Pathways in Place

Co-Creating Community Capabilities

Mapping the Hume Jobs and Skills Ecosystem

A snapshot of employment and education supports

July 2022

Pathways in Place

Co-Creating Community Capabilities

ACKNOWLEDGEMENTS

This project was lead by Dr Amy Mowle on behalf of Pathways in Place, Victoria University.

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Pathways in Place: Co-Creating Community Capabilities is an innovative program of research and action that works closely with communities to achieve positive, sustainable, and systemic change.

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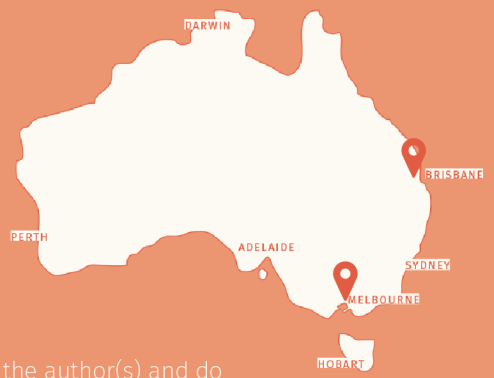

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Introduction

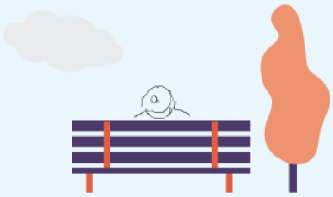
This brief report outlines the findings from a community resource mapping project commissioned by the Hume City Council's Department of Economic Development, and conducted by Pathways in Place, Victoria University (PiP-VU). The objectives of the project were to:

> (1) identify employment and education-related programs and services (and the organisations that deliver them) administered in the Hume Local Government Area, and
>
> (2) determine areas of duplication or gaps in the current state of employment and education service provision.

This project was co-designed with the Hume City Council Economic Development team and other local stakeholders through a series of scoping workshops.

The final deliverables for this project are as follows:

- An Excel database containing information on all identified resources (i.e. the *Hume Jobs and Skills Ecosystem Mapping Database*)
- A series of maps demonstrating the spatial distribution of resources identified within Hume's Jobs and Skills Ecosystem (provided within this report and provided separately as high-resolution image files)
- This brief report outlining the major findings from the study



Community Resource Mapping

Community resource mapping involves identifying, cataloguing and analysing information about existing resources within a community [1]. This information can be used to better understand the current state of service provision in a particular place, at a particular time, and identify gaps, duplications and/or fragmentation in a system.

This project built on and refined the methods the Pathways in Place-VU team originally developed for a similar activity conducted in Brimbank, Victoria. Our approach involves (1) contextualising, (2) collecting, (3) analysing and (4) presenting data collected throughout the course of a mapping activity. It provides a flexible method for the systematic collection and organisation of community resource data and can be adapted to suit a range of resource mapping projects.

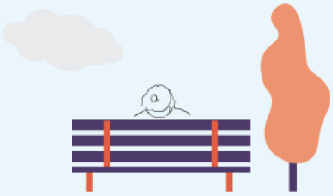
Stage 1: Contextualising

The contextualising phase involved a series of scoping workshops designed to explore and refine the rationale (why), parameters (what) and utility (how) of undertaking a mapping project within the Hume municipality.

The learnings from the scoping process were synthesised into a brief project proposal that set out a framework for a mapping activity and explored the possibilities of what should (or could) come next. The proposal was accepted by the EcoDev team, and data collection commenced in February 2022.

Stage 2: Collecting data

Data collection involved systematically searching for the resources considered to comprise Hume's Jobs and Skills Ecosystem; that is, all organisations, programs, services, associations, networks, funding opportunities and infrastructure that provide (or support the provision of) employment, education or training opportunities to the residents of Hume. Data collection was limited to only those resources physically located and/or delivered within the geographical boundaries of the Hume Local Government Area.



Data were primarily collected from publicly available records on the Internet. In-depth guidance regarding the workflow, processes and procedures for data collection were developed and distributed to both teams to ensure data were collected and catalogued accurately.

Inclusion/Exclusion Criteria

All identified resources fit within the following inclusion/exclusion criteria:

Inclusion: Resources located in Hume that directly support community members' employment, education, or skill development; key council infrastructure that may be utilised for service provision.

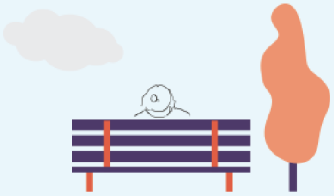
Exclusion: Resources located outside of Hume, privately-owned providers, resources that do not directly contribute to community members' employment, education or skill development.

Coding Framework

For each identified resource, a series of datapoints were extracted and entered into the *Hume Jobs and Skills Ecosystem Mapping Database.* These datapoints are referred to as the 'coding framework.'

Between the original project proposal and the final version of the database, there were some slight changes made to the final coding framework. These changes were discussed and implemented through regular meetings between the PiP-VU and EcoDev teams. The final database includes the following codes for each identified resource:

- Name of resource
- Nature of resource
- Resource type
- Address
- Phone number
- Latitude
- Longitude
- ABN
- Resource primary website
- Target population
- Target population (further information)
- Primary outputs
- COVID-19 response
- Referral pathways
- Referral pathways (further information)
- Cost (in AUD)
- Entity type
- ACNC registration
- Primary funding organisation
- Funding (further information)



The final database also includes an additional four columns to assist with the generation of spatial maps. Further detail on the mapping categories is provided in the Spatial Maps section of this report.

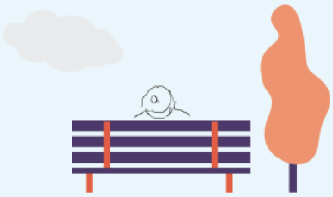
Stage 3: Analysing data

The data were primarily analysed using Microsoft Excel. Descriptive statistics were calculated for key categories from the *Hume Jobs and Skills Ecosystem Mapping Database*. Further observations and insights were drawn from research notes made throughout the conduct of the project. The key findings of the data analysis are provided in the Findings section of this report.

Stage 4: Presenting data

Community resource data can be presented in various ways, depending on the objectives of the project. In this report, we use textual, tabular, and diagrammatic representations to depict notable dimensions of the data. In addition, the coordinates of identified resources were plotted onto spatial maps using R[i]. These maps are presented in the Spatial Maps section of this report.

[i] R is a computer programming language and free software widely used for research, data analysis and visualisation.



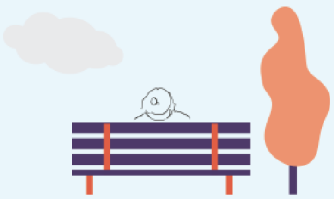
Limitations and Reflections

Community resource mapping can generate useful data about the distribution of resources in a particular area, at a particular time. However, as is the case with all research methods, resource mapping is not without its limitations. Community resource mapping can be time-intensive, and the extent and pace of data collection is strongly dependent on the existing capacity of personnel working on the project, both in terms of skills and resourcing.

The data collected in the course of resource mapping is unlikely to be exhaustive due to the 'ever-changing landscape of service provision' that characterises most communities[2]. The Australian Government's recent employment services restructure is an example, as this resulted in the replacement, removal, and introduction of a number of significant employment resources within communities across Australia.

Moreover, the employment, education and training sectors are constantly in flux, and the diverse nature of Australia's communities means that priorities are regularly shifting. This is particularly true for the communities in regions of Melbourne experiencing entrenched disadvantage, where existing vulnerabilities have been exacerbated by the impact COVID-19. It follows that the findings presented in this report are indicative of the jobs and skills ecosystem as it exists in Hume at a particular time point, and they do not account for the volatility of the sectors, nor the shifting priorities that emerge as a result.

There are also limitations regarding conclusions that can be drawn from resource mapping data in isolation. Community resource mapping does not generate data about the quality or effectiveness of identified resources. In other words, this data cannot reveal the resources that are highly valued by the community, or that are effective in achieving specific outcomes. Considering this, we recommend that the data presented in this report is considered in combination with other data and evidence (e.g. community consultations, socio-demographic data, etc.) to ensure all assumptions are properly contextualised, and that any insights drawn from the activity are relevant to the unique strengths and needs of this community.



Spatial Maps

A series of seven spatial maps were generated from the final database of resources. These maps are as follows:

- Map 1: Employment organisations
- Map 2: Education and training organisations
- Map 3: Other organisations
- Map 4: Employment programs/services
- Map 5: Education and training programs/services
- Map 6: Other programs/services
- Map 7: Workforce Australia service replacement

Due to the large number of resources identified in the data collection phase, the decision was made to depict **organisations** (Maps 1 – 3) and **programs/services** (Maps 4 – 6) in separate maps.

Map 7 depicts the change in service provision resulting from the replacement of *JobActive* with the Australian Government's new employment service *Workforce Australia* and depicts new services (i.e. Workforce Australia services), services that have been replaced (i.e. where a *JobActive* service was replaced with a *Workforce Australia* service), and services are now obsolete (i.e. *JobActive* services that are no longer offered and have not been replaced with a *Workforce Australia* service).

Map Categories

The final mapping categories were refined through a series of meetings between the PiP-VU and EcoDev teams. These categories are outlined in Tables 1-3, along with their associated map numbers and subcategories.

Table 1 - Organisation categories and subcategories

MAP #	CATEGORY	SUBCATEGORIES
1	Employment Organisations	• Employment Services Provider • Recruitment Services Provider • Social Enterprise Organisation
2	Education and Training Organisations	• Registered Training Organisation • Technical and Further Education (TAFE) • Other Education/Training Provider
3	Other Support Organisations	• Community Hub • Community Services Organisation • Finance Services Organisation

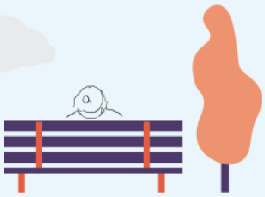


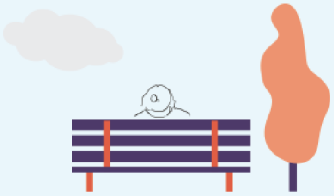
Table 2 - Program/service categories and subcategories

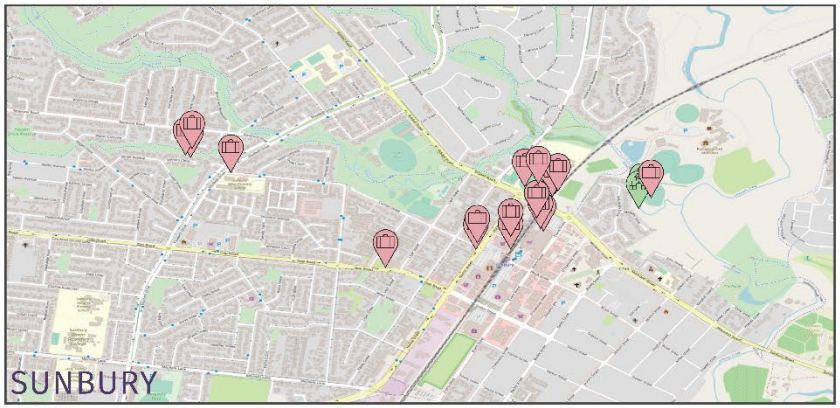
MAP #	CATEGORY	SUBCATEGORIES
4	Employment Programs/Services	• General Employment Support • Disability Employment • Entrepreneurial Support • Information, Advice, and Advocacy
5	Education and Training Programs/Services	• Education/Training General • Financial Support
6	Other Support Programs/Services	• English Language • Digital Literacy • Financial Literacy • Information, Advice, and Advocacy • Other Support

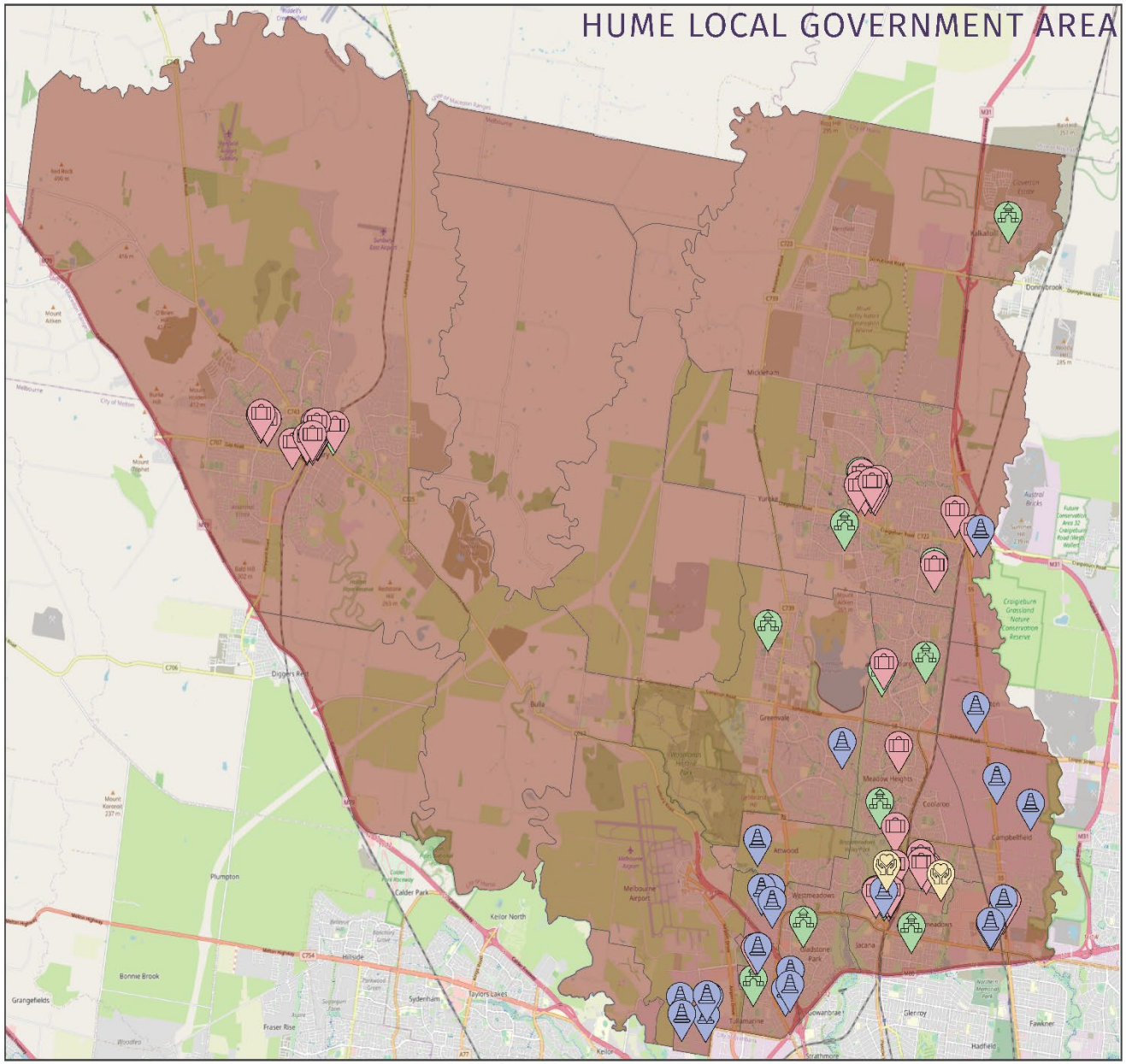
Table 3 - Workforce Australia service replacement map categories

MAP #	CATEGORY	SUBCATEGORIES
7	New Workforce Australia Services	• New Services • Obsolete Services • Replaced Services

Each map only contains the resources that were assigned the corresponding category and subcategory. Resources classified as **community infrastructure** were included across all maps to assist with illustrating the proximity of identified resources to a common point of interest.



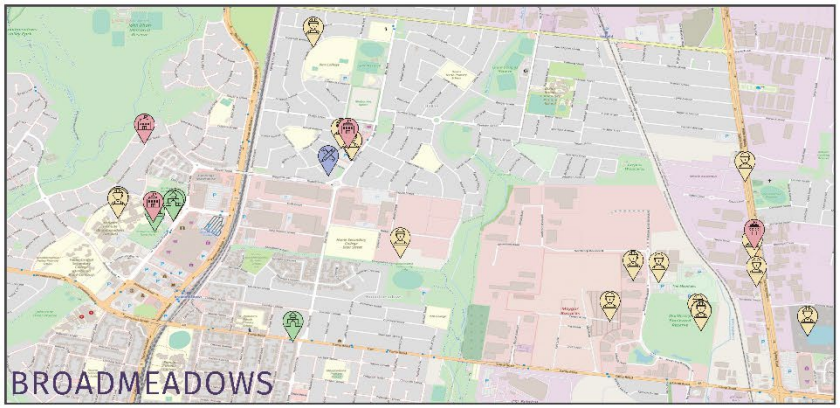


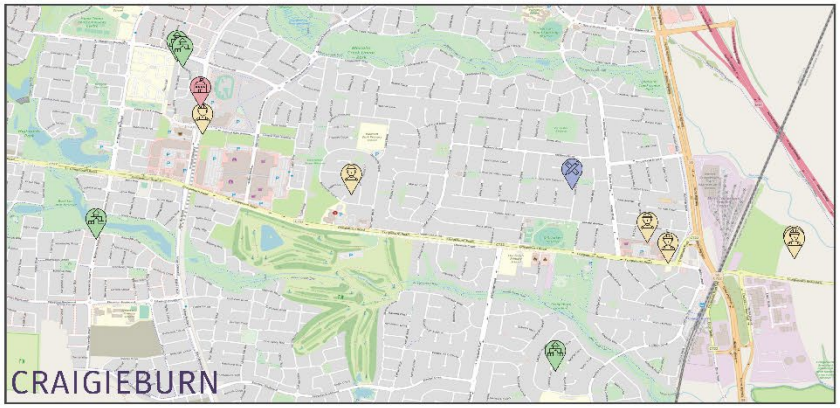


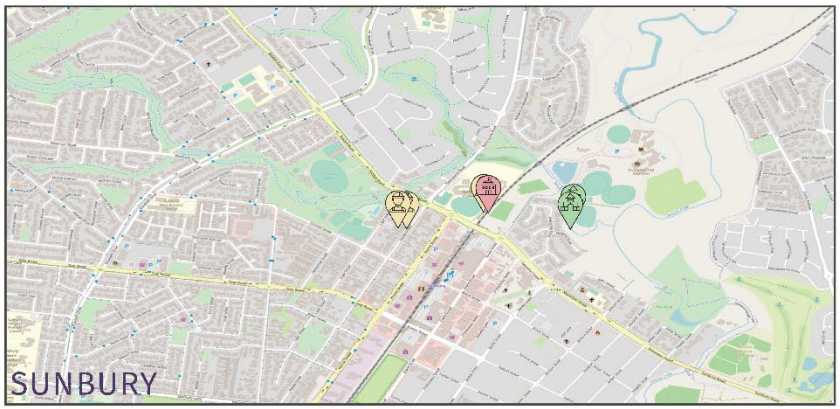
EMPLOYMENT ORGANISATIONS

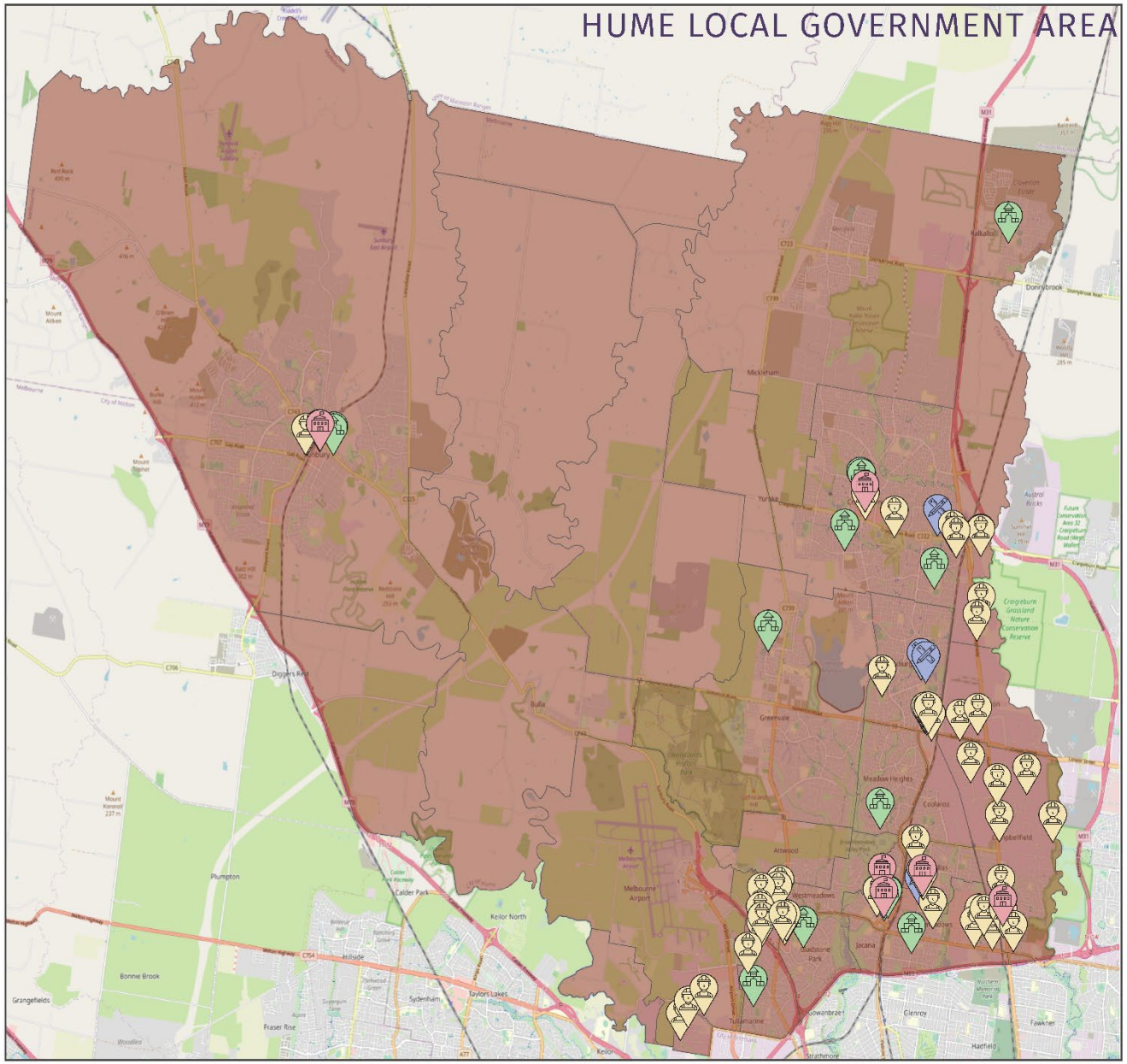
MAP ONE

- Employment services provider
- Social enterprise organisation
- Recruitment services provider
- Community infrastructure





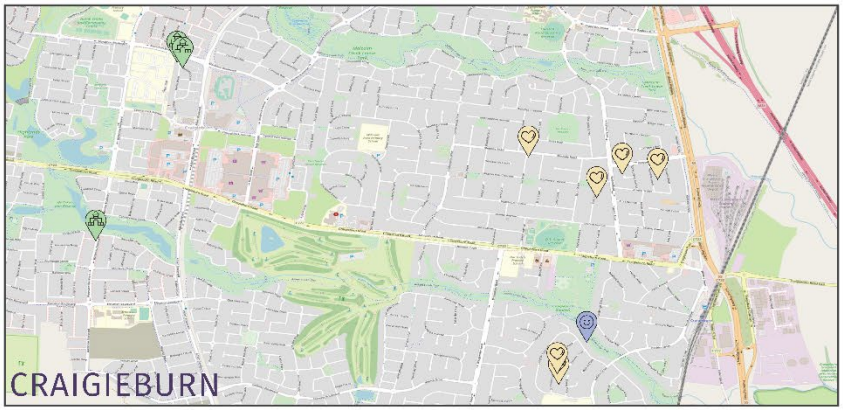


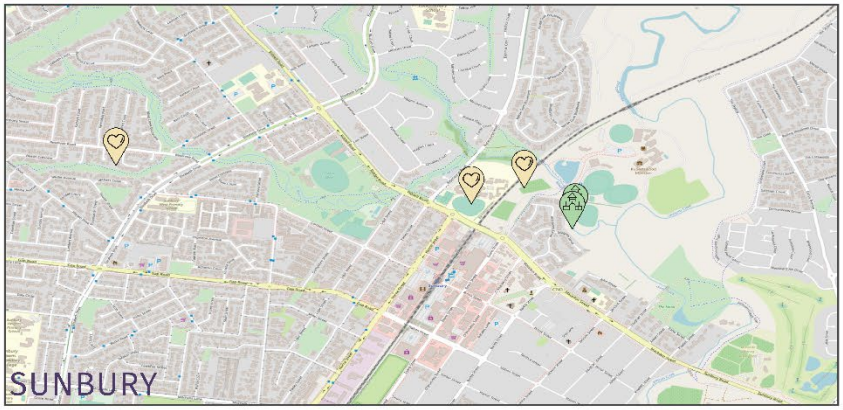


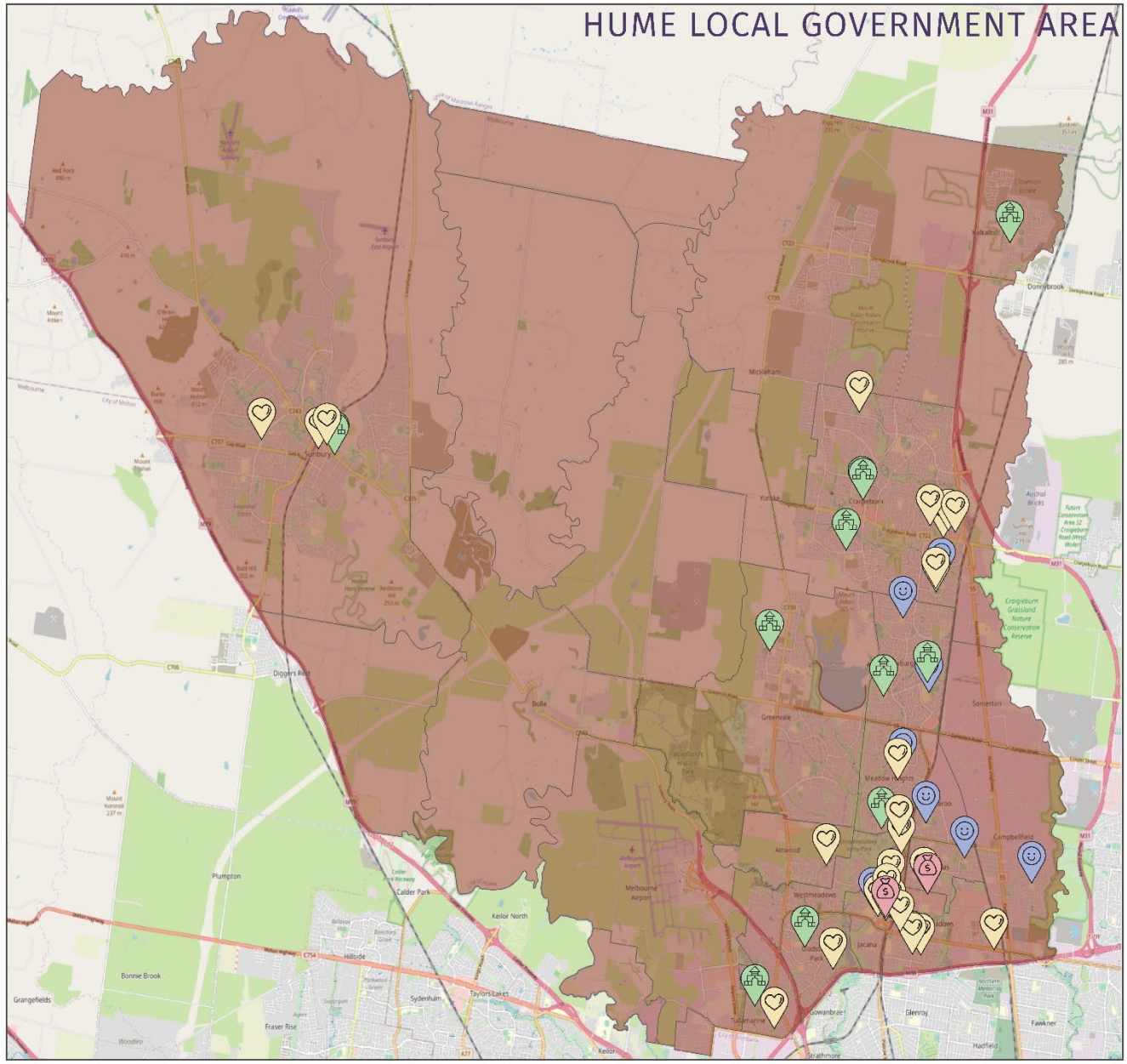
EDUCATION AND TRAINING ORGANISATIONS

MAP TWO

- Technical & further education (TAFE)
- Registered training organisation (RTO)
- Other education/ training provider
- Community infrastructure



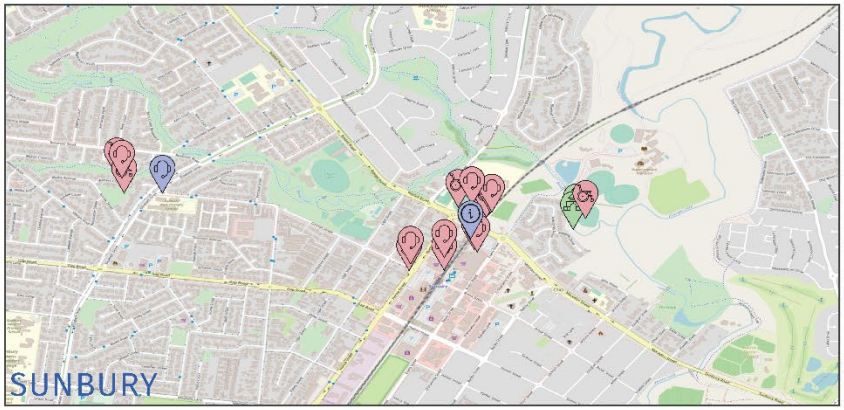


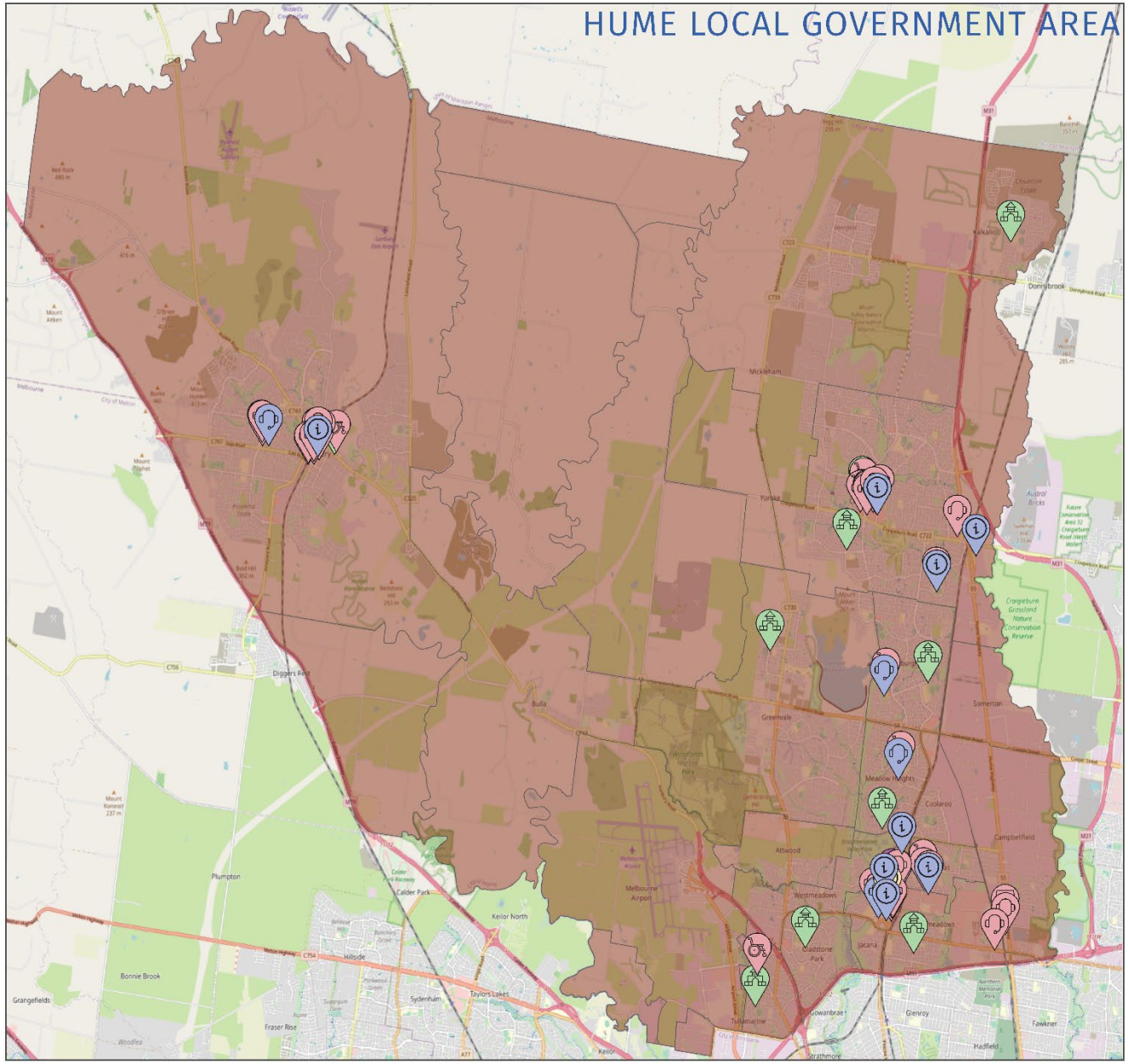


OTHER SUPPORT ORGANISATIONS

MAP THREE

- Financial services organisation
- Community services organisation
- Community hub
- Community infrastructure

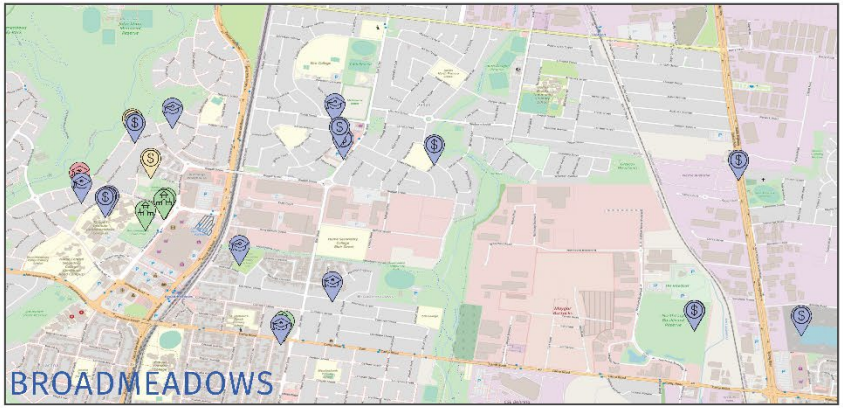


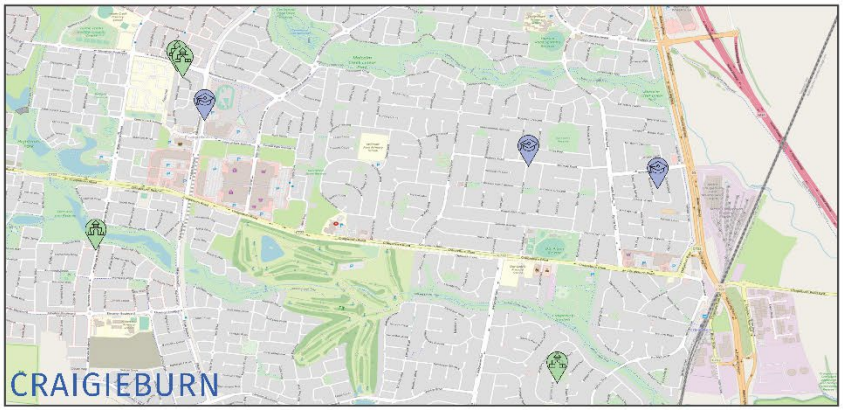


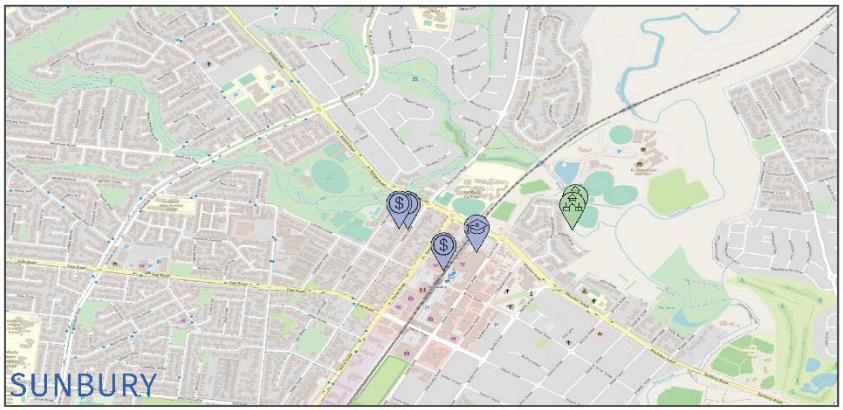
EMPLOYMENT PROGRAMS/SERVICES

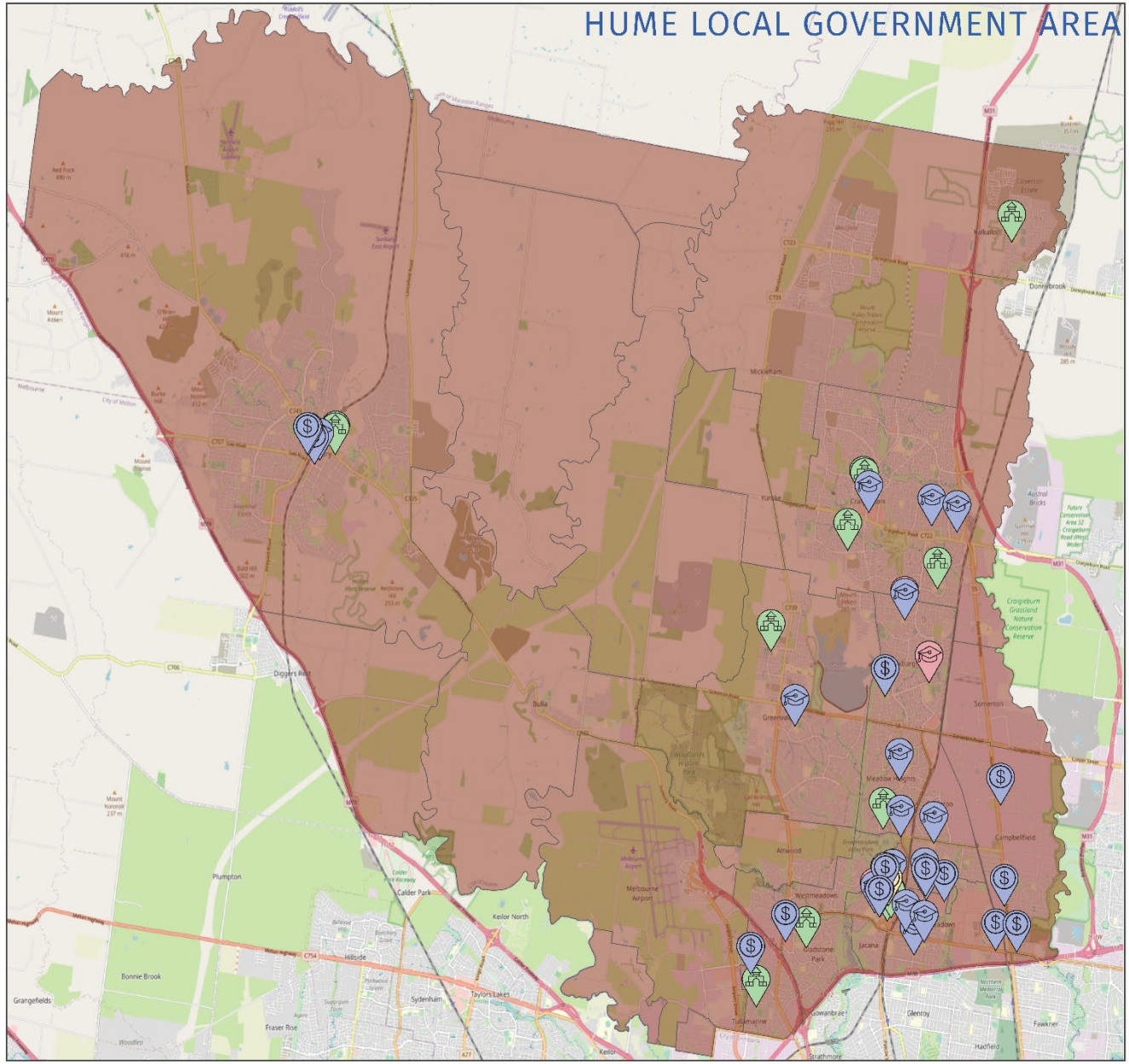
MAP FOUR

- General employment support (federal government)
- General employment support (state government)
- General employment support (community)
- Disability employment support (federal government)
- Disability employment support (community)
- Entrepreneurial support (federal government)
- Entrepreneurial support (state government)
- Entrepreneurial support (local government)
- Information, advice and advocacy (state government)
- Information, advice and advocacy (local government)
- Community infrastructure





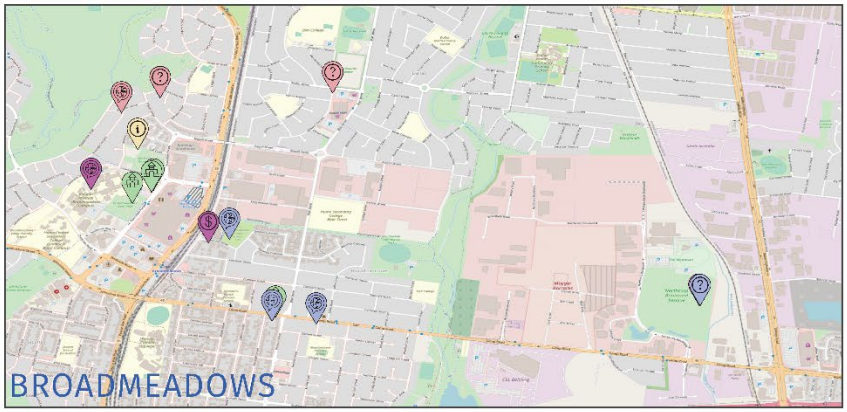


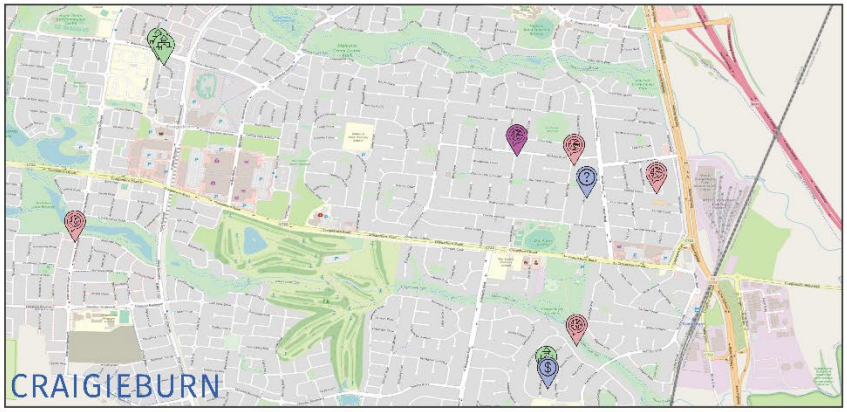


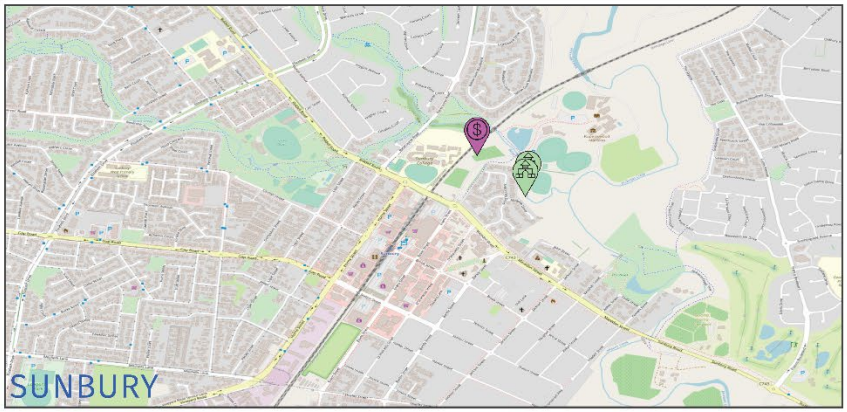
EDUCATION AND TRAINING PROGRAMS/SERVICES

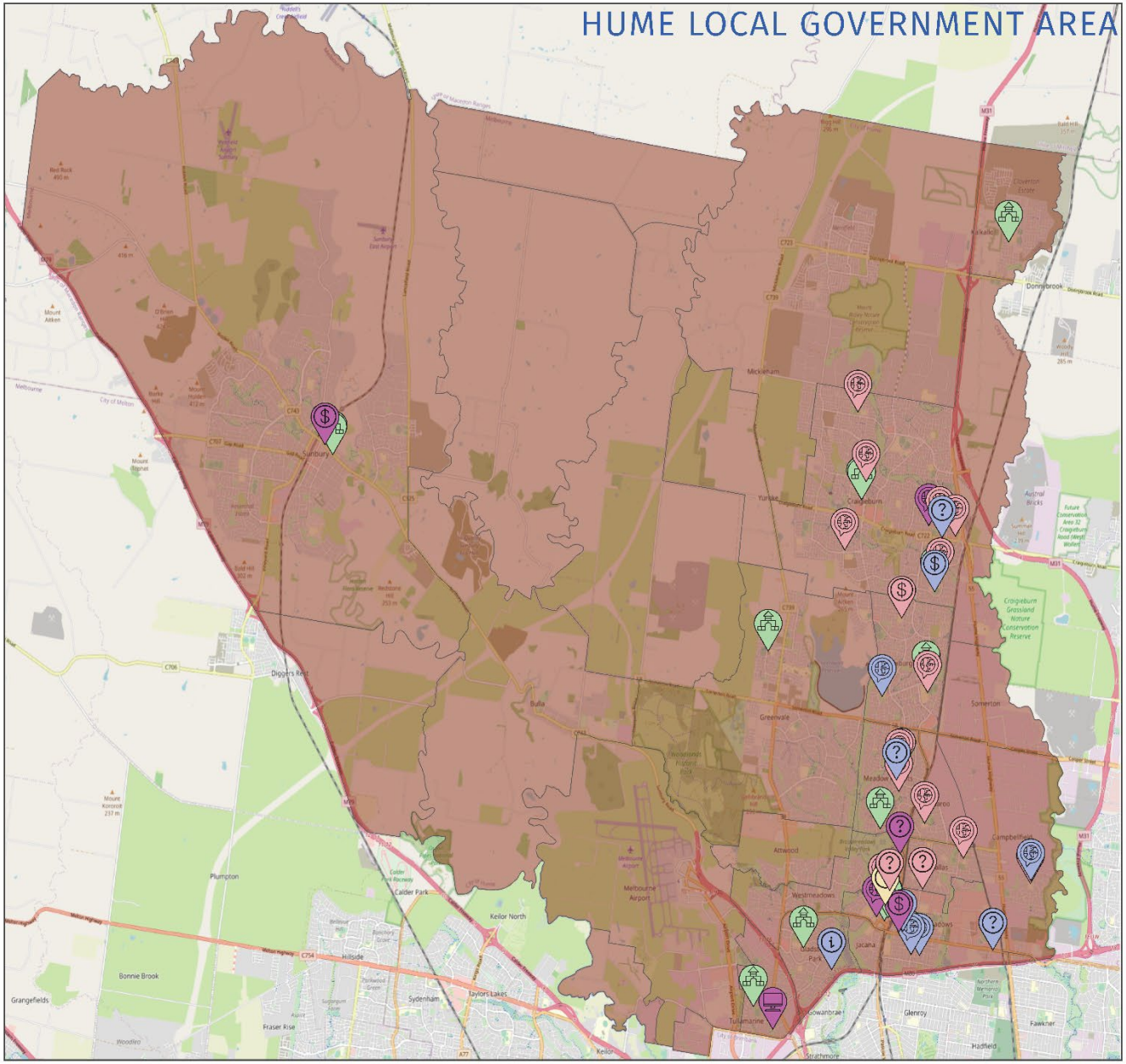
MAP FIVE

- Education and training general (federal government)
- Education and training general (community)
- Financial support (local government)
- Education and training general (state government)
- Financial support (federal government)
- Community infrastructure
- Education and training general (local government)
- Financial support (state government)





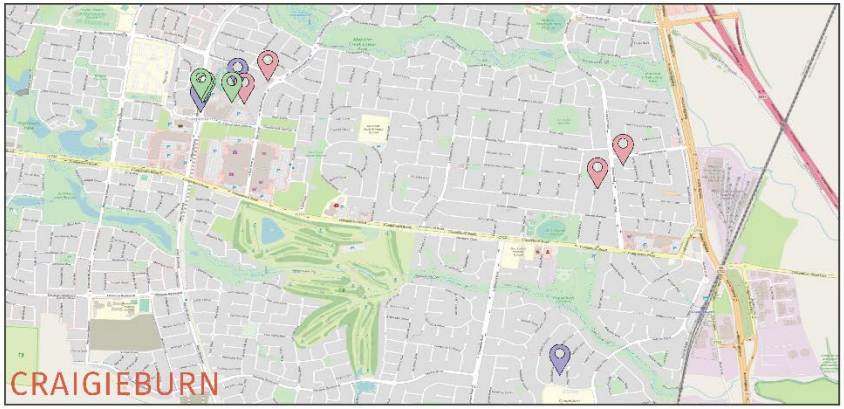


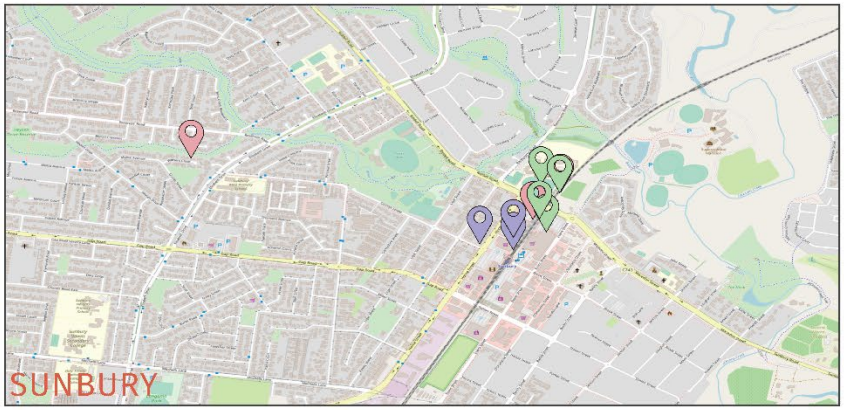


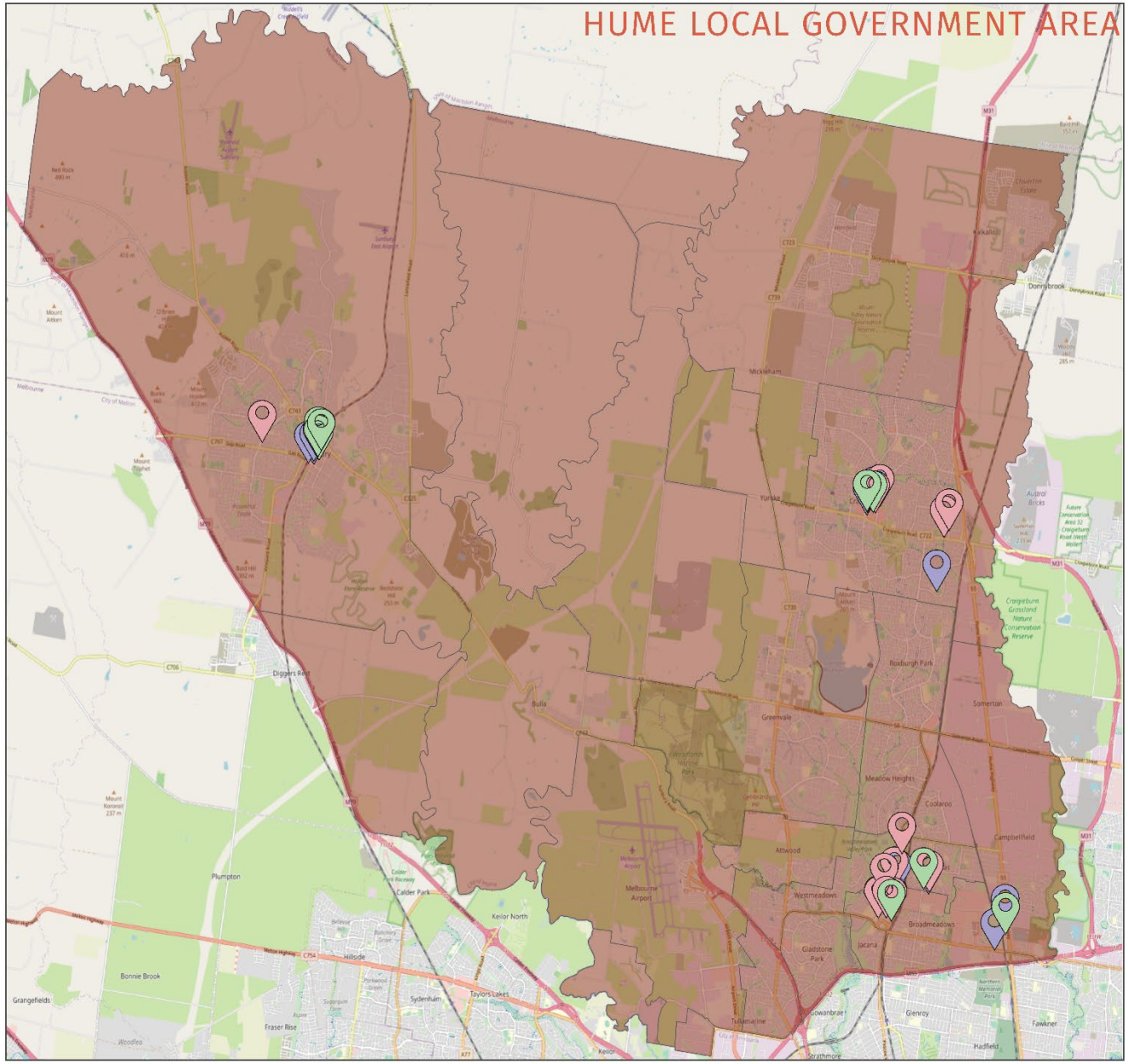
OTHER PROGRAMS/SERVICES

MAP SIX

- Digital literacy (federal government)
- English language (federal government)
- Financial literacy (federal government)
- Information, advice and advocacy (state government)
- Other support (federal government)
- Community infrastructure
- Digital literacy (state government)
- English language (state government)
- Financial literacy (state government)
- Information, advice and advocacy (local government)
- Other support (state government)
- Digital literacy (community)
- English language (community)
- Financial literacy (community)
- Information, advice and advocacy (community)
- Other support (community)







WORKFORCE AUSTRALIA SERVICE REPLACEMENT

MAP SEVEN

New services

Replaced services

Obsolete services

Findings

This section highlights some of the key findings elicited from the resource data, the data collection process, and the spatial maps. In total, the research team identified 481 resources comprising the current Hume Jobs and Skills Ecosystem (Table 4).

Table 4 - Breakdown of resource type

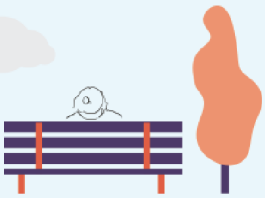
RESOURCE TYPE	AMOUNT
Associations and networks	6
Community infrastructure	23
Grant, funding, or financial support	38
Organisations (including social enterprise)	180
Programs or services	234
TOTAL	**481**

Resource Types

For the purposes of this project, the following definitions are applied to the six resource types identified (Table 5).

Table 5 - Definitions of resource types

RESOURCE TYPE	DEFINITION
Associations and networks	Formal bodies representing the interests of residents and/or the organisations that provide education, training, and/or employment opportunities to the community.
Community infrastructure	Buildings and flexible spaces that can be used by organisations to provide services, activities, and other opportunities to the community.
Grant, funding, or financial support	Financial aid or support to improve the accessibility of education, training, or employment opportunities.
Organisations	Organisations that operate locally and deliver education, training, or employment support to the community.
Programs or services	The education, training or employment support programs and services available to residents.
Social enterprise	For-profit organisations with an intentional focus on improving social outcomes, particularly in employment.



General Observations

The following section outlines some general observations from the data collection and analysis process.

Website Maintenance and Information Reliability

Throughout the data collection process, it was sometimes difficult to locate up-to-date, accurate information about programs and services due to sparse, poorly maintained or abandoned websites. For example, we encountered out-of-date information about services that are no longer offered, broken links, inactive websites, inaccurate physical addresses, and obsolete contact information.

In some cases, organisations providing services in Hume on behalf of the state or federal government did not advertise these services on their websites, and some of these organisations did not mention having a presence in Hume on their website at all.

We were not able to locate an up-to-date online community directory that included employment and education services in Hume. While we identified a *My Community Directory*[ii] [3] portal for Hume, it appears it is not widely used and only contains entries from a handful of service providers.

Co-Location Hubs

Co-location refers to the placement of multiple services or organisations in the same physical space [4]. There are many instances of co-location in Hume, and some of the notable co-location hubs currently operating in Hume include *StartNorth*, and the *Global Learning Centres* in Broadmeadows, Sunbury and Craigieburn.

A range of organisations were identified as using co-location hubs and community spaces to deliver programs and services. For some organisations, their only physical presence in Hume was tied to a co-location hubs. As such, these hubs appear to comprise a significant component of the Hume Jobs and Skills Ecosystem.

Many hubs that we identified do not have a website or digital directory of services, organisations or activities provided at the location. *StartNorth* appears to be one of the only co-location hubs to provide an up-to-date online directory of organisations and service providers that utilise the space [5]. Some of the organisations that utilise the *Hume City Hub* are listed in part on the

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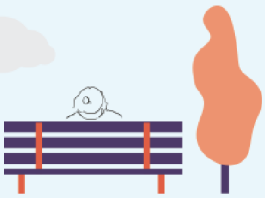
[ii] *My Community Directory* is an online portal provided by *Community Information Support Services* to advertise local health and community services. Community organisations can register to advertise their activities and services on the relevant directory.



Spectrum website[6], but no further information is provided. Given the complexity of the Jobs and Skills Ecosystem, clear guidance on the nature of support, programs and services delivered at specific locations may help the community make informed decisions about the providers they wish to engage.

Organisations

There were 185 organisations identified within the Hume Jobs and Skills ecosystem, the majority of which had an employment focus (Table 6). Organisations identified as providing a range of supports were primarily comprised of community service organisations, community hubs and council infrastructure.

Table 6 - Primary outputs of identified organisations

ORGANISATION PRIMARY OUTPUT	AMOUNT
Employment	82
Education/training	65
Range of supports	38
TOTAL	**185**

Employment-Focused Organisations

The abundance of employment-focused organisations can be attributed to the high number of government contracted employment service providers in the area[iii]. These organisations accounted for 69% of all identified organisations with an employment focus in Hume (Figure 1).

While employment service organisations were concentrated in Hume's major town centres (Broadmeadows, Craigieburn, Sunbury), recruitment service organisations were widely distributed across the south-east of the region (see Map One).

There was a total of 20 employment service providers identified in Sunbury, the bulk of which were concentrated in the town centre. There were no other employment-focused organisations identified in the area. In several suburbs, including Diggers Rest, Bulla, Wildwood, Oaklands Junction and Mickleham, no employment-specific services were identified (Map One).

[iii] Organisations contracted to provide Australian Government employment services such as *Workforce Australia Services*, *Transition to Work*, *Employment Support Service*, etc.

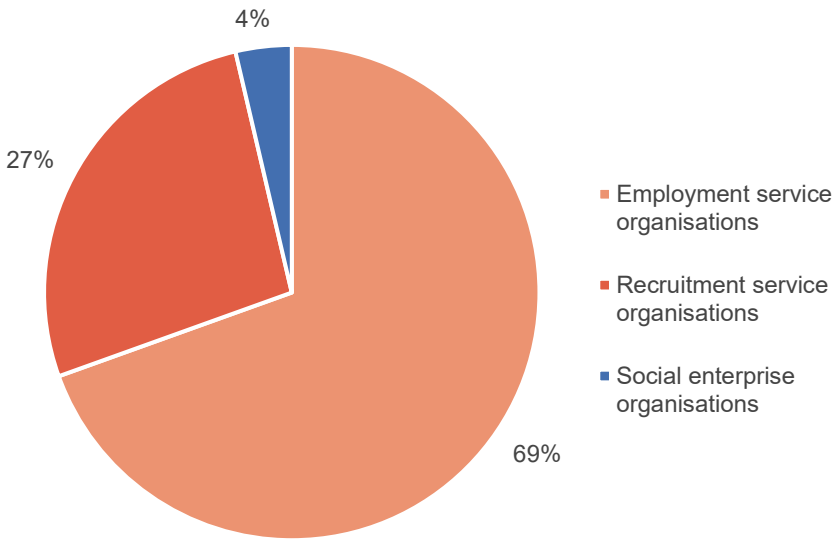


Figure 1 - Employment organisations by subcategory

Throughout the Hume LGA, only three social enterprise organisations were identified. Social enterprises can be defined as 'businesses with social objectives whose surplus revenue is reinvested for these purposes' [7]. Evidence suggests that social enterprise organisations may provide a mechanism for enhancing the skills and employability of marginalised and/or disadvantaged cohorts, which in turn can contribute to an improvement in overall health and wellbeing [7,8]. Given these positive outcomes, the relative lack of social enterprise organisations in the Hume LGA may indicate an area of the Jobs and Skills Ecosystem that may benefit from further exploration and investment.

Education/Training Focused Organisations

A total of 54 registered training organisations (RTOs) were identified, accounting for most of the education/training providers in Hume. Of these, over 81% (n=44) were private (for-profit) RTOs. Only three RTOs were in Sunbury (see Map Two).

RTOs provide nationally recognised vocational education and training (VET) across Australia. While post-secondary education and training has been identified as a vital mechanism for COVID-19 recovery in Victoria [9], questions have been raised about the current state of the system, particularly the private VET sector.

The private VET sector has been 'subject to a range of allegations in the public arena not limited to that of exploitative conduct, shoddy training and massive profits at the public expense' [10].

Beyond the practices of the private sector, there are also concerns that 'the competitive market model too often pits training providers against each other to deliver courses that generate short-term profit without the long-term benefit for learners or the economy' [9]. Considering these concerns, the implications associated with a predominance of for-profit training providers in the Hume Jobs and Skills Ecosystem should be explored. Further, given the diversity of the Hume community, the promotion of culturally safe, respectful, and effective vocational education and training practices and providers may be warranted.

The Kangan Institute in Broadmeadows is Hume's only TAFE campus. Another TAFE provider, The Holmesglen Institute, will have a presence across other areas of Hume, but this will be limited to the delivery of the *Workforce Australia Self-Employment Assistance Program,* rather than providing additional opportunities for vocational or higher education in the area.

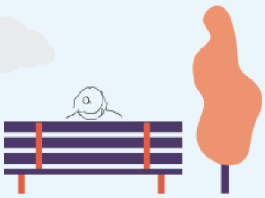
The distribution of education/training organisations (Map Two) is like that of employment organisations in the area (Map One). As depicted in Map Two, we did not identify any education/training organisations in number of suburbs across Hume, including Wildwood, Mickleham, Oaklands Junction, Greenvale, and Attwood. This distribution pattern of organisations in the Jobs and Skills Ecosystem appears to follow the population density of each area, with a concentration of organisations in more heavily populated suburbs.

Programs/Services

A total of 278 current programs and/or services were identified in the data collection phase, including grants and other financial support programs (Table 7).

Table 7 - Programs/services by primary output

PROGRAM/SERVICE PRIMARY OUTPUT	AMOUNT
Employment	118
Education and training	83
Other support	77
TOTAL	**278**



Employment Programs and Services

The vast majority of the 118 employment programs/services identified were federally funded employment support programs (n=89). Within these federal employment supports, disability employment support constituted the majority (i.e. *Employment Support Service* and *Disability Management Support*) (n=51). The relative lack of alternative employment programs and services in the Hume area may indicate a gap in the current Jobs and Skills Ecosystem.

Data collection included both the now obsolete *JobActive* service providers and the new *Workforce Australia* service providers. The changes to distribution across the major programs and services that were retained under *Workforce Australia* are highlighted in Figure 2. 'Primary employment support program' refers to each model's main employment support service (i.e. *JobActive* and *Workforce Australia Services*). 'Entrepreneurial support program' refers to *New Enterprise Incentive Scheme* under *JobActive,* and *Self-Employment Assistance Program* under *Workforce Australia.*

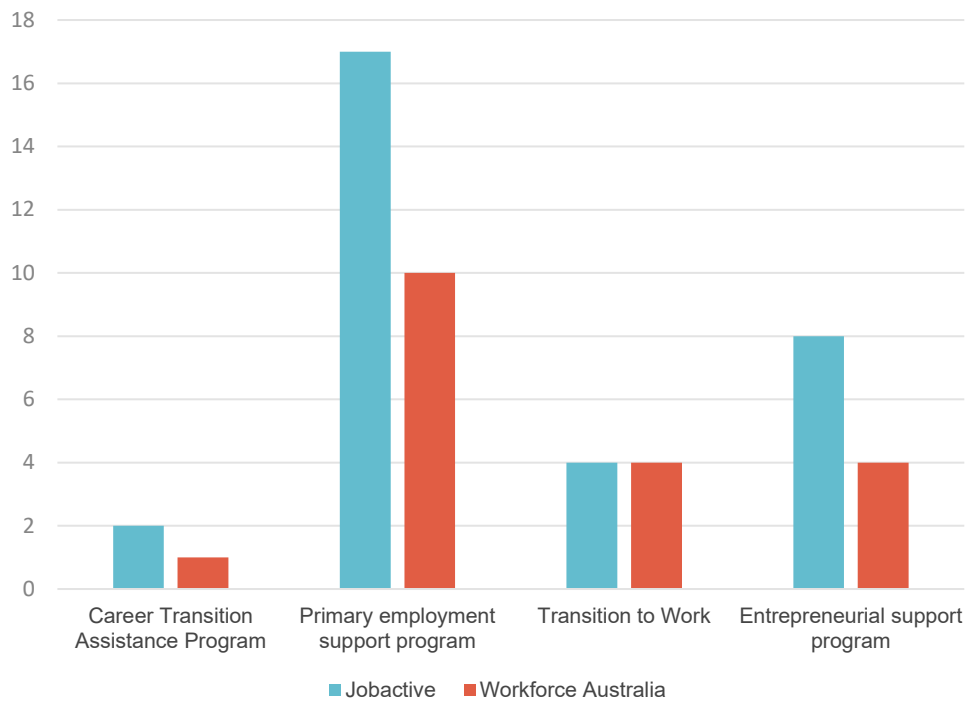


Figure 2 – Service changes from *JobActive* to *Workforce Australia*

In total, only eight entrepreneurial support programs were identified, half of which were attributed to the Australian Government's *Self-Employment Assistance Program*[iv]. In Hume, the *Self-Employment Assistance Program* is set to be delivered by *APM Employment Services* and the *Holmesglen Institute*. At the time of writing, neither provider has advertised their delivery of the *Self-Employment Assistance Program* across any of their Hume locations.

The other entrepreneurial support programs identified in Hume were offered by the Hume City Council and included a mix of financial and practical support. The delivery of practical entrepreneurial support by Hume City Council appears to be limited to the suburb of Broadmeadows. Expanding the delivery of these services to other locations throughout the community may encourage the participation of those limited by transport poverty or a lack of mobility.

Education/Training Programs and Services

Within education and training, all the identified resources were categorised as either general education/training programs (n=43), or financial support (n=40). Financial support for education/training in Hume was primarily provided through *JobTrainer* and *Skills First Subsidised Training,* the federal and state government initiatives that supports access to vocational training through fee subsidies.

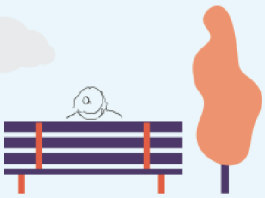
Other financial supports included the Hume City Council's *Tertiary Scholarship Program* and *VET Student Loans.* General education/training services available in the area included pre-accredited training courses (e.g. via the state government's *Learn Local* initiative) and several pre-employment training programs.

The courses available at each of the RTOs depicted in Map Two were not incorporated into the dataset. As indicated by the colour legend in Map Five, many of the education/training programs and services delivered in Hume were funded by the state government.

Other Supports

Other supports identified in the Hume Jobs and Skills Ecosystem included English language support, digital literacy programs/services, and financial literacy programs/services. Several services providing information, support and advocacy for jobseekers were also identified.

[iv] The *Self-Employment Assistance Program* replaced the *New Enterprise Incentive Scheme* in July 2022.



Of the 77 programs and services identified in this category, 36 were focused on providing some degree of English language support, while 17 provided support for the use of computers and technology.

Financial literacy programs were predominantly delivered by community services organisations, and included a range of supports, from no-interest loans to financial counselling.

Target Population

Over 42 percent of identified programs and services did not have a specific target population (Table 8). Those that did target a specific population group were most frequently designed to support people with disability (20%) or those from migrant, refugee, or CALD backgrounds (19%).

The high proportion of programs and services targeted to people with disability can be attributed to the inclusion of *Employment Support Service* and *Disability Management Service* provision across Hume, which accounted for 51 of the 56 resources identified in this category.

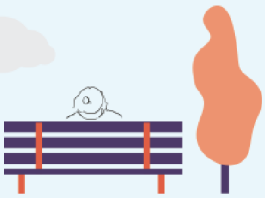
Table 8 - Program/service by target population

TARGET POPULATION	AMOUNT
Disability	56
Migrants, refugees, or CALD	52
Specific age groups	21
Parents or families	11
Women	3
Indigenous Australians	3
Concession card holders	2
Other	12
No target population specified	*118*
TOTAL	**278**

Migrants, Refugees or CALD-Specific Programs/Services

Of the 52 identified programs and services targeting the migrant, refugee, or CALD communities, 33 had a focus on English language education or training (Figure 3). Many of the English language programs were delivered through Hume's *Community Hubs,* which are embedded in primary schools across the region.

Beyond language support, there were also CALD-specific programs in literacy and numeracy, written communication skills, digital skills, and employment support.



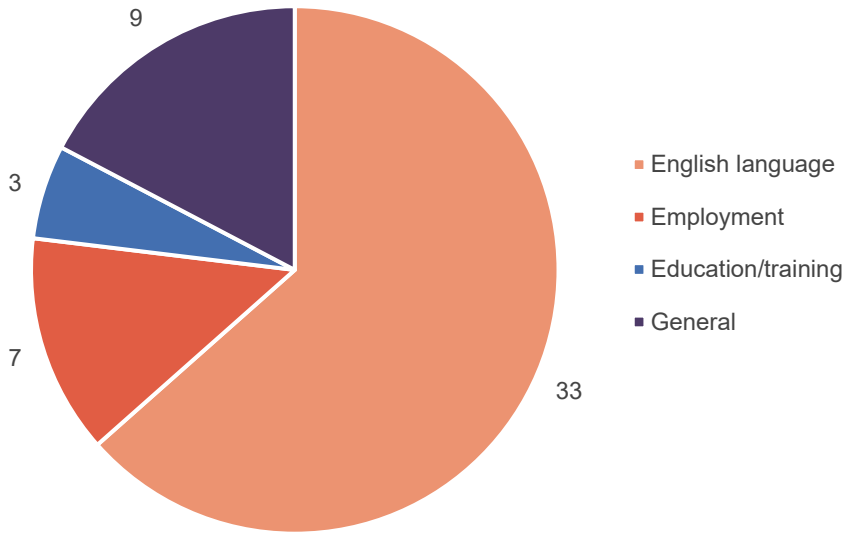


Figure 3 - Migrant, refugee & CALD focused programs and services

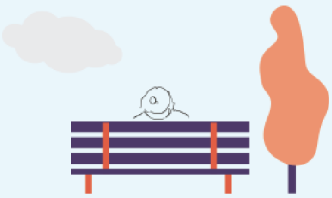
Programs/Services Targeting Specific Age Groups

Of the 21 programs and services targeting a specific age group, 19 specifically targeted the youth cohort. Many of these were state or federal government employment programs, including *Transition to Work* and the *Reconnect Program*. At the time of data collection, there was marked lack of youth-specific employment or education/training programs or supports in the Hume area. However, it is important to note that the inclusion/exclusion criteria guiding the data collection for this project was not inclusive of programs and services delivered in schools, nor of at-risk youth outreach programs.

The remaining two age-specific programs were targeted towards the older cohort, and included the federal government's *Career Transition Assistance Program,* and a financial counselling program designed for older people. The limitations in employment, education and training service provision for older people may constitute a significant gap in the current Jobs and Skills Ecosystem.

While the programs and services outlined in this section were targeted towards specific age cohorts, neither youth nor older people were excluded from accessing the more generalised employment, education or training supports available in the region.

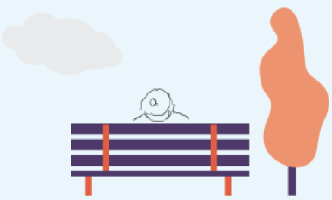
However, these generalised programs and services may not provide the support that is specific to the unique challenges faced by either youth or older people as they attempt to (re)enter the labour market. For example, research shows as potential workers get older, they experience longer periods of unemployment and declining chances of obtaining a job, and are often perceived as less adaptable, flexible and productive than their younger counterparts[11]. On the other hand, many young jobseekers are unskilled or inexperienced, and are often hardest hit when it comes to changes in the labour market or economic growth[12].



Conclusion

Community resource mapping is a valuable tool for understanding the resources that exist within a community. The data from this project can be used to plan for future activities and investment, advocate for necessary resourcing, identify underserviced populations and highlight areas requiring further development. However, in isolation, community resource mapping is not able to determine the efficacy of available resources, nor the extent to which they're accessed by the community. Instead, the data presented in this report provides crucial foundational information as to the state of the Hume Jobs and Skills Ecosystem at the time of data collection.

In order to develop a more holistic understanding of the current situation in Hume, the findings presented in this report should be integrated with other data and evidence to better understand and contextualise the outcomes of the resource mapping activity. For example, the high number of services targeting the migrant, refugee and CALD communities does not necessarily indicate inefficiencies or unwarranted duplication. In fact, for diverse communities like Hume, the duplication of services in this area may be necessary to best address the needs of the population[13]. We therefore recommend drawing together the insights generated during this mapping with other evidence, data and experiences to create a more holistic account of the current state of the Hume Jobs and Skills Ecosystem.



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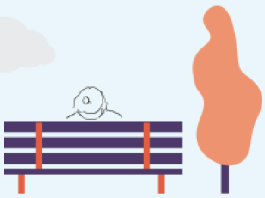
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