australia (JSA) providers. By coordinating input from RTOs, JSAs and employers, Whittington Works manages the education and training and assists in the work placement of these at-risk individuals. The program builds skills and confidence for individuals so they may again have community, economic and workforce participation through education and training. A key element of the approach is concurrent delivery of training and work placements. Work placements are delivered over a longer period of time than most training programs, to maximise participants' exposure to potential employers and to build confidence.

The proposal is to continue on the success of the existing Whittington Works Alliance *Education to Employment* program. The current program has achieved impressive results. Of the 61 participants in 2012 and 2013, 40 completed the program and 25 achieved employment outcomes. The evidence suggests that continued success requires a strong relationship between the RTO and employer and the commitment of employers to provide work placements and ultimately ongoing employment. Importantly, the program targets critical industries in Geelong. In 2012 the target industries included: Aged and Community Care; Transport and Logistics; and Children's Services. During 2013 target industries have been Children's Services and Cleaning Operations. Programs that support future industries in Geelong to thrive would continue to be the focus.

The program aims to achieve the following outcomes:

- to enable disengaged community members to participate in the workforce – the education and training combined with workforce placements achieves this
- to support a culture of education attainment and lifelong learning – skilling in areas of job opportunities achieves this
- to secure a workforce in key future industries within Geelong – selection of projects based on areas of employment needs achieves this.

The program assists the Government to deliver on its policy objectives. The program is focused on areas of skills requirements and supports disengaged community members to be re-skilled or up-skilled to again achieve workforce participation. Through joined up services, the Whittington Works program provides greater access to opportunity and embeds a culture of education and lifelong learning in select members of the community. Importantly, the program involves collaboration between private and public RTOs and JSAs to maximise outcomes and join up services. Participation of employers is critical to securing employment outcomes.

The model is to sustain the program beyond July 2014

The model involves continuing with the existing *Education to Employment* program for a longer period. With funding set to cease at the end of July 2014, securing funding for a further period will enable the program to continue to deliver education and employment outcomes to disengaged community members in critical areas of need.

Continuation until 2017

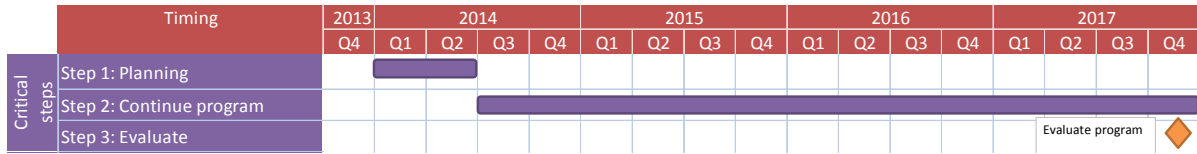
Skilling the Bay proposes to extend the program for three years beyond July 2014. This will create a pipeline of approximately 150 participants, with scope to expand to a greater number of participants. Each year, Whittington Works will determine the skills shortages and employment positions and ensure its projects align with critical skills needs in Geelong. The project manager will submit the project proposals to the Whittington Works Steering Group for sign off each year. Skilling the Bay will work with the Whittington Works Alliance to jointly agree an appropriate link between the Alliance and the Skilling the Bay initiative.

Implementation of the Skilling the Bay funded *Education to Employment* program would commence from August 2014. The focus during the first half of 2014 will be planning for the August 2014 implementation. This may involve refining the model. A key focus for the first half of 2014 will be developing an evaluation framework to guide collection of project monitoring data. A formal evaluation will be completed in 2017. The evaluation will test what the program achieves against the following outcomes:

- **participation** – cost per program participant and number of employment outcomes
- **attainment** – number of qualifications obtained.

The findings of the evaluation will be used to inform future planning for delivery of the *Education to Employment* model.

Figure 25: Project plan



6.3 Phase 2 will explore additional actions to implement

Skilling the Bay is taking a two phase approach to delivery of the actions that will achieve the Jobs Vision. The first Phase outlined in section 6.2, seeks funding for immediate delivery of four actions that target individuals based on greatest need and highest impact. The actions being developed for delivery during the second phase of implementation are outlined at a higher level in this section.

Skilling the Bay has identified a number of other important education and training initiatives with potential value to deliver a stronger education and training contribution to the Geelong Jobs Vision. Skilling the Bay will explore these potential initiatives in greater detail prior to seeking dedicated resources to pursue them. These initiatives are important contributors to being able to realise the Jobs Vision and fulfil the strategic directions this project has identified. Table 9 presents these initiatives and shows the link between these and the strategic directions.

Table 9: Link between additional initiatives and strategic directions

Potential initiative	Strategic direction
Targeted training and education solutions for successful entrepreneurial activity and innovation	To create the workforce conditions for local entrepreneurial activity
Build leadership and management capability	To create the workforce conditions for local entrepreneurial activity
The Geelong Regional Industry Skills Program	To support economic development with educational attainment and workforce development
Language, Literacy and Numeracy program	To support economic development with educational attainment and workforce development

These initiatives have been strategically selected for Phase 2 for a number of reasons. They do not build upon existing successful programs to the same extent as those in Phase 1 therefore require a stronger resource and planning base to successfully implement. Importantly, once fully developed, these initiatives will have equal status as priority actions as they: have been recognised by key stakeholders; align with government policy; focus on education and training; and focus on

outcomes that the evidence suggests are most critical to the ongoing of success of Geelong and realisation of the Jobs Vision.

From October 2013 to March 2014, Skilling the Bay will explore these initiatives in greater detail and prepare, where appropriate, formal proposals to deliver them for submission in March 2014.

6.3.1 Targeted training and education solutions for successful entrepreneurial activity and innovation

Description of potential initiative	This potential initiative will involve an exploration of how education and training, together with tertiary education infrastructure in Geelong, can be used as an enabler of entrepreneurial activity in the region.
Critical steps and timing	<p>The proposed timing is:</p> <ul style="list-style-type: none"> • October to December 2013 – scope opportunity in consultation with key stakeholders including Deakin University, The Gordon, RTOs, Enterprise Geelong, local SMEs and their peak bodies • January to February 2014 – develop draft proposal • March 2014 – finalise and submit proposal.

The creation of an environment that supports the success of entrepreneurs and enables innovation is important for the realisation of the Jobs Vision – to have a ‘dynamic’ workforce. Successful entrepreneurial activity enables new value-added products and services to emerge locally that can be traded beyond Geelong’s regional boundaries. This will bring jobs and wealth to the region and ensure Geelong’s talented young minds explore their innovative ideas locally. In addition, innovation can bring greater success to existing businesses and enable breakthroughs that improve productivity and deliver growth.

Skilling the Bay proposes to consult with Deakin University, Enterprise Geelong, local SMEs and their peak bodies to determine whether to pursue this activity. These consultations will explore whether there is sufficient capacity, capability and interest to update existing courses and whether local SMEs and their peak bodies see value in this, or an alternative approach, being pursued.

6.3.2 Build leadership and management capability

Description of potential initiative	This initiative involves two components to explore: creation of a VET level ‘Innovation Skills Program’ that targets management within SMEs; and establishment of leadership short courses for local SMEs.
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Critical steps and timing

The proposed timing is:

- **October to December 2013** – engage with key stakeholders including Deakin University, The Gordon, Enterprise Geelong, local SMEs and their peak bodies to understand the need for this opportunity
- **March 2014** – finalise and submit proposal.

Successful entrepreneurial activity and breakthrough innovation require strong leadership and effective management. This project has identified a potential leadership and management gap, especially within the vibrant local SME market. Skilling the Bay proposes to explore whether this gap can be appropriately filled through targeted initiatives that build the leadership capability and management skills of owners of small and medium businesses in Geelong.

Skilling the Bay will explore two potential actions under this initiative:

- creation of a VET level ‘Innovation Skills Program’ that targets management within SMEs
- establishment of leadership short courses for local SMEs.

Skilling the Bay will consult with Deakin University, The Gordon, Enterprise Geelong and industry groups to determine whether to pursue these further. Skilling the Bay will seek to determine whether the benefits are real and that the initiatives are feasible.

6.3.3 The Geelong Regional Industry Skills Program

Description of potential initiative

The Geelong Regional Industry Skills Program would involve the creation of VET and university courses to meet the future needs of key industries under change or growth in Geelong.

Critical steps and timing

The proposed timing is:

- **October to December 2013** – investigate the opportunity for the enterprise workforce skills needs analysis
- **October to December 2013** – scope the need and potential for development of tailored course materials linked to industries of strategic importance and partnership opportunities
- **March 2014** – submit proposal.

The Geelong Regional Industry Skills Program would involve creating VET and university courses to meet the future needs of key industries under change or growth in Geelong. This would involve identification of the skills these industries require in the future and filling any associated gaps in education and training pathways and courses. The focus industries could include:

- newly emerging industries – frontier materials and advance manufacturing
- growing industries – health and community services, and transport and logistics
- industries in transition – manufacturing and engineering.

A key priority will be investigating whether an enterprise level or sector wide level approach is most appropriate for engaging industry in training. Skilling the Bay proposes to consult with training providers, relevant industry groups, employee groups and employers to determine whether there is benefit in pursuing this initiative.

6.3.4 Language Literacy and Numeracy program

Description of potential initiative	The Language Literacy and Numeracy (LLN) program would seek to build the employability skills of at-risk workers across the Geelong region through a focus on language, literacy and numeracy training. The aim is to assist and support Geelong’s workers to transition to rewarding and available employment opportunities and support a higher skilled workforce in Geelong.
Critical steps and timing	<p>The proposed timing is:</p> <ul style="list-style-type: none"> ◦ October to December 2013 – investigate the opportunity in consultation with key stakeholders ◦ January to February 2014 – draft proposal ◦ March 2014 – finalise and submit proposal.

Skilling the Bay has identified that many low-skilled employees across Geelong are in vulnerable employment positions due to the economic changes facing the region. These workers will need to be re-trained and transitioned into new employment opportunities. Low level language, literacy and numeracy skills are, however, a potential barrier to the effective re-training and transition of these vulnerable workers. In addition, vulnerable workers may not have skills and qualifications in areas where there are jobs. Targeted interventions are required to deliver these skills where employment outcomes are available.

The LLN program would seek to build the employability of at-risk workers across the Geelong region through a focus on language, literacy and numeracy skills. The aim is to assist and support Geelong’s workers to transition to rewarding and available employment opportunities and support a higher skilled workforce in Geelong. Elements of the proposed LLN initiative could include:

- exploration of approaches to support individuals and/or groups within specific enterprises to access LLN assessment and programs (includes utilising online assessment tools to determine training needs); and
- development of pathways into education qualifications where there are regional employment opportunities.

Skilling the Bay proposes to explore the formation of strategic partnerships with regional Learn Local providers to support the development and delivery of this program. This program is able to link effectively with the existing Worker in Transition program run by the DEECD. Access to training subsidies will ensure training can be delivered within existing funding and program envelopes. Skilling the Bay will explore this initiative through discussions with The Gordon and seek

collaborations with regional stakeholders including Learn Local providers, employers, industry peak bodies, JSA providers and Deakin University.

7 There are steps to plan implementation

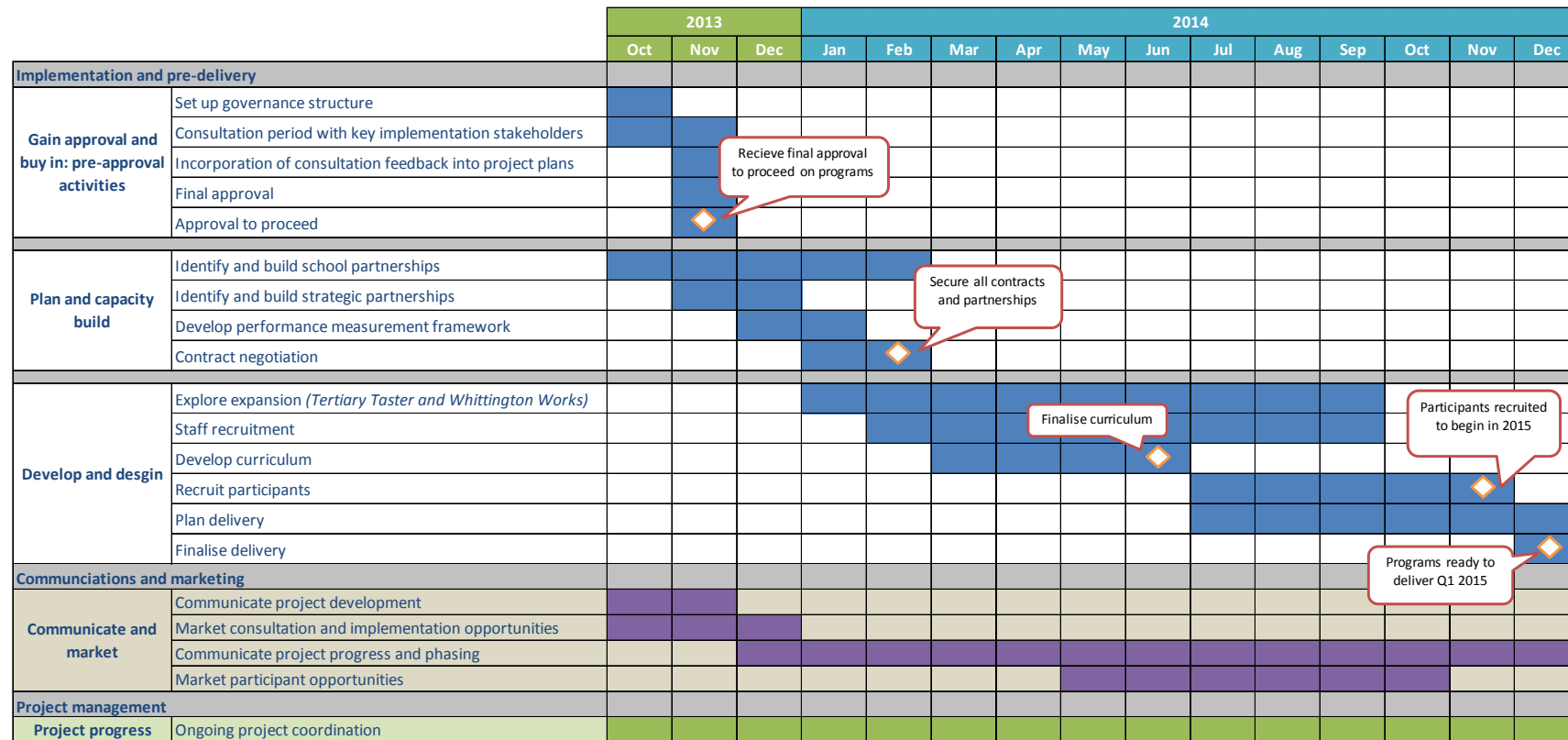
Implementation arrangements for phases 1 and 2 of Skilling the Bay are being explored in consultation with key stakeholders.

A high level project plan incorporating indicative timelines for implementation of phases 1 and 2 is provided overleaf.

Timelines for launch in 2015

Set up for each of the four projects will involve phases of consultation, stakeholder engagement, design and capacity building before they are ready for delivery in 2015. Figure 26 outlines an indicative plan for the activities that may take place prior to delivery, running from quarter 4 in 2013 through to the end of 2014.

Figure 26: Indicative pre-delivery implementation plan



Individual project delivery plans are outlined in section 6.2 of this report, and focus on 2015 delivery timelines.

Appendix A A number of studies are the evidence base for this project

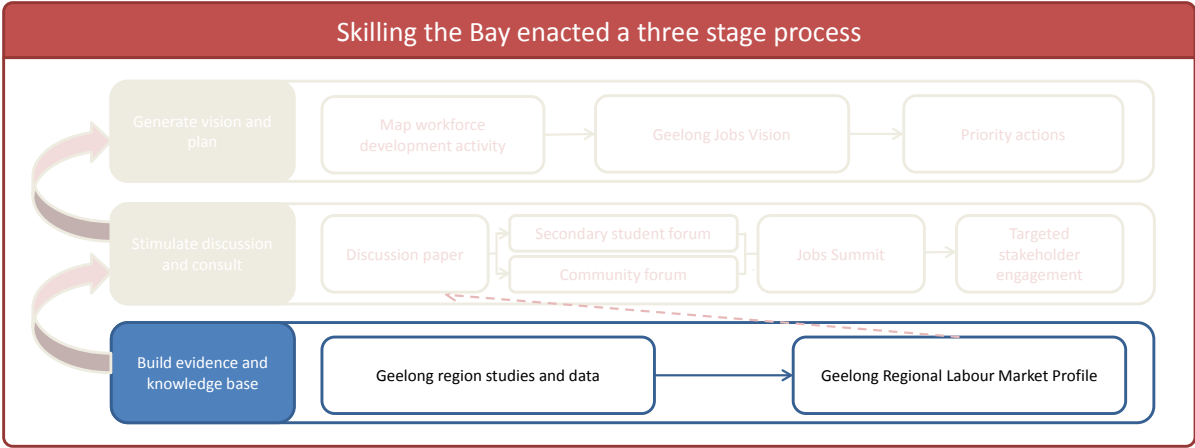
A number of studies are the evidence base that informs Skilling the Bay and the project outcomes. Skilling the Bay directly commissioned some studies for the project, while others are independent of the project and provide important contextual information. Appendix A.1 outlines the studies and documents that have informed this project.

The studies that most heavily informed this project were summarised into a publicly available report, the Geelong Labour Market Snapshot. The Labour Market Snapshot can be accessed online:

<http://www.thegordon.edu.au/Employers/Skilling/Documents/Labour%20market%20snapshot.pdf>

Additional public data was an important ingredient to these studies. In particular, training market data and ABS data from the recent census in 2011 have helped inform labour market studies to ensure they are accurate and up to date. Skilling the Bay times the commissioning of these studies on this basis to ensure the evidence base is recent and robust.

Figure 27: Build evidence and knowledge base within the project Phases



A.1 List of key studies and documents

Table 10: The key studies and documents that have informed this project

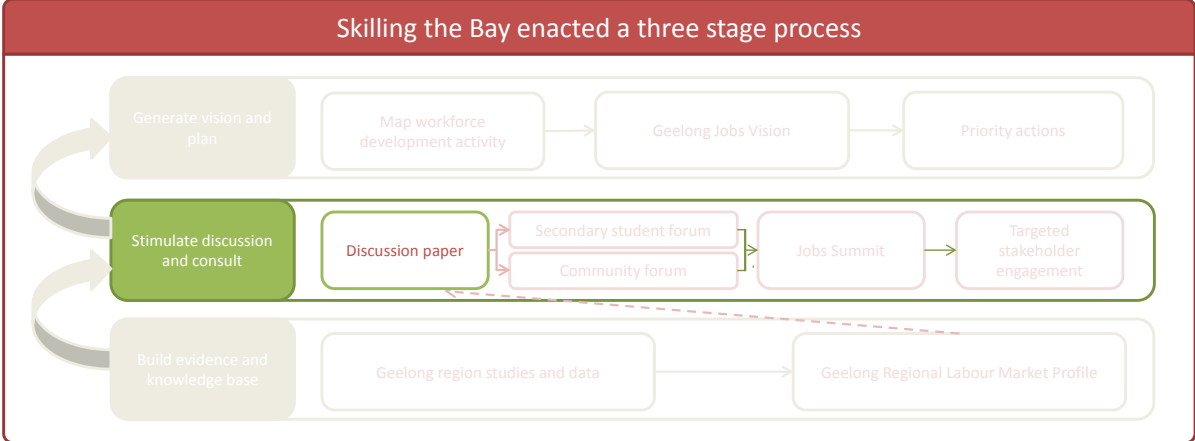
Document	Author	Date
Barwon South West Tertiary Education Attainment Strategy – Phase 2 Report	Regional Development Victoria	2012
Economic Indicators – Geelong: Open for Business	City of Greater Geelong	2012
Draft G21 Region Economic Development Strategy: Background Paper	AEC Group	2012
Draft G21 Region Economic Development Strategy	AEC Group	2012
Geelong Regional Labour Market Profile	RMIT University	2013
Geelong and Wyndham labour market trends and initial analysis	Juturna Pty Ltd	April 2013
Overview of the Geelong Priority Employment Area	Department of Education, Employment and Workplace Relations	August 2013
Regional Cities Economic Profile – Geelong	Regional Development Victoria	March 2013

Appendix B A discussion paper stimulated informed engagement

The *Creating a Jobs Vision for Geelong* discussion paper was the key input for stakeholder consultations in this project. The objectives of the discussion paper were to provide stakeholders with key information so they could meaningfully engagement in the project, and to stimulate discussion with Geelong’s community, business and political leaders. The *Creating a Jobs Vision for Geelong* discussion paper is available online:

http://www.thegordon.edu.au/Employers/Skilling/Documents/Skilling%20the%20Bay%20Discussion_Paper_Final_June.pdf

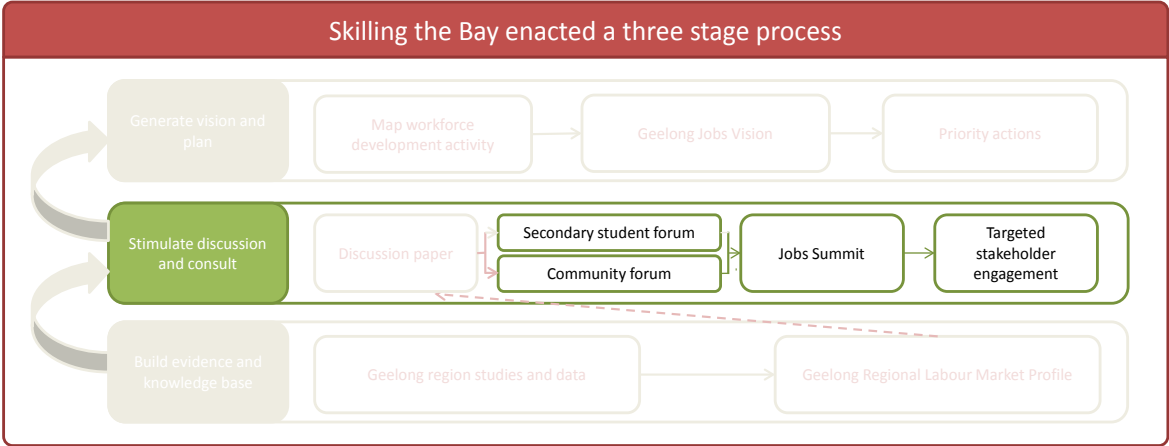
Figure 28: The discussion paper within the project Phases



Appendix C A cross-section of Geelong shaped the vision

Skilling the Bay has ensured opportunities for input and consultation from all aspects of Geelong’s community. The consultation process outlined below has been extensive and inclusive, and considered integral to the project’s success. Figure 29 outlines the phases of stakeholder consultation undertaken as the major focus of Skilling the Bay Phase 2, *Stimulate discussion and consult*.

Figure 29: Stakeholder engagement within the project process



Each consultation is outlined in greater detail below.

C.1 Student Aspirations forum

The Student Aspirations forum was an opportunity for a cross section of Geelong’s secondary students to shape the Skilling the Bay project. The forum explored students’ aspirations for future study, work and lifestyle. The detailed Student Aspirations forum report can be accessed online:

<http://www.thegordon.edu.au/Employers/Skilling/Documents/Student%20forum%20report.pdf>

C.2 Community Consultation forum

The Community Consultation forum was an opportunity for all members of Geelong’s community to shape the Skilling the Bay project. The forum involved an open invitation to Geelong’s public and enabled members of the community to engage with the issues and opportunities involved in Skilling the Bay, to ask questions and provide input into the project direction.

The detailed Community Consultation forum report is available online:

<http://www.thegordon.edu.au/Employers/Skilling/Documents/Community%20forum%20report.pdf>

C.3 The Geelong Jobs Summit

The Geelong Jobs Summit was the centrepiece of the project. Political leaders across all levels of government, and business leaders from Geelong's major industries attended. The summit consisted of a number of presentations from political leaders, question and answer panels and facilitated discussions with participants. The objectives of the summit were to distil a Geelong Jobs Vision and high-level strategic directions to realise that vision. The detailed Geelong Jobs Summit report can be accessed online:

<http://www.thegordon.edu.au/Employers/Skilling/Documents/Jobs%20Summit%20report.pdf>

C.4 Targeted stakeholder engagement

Stakeholders critical to the delivery of the identified activities were targeted for deeper consultation and value-add to the project. The objective of these consultations was to obtain richer feedback on the focus of priority activity and to discuss opportunities for stakeholders to contribute to implementation of proposed activities.

Appendix D The solutions seek to leverage existing activity in Geelong

As outlined in Figure 30, a high level scan of existing related activity underway in Geelong shaped the priority actions and activities developed in this report. Where possible, the priority actions seek to leverage off existing activity or fill gaps. Many of the activities touch on more than one strategic direction, but have been categorised according to their major focus.

Figure 30: Existing activity was mapped in order to be leveraged and built upon

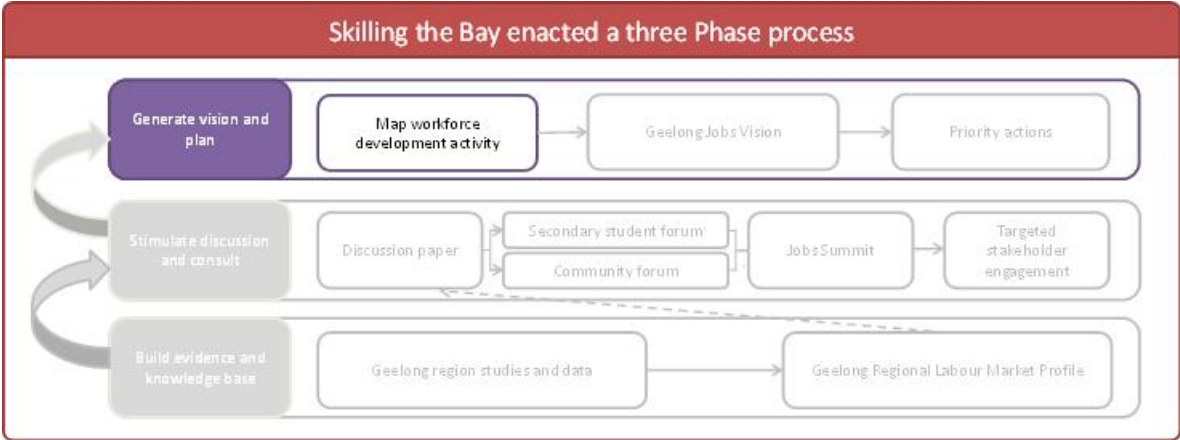


Table 11: The existing activity we have reviewed

Activity title	Provider	Specific activities	Targeted group
Northern Futures	The Gordon in collaboration with industry	The provision of education and training to between 45 and 60 participants in the areas of Home and Community Care and Warehousing	Unemployed and disengaged community members from the northern suburbs of Geelong
Workers in Transition	Department of Education and Early Childhood Development (Vic)	Education and training including Recognition of Prior Learning with follow up workshops	Retrenched workers
Victorian Biosciences Education Centre	BioLab	Hands-on education programs and a display centre with in-house and outreach programs	School students between Years 5 and 9 as well as VCE students
Newcomb Secondary College Tertiary Taster Program	The Gordon	High school students visit The Gordon to observe and experience trade career and education opportunities	High School students
Alcoa Future Leaders of Industry	Geelong Regional Vocational Education Council and Alcoa in collaboration with other Geelong based manufacturers and the Geelong Manufacturing Council	Events, industry visits with information and scholarships for students seeking education and career pathways in manufacturing	Senior Secondary students
Community Life Inclusion Project	St Laurence and Geelong Regional Vocational Education Council in collaboration with Barwon Health and Karingal	Events, work experience and training in community services careers	High School students
Adult Community and Further Education Board	Department of Education and Early Childhood Development (Vic) in collaboration with Local Learning Organisations and industry	Grants to Local Learning Organisations to develop four streams: <ul style="list-style-type: none"> • business capacity • learner pathways • partnering with industry • teaching resources 	A range of cohorts including disadvantaged adults

Activity title	Provider	Specific activities	Targeted group
Centre for Advanced Design and Engineering Training	Deakin University in partnership with Matthew Flinders Girls Secondary College, Belmont High School and The Gordon	Secondary schools from across the south-west region and beyond will use the centre to demonstrate to students the opportunities that are available in an engineering career	Secondary students, especially females
G21 Regional Growth Plan and Implementation Plan	G21	A growth plan and implementation plan to determine critical infrastructure development projects	Hard infrastructure
National Broadband Network	NBN Co	High speed and wider access to optical, satellite and next generation fixed wireless internet to all Australians	Regional, rural and remote areas
IT Invention Test	ICT Geelong	An IT innovation competition with the winner receiving grant funds, mentoring, business incubation and education	IT start ups
Small Business Mentoring Program	Geelong Chamber of Commerce in collaboration with Small Business Mentoring Service, City of Greater Geelong, The Gordon and Bendigo Bank	Direct business mentoring with recommendations and pro-bono business advice	Small businesses and sole traders
Geelong Small Business Festival	City of Greater Geelong in collaboration with industry peak bodies	More than 40 events that provide information and skills through seminars and networking opportunities	Small businesses and sole traders
Enterprise Geelong	City of Greater Geelong in collaboration with Deakin University and other businesses	Promote investment opportunities and secure state and federal funding for major regional projects	National and international investors, public and private