



Learning Communities Framework and Measuring Impact Toolkit

Volume 2

May 2015



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1 Introduction

1.1 How to use this toolkit

'Begin with the end in mind' (Covey 2014).

This toolkit is designed to assist local government practitioners in developing a sound strategy and community learning plan that has reach and is structured, futures-focused, responsive and measurable.

To ensure maximum impact from the developed community learning plan, impact evaluation with indicators, benchmarks and targets are built in from the start. This enables the monitoring of progress and allows adjustments to targets along the way to achieving the stated goals. What distinguishes this toolkit from other capacity building initiatives is that lifelong learning is used as the key driver for this change (Longworth, 2014, Wheeler & Wong, 2013).

This toolkit is segmented into the stages needed to build a community learning plan. Activities to help build the plan are located at the end of each section, and a template is available as an aid to draft the plan. Further resources to support the activities are found in Appendix B.

The flow chart in Figure 1 outlines a map for working with the Learning Community Framework and this toolkit as you develop or revise your community learning plan.

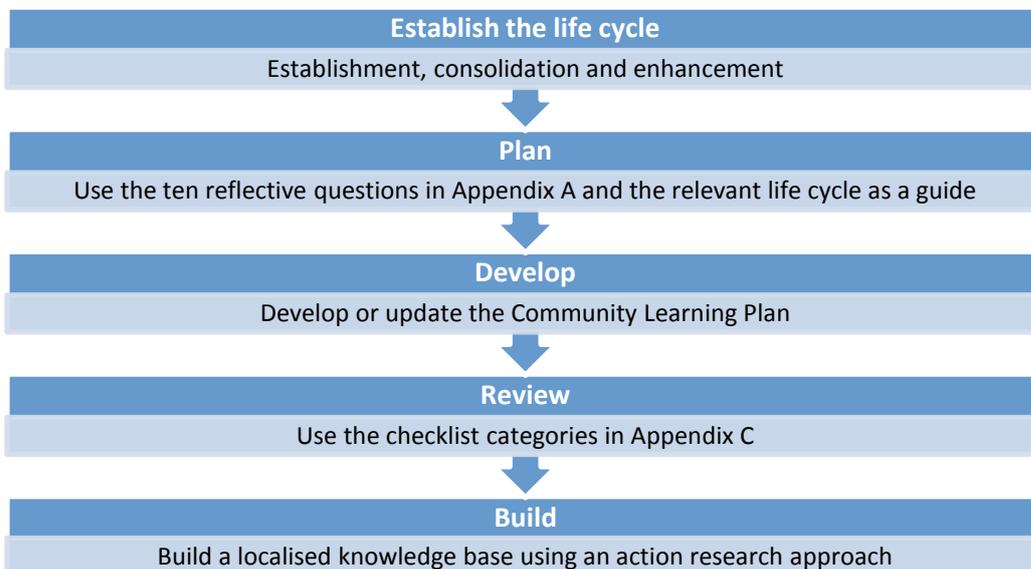


Figure 1: Flow chart for using the Australian Learning Community Framework

2 Plan

Think about why you want to work in collaboration with other organisations and community members located in your area; the motive is usually to address pressing socioeconomic issues, for example low levels of educational attainment, low income levels, or an absence of employment opportunities in your community. It may also be because you want to make sure that your community's social, learning and technological infrastructure is adequate to meet community needs. When you work in a learning partnership you are committing to working together on common goals to achieve a better long-term future for your community.

2.1 Using the Australian Learning Community Framework

The first step to creating a community learning plan is to develop a high level learning community strategy. The *Learning Community Framework* (Wheeler & Wong, 2013) suggests key elements of such an approach. The framework has been updated to align with UNESCO's Key Features of Learning Cities¹ and is summarised in Table 1, with more details in Appendix C. The right hand column shows how the Learning Community Framework was adapted to align with UNESCO's key features, fundamental conditions and major building blocks of a Learning City.

Table 1. Adapting the Australian Learning Community Framework to align with the UNESCO Key Features of a Learning City

UNESCO's Key Features of a Learning City		Learning Community Framework
Fundamental conditions	Strong political will and commitment	1. Long-term vision 2. Leadership to drive change
	Governance and participation of stakeholders	3. Strategic partnership 4. Integrated community governance
	Mobilisation and utilisation of resources	5. Building community capacity 6. Mobilising social/learning/technological infrastructure
Major building blocks of a learning city	Foster a culture of learning throughout life Facilitate learning for and in the workplace Revitalise learning in families and communities Extend the use of modern learning technologies Enhancing quality in learning	7. Learning and innovation <ul style="list-style-type: none"> • Foster a learning culture throughout life. • Facilitate learning for and in the workplace. • Re-vitalise learning in families and communities. • Extend the use of modern learning technologies. • Enhance quality in learning.

¹ The Key Features of Learning Cities is being adopted by many countries that are joining UNESCO's Global Network of Learning Cities (GNLC). For more information visit <http://learningcities.uil.unesco.org/home>.

The review questions featured in Wheeler and Wong (2013) have been reproduced in Appendix A. The questions provide a checklist of factors to consider when developing a community learning plan. The questions can be used when established a new learning plan (establishment phase) or when renewing the plan after a three- to five-year planning cycle (consolidation and enhancement stages). The inclusion of the questions and checklist makes this toolkit a self-contained planning document. For further information on the Learning as a Driver for Change project, refer to www.acelg.org.au/news/community-learning-and-local-government.

Volume 1 of this framework and toolkit includes a literature review on approaches used to gather, analyse and disseminate evidence that demonstrates learning community programs are making an impact. There is an accompanying case study about how the City of Melton has measured the impact of its community learning plan over a period of 16 years (see Wheeler et al. 2014).

Elements of the Learning Community Framework will be found in a range of strategic and planning documents, for example, in community development plans or economic development plans. The case study about the City of Melton in Volume 1 also has an example of how they have aligned their planning documents to the Learning Community Framework and the UNESCO Key Features of Learning Cities (Refer to Appendix C). In general, the elements that will be covered by a community learning plan are a long-term vision, governance and most importantly learning and innovation for all sectors of the community.

A community that implements a community learning plan demonstrates a commitment to using learning as an agent for change. Community learning supports people in a defined geographic location to improve personal, community, social and economic wellbeing. It relies on collaboration of stakeholders and identifies more of a commitment to a way of working than a sector of education.

2.2 Methodology and Data Collection

***‘Approaches to measuring impact need to be pragmatic and realistic’
(Stanwick & Hargreaves 2012, p. 1).***

The methodology is the way to determine what information and data to gather and how to analyse this information and data. It is also the way to go about developing and implementing a strategy and community learning plan.

2.2.1 Action Research

Many learning community programs have applied an action research process to measure progress along the way (Wong 2004; Wheeler, Phillips et al. 2005; Mitchell 2006; Galbally & Wong 2008; Shire of Melton 2010).

Action research typically follows a cycle of reflecting, planning, action and observation as in this example from the Centre for Enhanced Learning (Kember & Kelly 2000–2014):

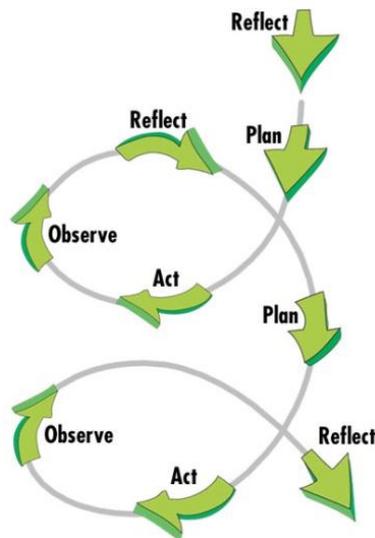


Figure 2: The action research cycles

The Melton case study in this toolkit (see Volume 1) and the Hume City and Gwydir case studies described in Wheeler, Wong et al. (2013) demonstrate the importance of developing a culture of learning with the local government organisations leading the learning community project. This means applying action research principles within your own organisation. Coghlan and Brannick (2010) provide many practical strategies for this.

A note about data

Evaluating a community learning plan typically requires gathering both quantitative and qualitative data. This is referred to as a mixed methods approach (Creswell & Plano Clark 2006). Gathering a variety of data enables you to analyse data from more than one perspective.

Quantitative data looks at the incidence and number of events. Data gathered through quantitative methods (surveys, questionnaires, administrative records) is numerical and may be analysed by calculating averages, ranges, percentages and proportions.

Qualitative data is information that is primarily expressed in terms of themes, ideas, events or personalities. Data is gathered through observation, interviewing and document analysis. These results cannot be measured exactly, but must be interpreted and organised into themes or categories (ACFE 2009, p. 8). Stories are also a very powerful medium to use to explore, describe and evaluate change (McClintock 2004).

Collective Impact

Learning community methodology implies key stakeholders collaborate to achieve long-term goals. Partnership and governance is recognised by UNESCO as a fundamental condition of building a learning city (UNESCO, 2014). The challenge is to be able to measure the collective impact of stakeholders who contribute to those goals. The idea of measuring collective impact is currently recommended by the Centre for Social Impact and Social Leadership Australia (Centre for Social Impact, 2014). In this context, as previously identified, the City of Melton is developing a collective impact assessment tool to assess partnership strength alongside outcome strength. Refer to Section 4 for more information.

2.3 Environmental Scanning

Determine where you are

An environmental scan is an important first step to determine the key social and economic issues that are important to a community.

Environmental scanning 'is about recognising that the future is unlikely to be anything like the past, and that we therefore need to spend some time understanding the trends and likely influencers on the future of our organisations' (Conway 2009, p.3). An environmental scan will provide a picture of the external environment that impacts on community learning plan goals and will help identify opportunities for improvement.

An environmental scan is also critical for establishing the evaluation process, as it is the source of the baseline data against which to measure changes that have been influenced by the learning community strategy.

There are many guides to environmental scanning. Conway (2009) is a good place to start (<http://thinkingfutures.net/wp-content/uploads/2010/10/ES-Guide-April-09.pdf>). In addition, there are many examples of environmental scans which focus on education and training, especially in Victoria where Local Learning and Employment Networks have been producing such scans for over 10 years. For an example see the Hume Whittlesea Local Learning and Employment Network Environmental Scans (Baker, Threlfall et al. 2014a; Baker, Threlfall et al. 2014b).

2.4 Suggested Activities

Table 2. Plan: Suggested activities

Objective: By the end of these activities you will have collected background information to help you complete a community learning plan.

1. Undertake some background research. What are the key economic and social issues in your community that would be helped by implementing a community learning plan? Identify how you can access an environmental scan to help you determine these issues.
2. Organise a meeting of key organisations and individuals from the education, government, not-for-profit, business and community sectors. Determine whether you are establishing, consolidating and/or enhancing your community learning plan and work through the appropriate reflective questions in Appendix A. Appendix A also provides additional questions which you can use if you find you have lost momentum.

Note (1): if you are not familiar with taking a learning community approach, refer to Wheeler and Wong (2013). This document is at <http://www.acelg.org.au/news/community-learning-and-local-government>.

Note (2): An extensive environmental scan can be expensive. One suggestion is to undertake a comprehensive scan every three to four years to coincide with the publication of the latest ABS Census data. It then becomes a matter of updating/monitoring the data on an annual basis.

2.5 Resources

For additional resources to support the suggested activities go to Appendix B, Section B.1, Plan Resources

3 Develop

Determine what you will work on

3.1 Strategic Planning

Identify what aspects of learning are important in your community and prioritise them. Focus on the vision for your community learning plan over time. What will success look like? This sets the direction which underpins the mission, vision and the preferred future.

From this analysis, you can determine the priority issues – those issues that are so important that they require the full and immediate attention of the learning community. The overall goals for your community learning plan should focus on these issues.

Then you can define what it is you want to achieve. Clearly state the objectives that you expect to achieve in order to address the priority issues (Forbes 2011).

3.2 Suggested Activities

Table 3. Develop: Suggested activities

Objective: By the end of this activity you should be able to draft a community learning plan.
1. Background research. Download and study the sample community learning plans from the Australian Learning Community Catalyst website or others as recommended in Appendix B, Section B.2, Develop Resources. Examine the sample Community Learning Planning Template. Complete Activity One using information from your own community.
2. Replicate the format of the planning template below, and the information you gathered in Section 2 to complete your own high level draft community learning plan. Consider the areas you will cover, for example, many learning plans include goals for all ages – early childhood, school years, youth, adults, older adults.

Warning: Don't write too many goals. It is better to have three or four high level goals which focus on key areas to be addressed.

3.3 Community Learning Planning templates

Use the Community Learning Planning templates on the following pages to complete the activities.

3.4 Resources

For additional resources to support the suggested activities go to Appendix B, Section B.2, Develop Resources

3.4.1 Community Learning Planning template

Table 4 Community Learning Planning template

Goal 1:	<p>Where your community wants to be by the end of the plan.</p> <p>For example: <i>To embed a culture of learning within a community.</i></p>
Strategic direction of the Theme:	<p>For example: Promoting a culture of learning in the city</p>
Major learning community outcomes:	<p>For example: To strengthen opportunities for residents to participate in learning opportunities</p>
Primary stakeholder group:	<p>Lead</p> <p>Relevant organisation, for example, Lifelong Learning area of council</p>
	<p>Project stakeholders</p> <ul style="list-style-type: none"> • Relevant city council departments, for example libraries, youth and leisure services, social development, economic development, strategic planning • Relevant members of Learning Community Governance Committee Working Party • Neighbourhood houses.

3.4.2 Activity one template

Table 5 Activity one template

Goal 1:	
Strategic direction:	
Major learning community outcomes:	
Primary stakeholder group:	Lead
	Project stakeholders

3.5 Action Planning

Decide how you are going to go about developing your Community Learning Plan– this stage includes the strategies, action plans and budgets as well as who will take the lead for each strategy.

You will also incorporate an evaluation strategy by using the baseline data relevant to your priority issues and setting targets against which you will be able to measure the impact of the community learning plan.

For example:

- priority issue: low levels of young people in further education and training
- baseline data: 25% of school leavers entering TAFE/university
- target: increase percentage of school leavers entering TAFE/university by 3% p/a for three years.

Table 6 defines baseline data and targets and provides hints on how to word your indicators and targets, while Table 7 provides further examples.

Table 6. Learning communities baseline data and targets

To determine if a community learning plan is making a difference, it is important to know what the conditions are before an approach to drive change is implemented. This is done by determining baseline data.

Community indicators are a signpost, a number or ratio, based on observable facts that provide information about past and current conditions and trends. They assist planners and community members to make decisions that will optimise outcomes.

Baseline data is the initial collection of data to be compared with subsequently collected data.

Targets can be set once the baseline data has been determined. These targets will assist with assessing if a strategy is having an impact. Targets also provide structure to ensure initiatives remain consistent with the community learning plan. They will assist in keeping projects on track and indicate if problems have arisen that need attention.

Use the SMART² principles to set targets:

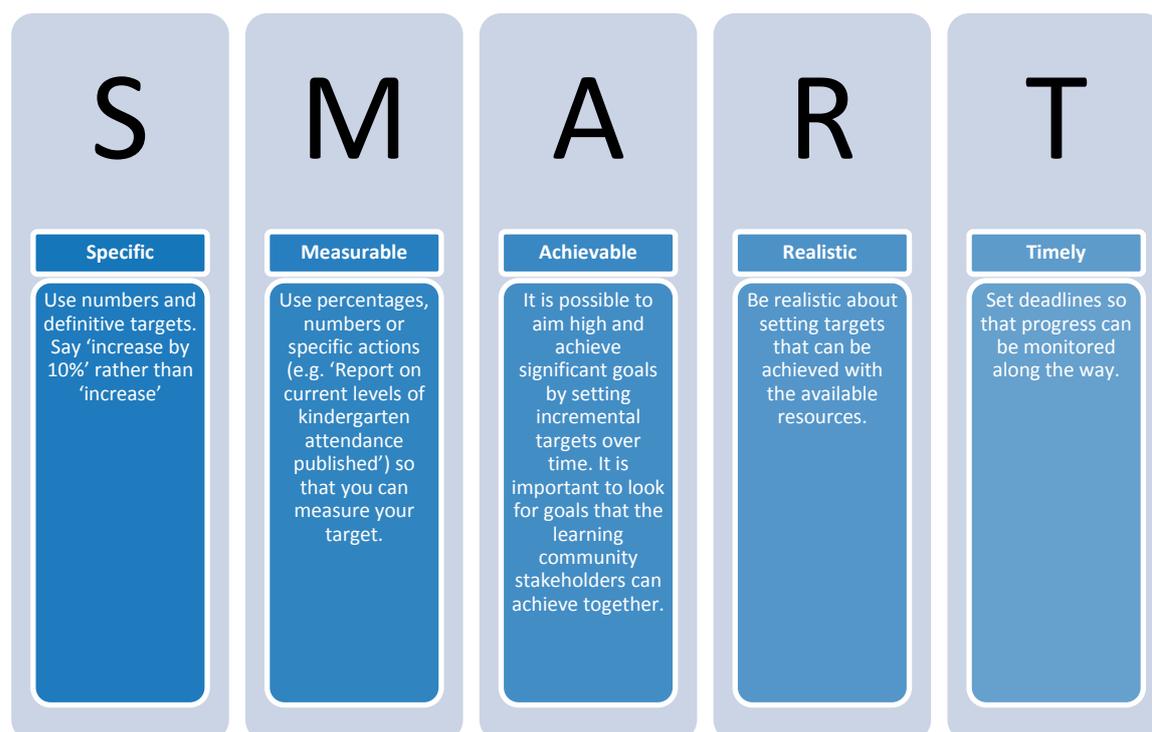


Figure 3: SMART principles

Action plans are usually implemented on an annual basis and should be monitored along the way so adjustments can be made in the light of what is actually happening.

Table 7. Example of indicator, baseline and target

Outcome ³ : Increased engagement by all age groups in formal and informal learning		
Indicator	Baseline	Target
Young people are empowered to fulfil their full potential by completing Year 12 or its equivalent.	2013: 80% of young people in Locality X complete Year 12 or its equivalent.	2016: 90% of young people in Locality X complete Year 12 or its equivalent.
A range of learning opportunities is available for all age groups in X Locality.	2013: Range of learning programs is unknown.	2016: A learning directory that includes programs for all age groups is published and distributed quarterly.
Learning institutions work in partnership to provide equitable access and pathways to training and/or employment for residents.	2013: Council survey shows 40% community satisfaction level with availability of employability skills courses.	2016: Council survey shows 80% community satisfaction level with availability of employability skills courses.

² This is a widely used term. A useful reference is available at: <http://www.smarta.com/advice/business-planning/business-plans/how-to-set-business-targets-plan-to-achieve-more-in-2010>

³ Outcomes should come directly from the Learning Plan.

3.6 Suggested Activity

Table 8. Suggested activity

Objective: By the end of this activity you should be able to build on your community learning plan by developing an action plan which includes activities, indicators and baseline data.

Before starting the activity, review Table 6, Table 7 and Figure 3. This will help you write activities and indicators which are SMART – Specific, Measurable, Achievable, Realistic and Timely.

1. Examine the sample community learning plan template below. Using this as an example, complete activities, indicators and baseline data for the goals and strategies you developed in Section 2.

3.7 Resources

For additional resources to support the suggested activities go to Appendix B, Section B.2, Develop Resources.

3.7.1 Example of Community Learning Planning template with action plan, indicators and outcome measures

Table 9. Example of Community Learning Planning template with action plan, indicators and outcome measures

Goal	To embed a culture of learning within the city
Strategic direction	Promoting a culture of learning in the city
Major learning community outcomes	To strengthen opportunities for residents to participate in learning opportunities
Primary stakeholder group	<p>Lead</p> <ul style="list-style-type: none"> • Relevant organisation, for example Lifelong Learning area of Council <p>Project stakeholders</p> <ul style="list-style-type: none"> • Relevant city council departments, for example youth and leisure services, social development, economic development, strategic planning • Relevant members of Learning Community Governance Committee Working Party • Neighbourhood houses

Sample activities	Year	Local indicators	Outcome measures
<p>1. Deliver programs that provide learning opportunities across all life stages and cultural groups.</p> <p>2. Explore the development of new activities, programs or events to meet new and emerging community learning needs and interests.</p> <p>3. Advocate for an increase in funding allocation to deliver the English as a Second Language course for the ABC Neighbourhood house.</p>	<p>2015 -2017</p> <p>2015</p> <p>2015</p>	<p>1. Increased participation in learning activities delivered by identified organisation and/ or partnership as published in a learning directory/online portal.</p> <p>2. By June 2015 identify learning programs for delivery at community learning centres or in other areas of identified community need.</p>	<p>Number of events and activities that promote learning, education and employment in the city delivered by relevant organisations:</p> <p>Baseline: 500 (Dec 2014) Source: learning directory Frequency: six-monthly</p> <p>Decrease in the number of people who do not speak English well in LGA</p> <p>Baseline: 6.0% Source: ABS Census Frequency: 5-yearly</p>

4 Review

'It's not over. It's never over' (Forbes, 2011).

Once the community learning plan is in place it is necessary to set aside time for reporting on your progress. This information should include evidence about the amount and type of change which has resulted from a project or initiative, that is, the impacts you have created in the community. Be careful to isolate the effect of your project from other factors which may have also caused change, such as demographic shifts or alterations in the provision of services. For a further discussion on this see Cavaye et al. (2013).

Don't forget to include stories. Practitioners often use stories to demonstrate how involvement in learning can change people's lives. A good example is a recent publication by Adult Learning Australia highlighting positive stories of adult learners (ALA 2014).

One qualitative benchmarking tool which previous Australian community learning plans have used is a collaboration tool to measure the awareness of community members and organisations of their work. The City of Melton, for example, uses collaboration charts as a graphical representation of the extent to which an organisation was involved in an activity. An example is shown in Figure 4 below.

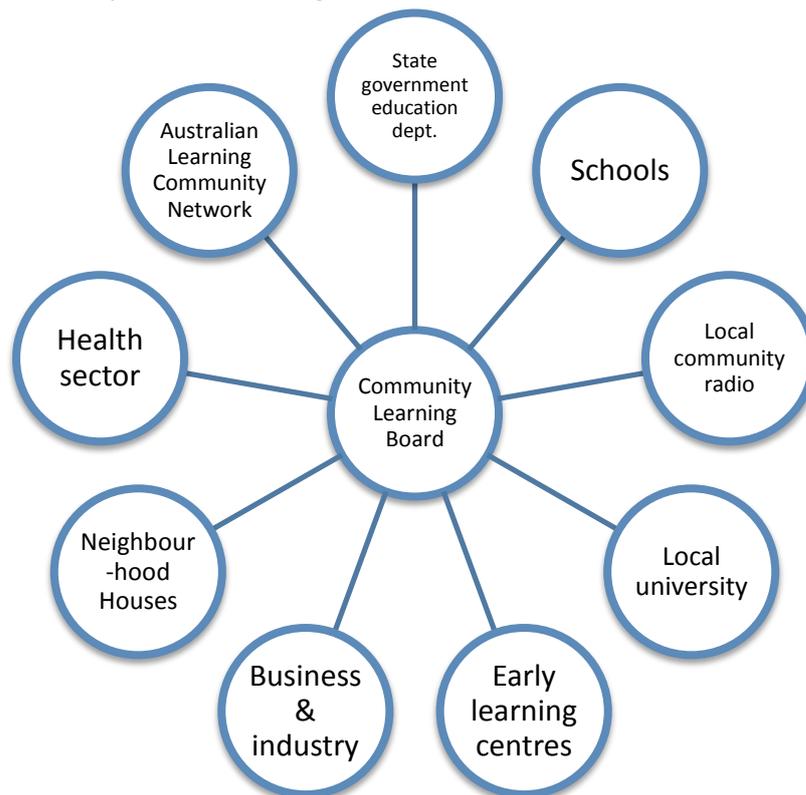


Figure 4: Sample relationship diagram

Relationship	Line strength	Numeric value
No relationship	No line	0
Communication	—————>	1
Some collaboration	—————>>	2
Active collaboration	—————>>>	3

Total = 18

Adapted from:
ACFE (2009)

By using collaboration charts, the City of Melton was able to determine from one review to the next, how many partners were involved in the Community Learning Board and the strength of their partnerships. They found that using these charts was also a good way of facilitating strategic conversations with their partners about the work.

In 2014 they built on this. They understand that because learning communities work through partnerships, it can be difficult to attribute particular outcomes to learning community activities. To address this City of Melton is developing a Collective Impact Assessment Tool. This tool aims to synthesise the measurement of partnership strength with the measurement of outcome strength and sustainability, and provides a visual representation of the overall impact of a particular partnership (Blunden et al. 2014). This is also PASCAL International Observatory’s preferred approach for assessing partnerships (Tibbitt et al 2014). It is suggested that this tool be used to assess integrated community governance (see Appendix C). For further information contact Melton City Council (Email Peter Blunden: peterrb@melton.vic.gov.au).

Finally, this toolkit aligns UNESCO’s Key Features of a Learning City with the Australian Learning Community Framework (Wheeler and Wong, 2013). This alignment is summarised in Table 1 and outlined in detail in Appendix C.

According to UNESCO more than a thousand cities and communities around the world have become, or are in the process of becoming, learning cities. UNESCO has established the Global Network of Learning Cities (GLCN) to promote international policy dialogue, capacity building and peer learning in order to share ideas. This toolkit is aimed at those implementing or renewing a community learning plan as a practical contribution to that dialogue.

4.1 Suggested Activities

Table 10. Review: Suggested activities

<p>Objective: By the end of these activities you should be able to review the progress of your community learning plan and map your partnership activity.</p>
<p>1. Examine the community learning plan reporting template below. Create a similar template for the community learning plan you have developed so that you are ready to complete it every three to six months. The information required to complete the template will form the basis for assessing progress against your targets in your annual report. You may also like to map your own partnership strength using one of the partnership tools listed in the resources section.</p>
<p>2. Develop a collaboration chart or use the Collective Impact Assessment Tool for key learning community projects involving stakeholders. Repeat the exercise after a defined period– for example, one year. Note the areas that you need to develop most in order to achieve your outcomes.</p>
<p>3. Identify people who you consider inspire others in your community. Develop stories about these people and publish them on your website.</p>
<p>4. Compare and contrast your learning community strategy and community learning plan with the checklist in Appendix C. Identify areas that are working well and other areas where further development is required.</p>
<p>5. Examine how the City of Melton have compared the UNESCO and ALC Framework to their work (refer to the Melton case study in Volume 1). Complete a similar exercise for your own community and use this information for further strategic planning.</p>

4.2 Resources

For additional resources to support the suggested activities go to Appendix B, Section B.3, Review resources.

4.2.1 Community Learning Planning reporting template

Table 11. Community Learning Planning reporting template

Goal 1: To Embed a culture of learning within the city	
Strategic direction:	Promoting a culture of learning in the city
Major learning community outcomes:	To strengthen opportunities for residents to participate in learning opportunities
Primary stakeholder group:	<p>Lead Relevant organisation, for example Lifelong Learning area of Council</p> <p>Project stakeholders</p> <ul style="list-style-type: none"> • Relevant city council departments, for example youth and leisure services, social development, economic development, strategic planning • Relevant members of Learning Community Governance Committee Working Party • Neighbourhood houses
Target 1:	A: Outcomes: Progress of community learning plan including evidence of outcomes <u>against targets</u> in the strategic plan.
Baseline: 500 (Dec 2014)	Target One: Deliver programs that provide learning opportunities across all life stages and cultural groups.
Source: Learning directory	B: Indicators: Evidence describing the learning community brokering/facilitation role and the contribution to any partnership strategy and the outcomes outlined in Section 1.
Frequency: Six-monthly	

<p>Major stakeholders: [list the neighbourhood houses, and other local learning centres that contribute to learning opportunities in your city]</p>	<p>Process indicators: Discuss the number and types of organisations which contribute to the learning directory. Also include the numbers of learners who use the local learning centre/s. Are you on target? Include a breakdown of the numbers into age groups and social inclusion groups. Compare from one period to another.</p> <p>Progress towards long-term outcomes: Identify the appropriate statistical measure that you are working towards as a long-term outcome. For example, an increase in library membership; a decrease in the number of people who do not speak English well.</p> <p>C: Analysis: Effectiveness of the major community learning plan strategy to achieve the targets and intended outcomes and any next steps to adjust or continue strategies. Provide an overall commentary on progress against baseline targets. What were the success factors? What did not work so well? What have you learnt? How will you adjust your programs?</p>
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5 Build

'Instill the habit of learning in as many citizens as possible and empower them to assist in the building of their own communities and communities of learning' (Longworth, 1996).

You have a community learning plan in place, you are recording the outcomes, you are gathering stories of success, and measuring the strength and outcomes of your partnerships. You are now building a localised knowledge base. Take the time to reflect, plan the next stage, and develop further actions, following an action learning approach. You are now moving from the establishment phase to the consolidation phase. The authors' experience of evaluating a number of learning communities highlights that it takes some time to build a culture of learning in a locality. Don't be surprised if this phase takes at least three years.

One of the biggest challenges in sustaining and implementing a community learning plan is to maintain the enthusiasm and passion of key stakeholders. The City of Melton, which has developed six community learning plans, has done this by joint collaboration and planning with key stakeholders. The case study in Volume 1 demonstrates the importance of:

- local champions
- strong governance
- key local stakeholders who implement programs on the ground
- the brokering role played by the local government authority
- time out for review and evaluation.

The concluding point is to make sure there is a backbone organization which is responsible for collecting and analysing the data and stories which builds a knowledge base and demonstrate you are making an impact in your community.

5.1 Suggested activities

Table 12. Build: Suggested activities

Objective: By the end of this activity, you should be able to determine your stage of development and decide which stakeholder will maintain the knowledge base.

1. Hold a review meeting of key stakeholders. Work through the questions in Appendix A, Section A2 if you are in the consolidation or enhancement phase of planning. Note: if there are some critical issues to deal with go to Appendix A, Section A3.
2. Plan on how you will maintain a knowledge base of your learning community. Which organization will provide the backbone support? Is it local government or can another stakeholder in your community undertake this role. How will this be funded?

6 Glossary of terms

Action research	Action research is a flexible, spiral process which allows action (change, improvement) and research (understanding, knowledge) to be achieved at the same time. It typically follows a cycle of reflecting, planning, action and observation.
Australian Learning Community Framework	Key criteria required to build a learning community as identified by Wheeler & Wong (2013). The Framework has been updated to incorporate the fundamental conditions for building a learning city and areas of focus as identified by UNESCO's Key Features of Learning Cities (UNESCO 2014). Refer to Appendix A and C.
Baseline data	Data collected prior to the commencement of an intervention. This data provides a point of comparison at a later point, allowing for an assessment of the impact of the intervention (Pope 2008, p. 35)
Community learning plan	A structured, purposeful plan that sets out the strategies, goals, and high-level actions to be achieved to create learning opportunities for all age groups within in a geographic area. The strategies and goals are defined for a three- to five-year period, and actions are reviewed on an annual basis. It embeds impact evaluation including indicators, benchmarks and targets.
Double loop learning	Changing an approach (for instance, to achieving a goal) in the light of experience or possibly even deciding to reject the goal. Single loop learning is the repeated attempt at the same problem, with no variation of method and without ever questioning the goal (Smith 2013).
Evaluation	An assessment of an ongoing or completed community learning program or intervention. It should cover the rationale, design, implementation and results of the intervention. It should be as systematic and objective as possible (Hooley 2014 p. 71).
Evaluation framework	A plan that guides your evaluation process. An example of one related to learning communities and learning cities is the Australian Learning Community Framework which is aligned to UNESCO's Key Features of Learning Cities.
Formative evaluation	Evaluation undertaken at the end of a project or program. It focuses on the question, 'Was the activity successful?'
Impact	Immediate to medium-term positive or negative effects that a project, or program has on people, stakeholders and settings to influence socio-economic change in a community (Hooley 2014 p71).
Indicators	An indicator is normally expressed as a measure or set of measures to describe a social, economic or physical reality.
Intervention	Strategies, programs or approaches that offer alternatives aimed at changing current practice in order to achieve desired outcomes.
Learning city	<p>' A learning city as one which effectively mobilises its resources to:</p> <ul style="list-style-type: none"> • promote inclusive learning from basic to higher education; • re-vitalise learning in families and communities; • facilitate learning for and in the workplace; • extend the use of modern learning technologies; • enhance quality and excellence in learning; and • nurture a culture of learning throughout life. <p>In so doing, a learning city will enable and reinforce individual empowerment and social cohesion, economic and cultural prosperity, and sustainable development (UNESCO, 2014 p.6).'</p>

Learning community	A learning community addresses the learning needs of its locality through partnerships. It uses the strengths of social and institutional relationships to bring about cultural shifts in perceptions about the value of learning. Learning communities explicitly use learning as a way of promoting social cohesion, regeneration and economic development that involves all parts of the community (Cara & Ranson, 1998).
Learning community strategy	A learning community strategy aims to foster engagement in lifelong learning that nurtures personal, social, cultural, economic and environmental growth. Such a community will offer many and varied learning programs and opportunities that are undertaken by choice and are an effective means of connecting people and strengthening the sustainability of a community (see, for example, the City of Melton Community Learning Plan 2011-2014).
Lifelong learning	Structured, purposeful learning throughout the lifespan, from cradle to grave (see PASCAL, n.d.).
Lifewide learning	All the activities, formal and informal, through work and through leisure, that adults are involved in on a day-to-day basis (see PASCAL n.d).
Mixed methods approach	Research designs which include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words) and in addition, 'mixing' the quantitative and qualitative approaches within a single study, or multiple studies, with data integrated at some stage (see, for example, Creswell & Plano Clark 2006).
Monitoring	The routine collection, analysis and use of information about an ongoing community learning programme. Its aim is to provide indications of the extent of progress and achievement (Hooley 2014, p. 71).
Outcomes	Positive or negative longer-term socio-economic change or impact that occurs directly or indirectly from an intervention's input, activities and output (Hooley 2014, p. 71)
Partnerships	An ongoing arrangement involving the organisation collaborating with outside people or institutions in the planning and implementation of an initiative over a period of time. Usually there is some form of agreement, formal or informal, that underpins the partnership.
Program logic	A description of how a program operates, connecting inputs, activities and outputs.
Qualitative data	Information regarding the quality of a program or intervention, usually expressed in words, for example in terms of themes, ideas, events or personalities. Data is gathered through observation, interviewing and document analysis.
Quantitative data	Information regarding the quantity of a program or intervention, usually expressed in numbers. Data gathered through methods such as surveys, questionnaires, administrative records.
Social infrastructure	Key community facilities that provide places to meet, interact and undertake activities.

Stakeholders	An individual or organisation that can affect or is affected by the implementation of a learning community strategy, project or program. They can be internal (within an organisation leading the initiative) or external.
Summative evaluation	Evaluation which is undertaken during the project or program. It focuses on the question, 'What can we do better?'
Targets	Targets are goals to aim for once the baseline data is determined. Targets assess if a strategy is having an impact.

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Appendix A Questions to ask at each stage of the life cycle of a learning community

A.1 Questions for the establishment stage

Table 13. Questions for the establishment stage

Key questions	Reflection points
1. What are the values and principles that consultation and debate will be based on?	<p><i>Things to consider include:</i></p> <ul style="list-style-type: none"> • <i>valuing learning for the purposes of raising aspirations, employability, health and wellbeing, and active citizenship</i> • <i>promotion of learning, collaboration, access, leadership, contexts of learning (formal educational institutions, workplace, home, museums, sporting fields...)</i> • <i>the current political climate</i> • <i>What does a learning community look like for my community?</i> • <i>What is our understanding of learning?</i> • <i>Where should we place the emphasis – formal or informal learning?</i>
2. How are people and organisations from the community be included in discussions about what learning should look like in practice? How will this be done in future?	<ul style="list-style-type: none"> • <i>Who are our key stakeholders? What is their level of interest? How would they like to get involved?</i> • <i>Reflect on how you might go about consulting people and organisations in the next phase.</i>
3. What are the community challenges that are drivers of your learning community or community learning plan?	<ul style="list-style-type: none"> • <i>What are the most important desired outcomes over a 10- to 30-year period?</i> • <i>What are the priorities for action over the next three to five years?</i> • <i>What does the environmental scan highlight?</i> • <i>What do you know about learning in the local community?</i>
4. What specific initiatives will be launched to involve less active groups of residents in the establishment phase?	<ul style="list-style-type: none"> • <i>What is practical and will lead to early success?</i> • <i>What is better to consider for long-term success?</i>
5. How will different communities and different cultures be included in the planning of the initiatives?	<ul style="list-style-type: none"> • <i>Reflect on what has worked in the past and how this could be improved on.</i>
6. How are the innovations which underpin emerging practices and innovative service delivery models	<ul style="list-style-type: none"> • <i>What are the emerging practices and new service delivery models?</i> • <i>What collaborative partnership arrangements are emerging?</i>

incorporated into planning?	<ul style="list-style-type: none"> • <i>Are there plans to maintain, enhance and embrace technologies?</i>
7. What are the governance arrangements of the new initiatives?	<ul style="list-style-type: none"> • <i>Who will be communicating and collaborating?</i> • <i>Will you establish a governance structure or build on an existing partnership structure?</i> • <i>Reflect on ways to ensure that strategic community and political leaders are actively involved.</i>
8. How will you undertake an analysis of learning programs and facilities to identify gaps?	<ul style="list-style-type: none"> • <i>How will you use this analysis for integrated planning?</i> <i>(Consider all learning programs, providers and facilities for learning delivery within your community.)</i> • <i>(Consider programs from across the age groups: early childhood, children and young people, adults, older adults.)</i>
9. How will partners capture the stories of successful learners across age groups to communicate to residents as an encouragement to participate?	<ul style="list-style-type: none"> • <i>How will you make it easy for partners to collect stories?</i> • <i>Reflect on ways to ensure you incorporate capturing and communicating stories in the next phase.</i>
10. How will the ongoing learning community initiatives be visible to people and organisations in the establishment phase of the community learning plan?	<ul style="list-style-type: none"> • <i>Reflect on your use of a communication strategy which includes media (enews, local newspaper, website).</i> • <i>Reflect on your message? Is it clear? Can it be improved?</i>

Source: Updated from Wheeler & Wong 2013

A.2 Questions for the consolidation or enhancement phase

Table 14. Questions for the consolidation or enhancement phase

Key questions	Reflection points
1. How did you establish a governance structure of partners from across sectors to ensure integrated planning and ongoing evaluation?	<ul style="list-style-type: none"> ▪ <i>If you did, what worked and how could it be improved?</i> ▪ <i>If you did not, identify how you might go about developing appropriate governance.</i> ▪ <i>How are you reinvigorating the learning community to keep people and organisations engaged?</i> ▪ <i>How have strategic community and political leaders been involved? Is this effective?</i>
2. What were the community challenges that were the drivers of your learning community or community learning plan?	<ul style="list-style-type: none"> ▪ <i>How did you identify the long-term outcomes?</i> ▪ <i>How did you identify priorities for action over the last three years?</i> ▪ <i>What will change in the next three years?</i>
3. What values and principles worked for you, your partners and stakeholders in the last three years?	<ul style="list-style-type: none"> ▪ <i>Will you add any?</i> ▪ <i>Will you remove any?</i>
4. How did you undertake an analysis of learning programs and facilities to identify gaps?	<ul style="list-style-type: none"> ▪ <i>How did you use this analysis for integrated planning?</i> ▪ <i>What could be improved?</i>
5. What specific programs and initiatives identified in the last three-year plan were implemented?	<ul style="list-style-type: none"> ▪ <i>Which ones were successful? Why?</i> ▪ <i>Which ones were not successful? Why?</i> <p><i>(Consider programs from across the age groups: early childhood, children and young people, adults, older adults)</i></p>
6. How were different communities and different cultures included in the planning of the initiatives?	<ul style="list-style-type: none"> ▪ <i>Reflect on what worked and how this could be improved?</i>
7. What specific initiatives were launched to involve less active groups of	<ul style="list-style-type: none"> ▪ <i>Were they successful, why?</i> ▪ <i>If not, why not? How could they be improved?</i>

residents?	
8. What specific initiatives have been or will be launched which demonstrate innovation and renewal of the learning community?	<ul style="list-style-type: none"> ▪ <i>How have you nurtured and consulted children and young people to gain new ideas?</i> ▪ <i>How have you tapped into the knowledge and wisdom of residents, especially older adults?</i>
9. How are the innovations which underpin emerging practices and innovative service delivery models incorporated into planning?	<ul style="list-style-type: none"> • <i>What are the emerging practices and new service delivery models?</i> • <i>What collaborative partnership arrangements are emerging?</i> ▪ <i>Are there plans to maintain, enhance and embrace technologies?</i>
10. How were the ongoing learning community initiatives visible to people and organisations in the previous three years of development?	<ul style="list-style-type: none"> ▪ <i>Reflect on your use of communication media (e-news, local newspaper, website).</i> ▪ <i>Reflect on your message. Was it clear? Could it be improved?</i> ▪ <i>How did you communicate the stories of successful learners across age groups to residents?</i> ▪ <i>How were strategic community and political leaders involved?</i>

Source: Updated from Wheeler & Wong 2013

A.3 Crisis dialogue questions to ask at any time when learning community programs are stalling

Table 15. Crisis dialogue questions to ask at any time when learning community programs are stalling

Key questions	Reflection points
1. How did you utilise the visions and actions to meet community challenges?	<ul style="list-style-type: none"> ▪ <i>What actions have been taken to ensure the objectives are clearly specified and their relationship to local government or other coordinating organisations are clearly stated and explained?</i>
2. How will you identify and build on the key drivers that will enable you to achieve your long-term vision and goals?	<ul style="list-style-type: none"> ▪ <i>Identify how to build on strengths and reduce weaknesses.</i>
3. How have you identified the risks that are barriers to achieving your long-term vision and goals?	<ul style="list-style-type: none"> ▪ <i>How will you put a risk mitigation strategy in place to minimise these risks?</i>
4. How will you identify overlapping partnerships within your community that duplicate some of the activities?	<ul style="list-style-type: none"> ▪ <i>Reflect on ways to build collaboration and reduce duplication.</i> ▪ <i>Review governance models. They may need to change. (Note: most advisory committees last two-three years.)</i>
5. Reflect on whether the key messages you are providing to residents about your learning community are clear and simple.	<ul style="list-style-type: none"> ▪ <i>What can you do to improve this?</i> ▪ <i>Who are your community champions?</i> ▪ <i>How will you identify or foster local champions for learning.</i>
6. What processes have you established to ensure effective interaction and feedback between stakeholders?	<ul style="list-style-type: none"> ▪ <i>Reflect on whether you need an agreement that includes conflict resolution strategies.</i>
7. How have you selected and utilised problem-solving and decision-making techniques and processes within the partnership?	<ul style="list-style-type: none"> ▪ <i>Reflect on ways to improve this.</i>
8. What have you done to ensure effective monitoring and evaluation?	<ul style="list-style-type: none"> ▪ <i>Reflect on how you are presenting information about the impact of your partnership to key</i>

	<i>stakeholder groups, for example councillors within local government.</i>
9. How have you adapted your programs and activities to accommodate different communities and different cultures?	<ul style="list-style-type: none"> ▪ <i>What could you do to improve this?</i>
10. How have you recognised and publicly acknowledged the work of key people and organisations in the development of the learning community?	<ul style="list-style-type: none"> ▪ <i>Reflect on the best methods of keeping key people engaged.</i>

Source: Updated from Wheeler & Wong 2013

Appendix B **Resources to accompany activities**

B.1 Plan Resources

- Baker, G., Threlfall, B., Wheeler, L. & Wong, I. (2014 a). *Environmental Scan, City of Whittlesea*. Hume Whittlesea Local Learning and Environment Network. Retrieved 14 July 2014 from: <http://www.hwllen.com.au/images/wsea%20enviro%20scan%202014%2028-2-14%20b.pdf>
- Baker, G., Threlfall, B., Wheeler, L. & Wong, I. (2014 b). *Environmental Scan: Hume City*. Hume Whittlesea Local Learning and Employment Network. Retrieved 14 July 2014 from: <http://www.hwllen.com.au/images/files/hume%20enviro%20scan%202014%2028-2-14.pdf>
- Conway, M., 2009. *Environmental Scanning: What it is, how to do it..., Thinking Futures*. Retrieved 23 June 2014 from: <http://thinkingfutures.net/wp-content/uploads/2010/10/ES-Guide-April-09.pdf>
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- Wheeler, L. & Wong, S. (2013), *Learning as a Driver for Change: Learning Community Framework*, Australian Centre of Excellence for Local Government and University of Technology, Sydney. Available at: <http://www.acelg.org.au/news/community-learning-and-local-government>
- Wheeler, L., Wong, S., Farrell, J. & Wong, I. (2013), *Learning as a Driver for Change*, Australian Centre of Excellence for Local Government, University of Technology, Sydney. Available at: <http://www.acelg.org.au/news/community-learning-and-local-government>.

B.2 Develop Resources

Examples of community learning plans available on the Australian Learning Community Catalyst website (<http://lcc.edu.au/>) or on the relevant council website.

Brimbank City Council (2014), *Brimbank Community Learning Strategy 2014–2017*. Retrieved 15 September 2014 from: http://www.brimbank.vic.gov.au/COUNCIL/Council_Policies_Strategies_Plans/Council_Strategies/Brimbank_Community_Learning_Strategy_2014%E2%80%932017

City of Whittlesea (2013), *Municipal Lifelong Learning Strategy and Action Plan 2013–2016*, City of Whittlesea. Retrieved from: <https://www.whittlesea.vic.gov.au/your-council/plans-strategies-and-policies/lifelong-learning-strategy-and-action-plan>

Moonee Valley Council (2012), *Towards a Learning Community: Moonee Valley Learning Community Framework*. Retrieved 14 September 2014 from: <http://www.mvcc.vic.gov.au/about-the-council/community-development/learn-for-life.aspx>

Shire of Melton (2011), *Shire of Melton Community Learning Plan 2011–2014*, Shire of Melton. Retrieved 15 September 2014 from: http://www.melton.vic.gov.au/Out_n_About/Libraries_and_learning/Learning/Community_Learning_Plan

Townsville City Council (2012), *Lifelong Learning Strategic Action Plan 2012–2014*, Townsville City Council. Retrieved 14 September 2014 from: http://www.townsville.qld.gov.au/council/publications/communityreports/Documents/Lifelong_Learning.pdf

Wyndham City Council (2013), *Wyndham Learning Community Strategy 2014–2017*. Retrieved 15 September 2014 from: <http://www.wyndham.vic.gov.au/var/files/uploads/pdfs/a25951b0e8170789edd0846b9b2d2876.pdf>

Action plans:

Examples of action plans are available on the Australian Learning Community Catalyst website (<http://lcc.edu.au/>) or can be downloaded directly from the relevant council website:

City of Whittlesea (2013), *Municipal Lifelong Learning Strategy and Action Plan 2013–2016*, City of Whittlesea. Retrieved from: <https://www.whittlesea.vic.gov.au/your-council/plans-strategies-and-policies/lifelong-learning-strategy-and-action-plan>

Hume City Council (2014), *Hume City Council Learning Together 4 Action Plan 2014–2017*, Hume City Council, Hume City. Retrieved 15 September 2014 from: http://www.hume.vic.gov.au/files/sharedassets/hume_website/hglv_and_library/learnin_g_together_4_strategy.pdf

Shire of Melton (2011), *Shire of Melton Community Learning Plan 2011–2014 and Action Plans*, Shire of Melton. Retrieved 15 September 2014 from: http://www.melton.vic.gov.au/Out_n_About/Libraries_and_learning/Learning/Community_Learning_Plan

A useful resource for an action research approach:

Haughton (n.d.) Participatory Action Research Template, The Praxis Project
http://researchdemystified.org/wp-content/uploads/Participatory_Action_Research_Template.pdf

Other:

Pope, J. & Jolly, P. (2008). *Evaluation – Step by Step Guide*. Melbourne: Department of Human Services. Retrieved 15 September 2014 from:
http://www.dhs.vic.gov.au/__data/assets/pdf_file/0011/769943/Evaluation-Step-by-Step-Guide.pdf

Wiseman, J., A. Langworthy et al. (2006). *Measuring Well-being, Engaging Communities*. Available from:
http://communityindicators.net.au/files/docs/20060817_VCIP_Final_Report.pdf

B.3 Review resources

Examples of community learning plans available on the Australian Learning Community Catalyst website (<http://lcc.edu.au/>) or on the relevant council website.

Brimbank City Council (2014), *Brimbank Community Learning Strategy 2014–2017*. Retrieved 15 September 2014 from: http://www.brimbank.vic.gov.au/COUNCIL/Council_Policies_Strategies_Plans/Council_Strategies/Brimbank_Community_Learning_Strategy_2014%E2%80%9317

City of Whittlesea (2013), *Municipal Lifelong Learning Strategy and Action Plan 2013–2016*, City of Whittlesea. Retrieved from: <https://www.whittlesea.vic.gov.au/your-council/plans-strategies-and-policies/lifelong-learning-strategy-and-action-plan>

Moonee Valley Council (2012), *Towards a Learning Community: Moonee Valley Learning Community Framework*. Retrieved 14 September 2014 from: <http://www.mvcc.vic.gov.au/about-the-council/community-development/learn-for-life.aspx>

Shire of Melton (2011), *Shire of Melton Community Learning Plan 2011–2014*, Shire of Melton. Retrieved 15 September 2014 from: http://www.melton.vic.gov.au/Out_n_About/Libraries_and_learning/Learning/Community_Learning_Plan

Townsville City Council (2012), *Lifelong Learning Strategic Action Plan 2012–2014*, Townsville City Council. Retrieved 14 September 2014 from: http://www.townsville.qld.gov.au/council/publications/communityreports/Documents/Lifelong_Learning.pdf

Wyndham City Council (2013), *Wyndham Learning Community Strategy 2014–2017*.

B.4 Develop resources

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Appendix C Australian Learning Community Framework critical success factor checklist

This checklist builds on the one developed for the *Learning Community Framework* (Wheeler & Wong 2013), and incorporates the fundamental conditions for building a learning city and areas of focus as identified at the Beijing International Conference on Learning Cities (UNESCO 2014).

Table 16. Australian Learning Community Framework critical success factor checklist

Key criteria for a learning community	Indicators	Possible evidence	Data sources and tools to generate data
FUNDAMENTAL CONDITION: DEVELOPING A VISION			
Long-term vision	<ul style="list-style-type: none"> • A long-term vision for the integration of learning in all its forms within a place has been developed. • The key challenges/drivers for the development of the learning community have been identified through community consultation and debate. • Goals and vision articulate a strengths-based approach. • Values and principles that underlie the learning community are established through community consultation and debate. • A strategy and action plan with clear responsibilities, priorities, time-frames and evaluation criteria has been developed for a three-year period. 	<p>For example,</p> <ol style="list-style-type: none"> (1) a lifelong learning strategy for the city/community. (2) a three-year community learning plan. (3) annual action plans. 	<p>Learning Community Framework and Measuring Impact Toolkit. Official data provided by relevant government authorities.</p> <p>Possible data might include:</p> <ul style="list-style-type: none"> • demographic • education provision and attainment • labour market. <p>Flow chart of how to use the ALCF (Figure 1).</p>
FUNDAMENTAL CONDITION: **BUILDING POLITICAL WILL AND COMMITMENT			
Leadership to drive change	<ul style="list-style-type: none"> • Passionate leaders from the community with the right skills are actively working to drive the learning community. 	<p>Regular process of examination of who needs to be connected to the learning community and how.</p>	<p>ALCF reflective questions (for establishment, consolidation or</p>

	<ul style="list-style-type: none"> • High profile champions from within the community and/or government are working to advocate and link to funding opportunities. • While partners are responsible for the leadership and delivery of the project, there is delegated accountability for outcomes. • Lifelong learning incorporated in local government policy and strategic planning processes. • A succession plan is in place. 		<p>enhancement phase). See Appendix A.</p> <p>Informed person's feedback.</p>
<p>FUNDAMENTAL CONDITION: GOVERNANCE AND PARTICIPATION OF ALL STAKEHOLDERS</p>			
<p>Strategic partnerships</p>	<ul style="list-style-type: none"> • The partnerships formed are represented from across sectors – business, education, government, community and residents. • The partnerships have a clear purpose, add value to the work of the partners and are carefully planned and linked to learning community activity. • The partnerships are able to respond to new circumstances. • There is transparency in the decision-making process, including policy making. • The partnerships allow for diverse thinking and values to lead to better outcomes. • The partnerships are able to respond in a timely manner to new or changing circumstances. 	<p>Communication strategy.</p> <p>Documented agreements for collaboration and financial contribution to learning community activity.</p>	<p>ALCF reflective questions for appropriate phase (Appendix A).</p> <p>Environmental scan.</p> <p>Informed person's feedback.</p> <p>Learning communities methodologies (Section 2.2).</p> <p>Baseline data and targets (Section 3).</p> <p>Memorandum of understanding.</p> <p>Collective Impact Assessment Tool, and others such as VicHealth Partnerships Analysis Tool, and Measuring</p>

Impact (MI) Collaboration Chart. Refer to Section 2.

FUNDAMENTAL CONDITION: GOVERNANCE AND PARTICIPATION OF ALL STAKEHOLDERS

Integrate community governance

- Local government adopts a collaborative approach to allow local communities to make decisions about their place and play a direct role in delivering services and undertaking projects to achieve desired outcomes.
- A community governance structure has been developed that will deliver increased collaboration to maximise participation in employment, education or public life.
- Governance structure built into local government policy and strategic planning processes
- Responsibilities are clearly allocated to each partner.
- There is a shared understanding of the objectives and management of the partnership.
- All projects and programs are delivered legally and ethically.
- A way forward is established that monitors learning community progress systematically.

Regular process of examination of governance structure.

Ongoing professional development in governance best practice.

Evaluation strategy:

- Action research methodology for planning and reflection.

Reflective questions appropriate for phase (Appendix A).

Action plans (Section 3).

Types of indicators (Section 3).

Collective Impact Assessment Tool (Section 4)

Planning and review workshops.

Reporting framework. Refer to template in Section 4.

FUNDAMENTAL CONDITION: MOBILISATION AND UTILISATION OF RESOURCES THROUGH BUILDING SKILLS OF RESIDENTS

Build Community Capacity

- Each partner and other stakeholders have input into the operation of the learning community.
- Partnerships build the capacity of their members.
- There is equity of opportunity to participate.
- A diverse community is participating.

Special purpose working groups, for example: jobs and skills, social inclusion.

New leaders emerge from the

ALCF reflective questions for appropriate phase (Appendix A).

	<ul style="list-style-type: none"> There are strategies for providing information and promoting awareness of the learning community. 	<p>community. Ongoing professional development.</p>	<p>Informed person's feedback. New leaders' workshops.</p>
FUNDAMENTAL CONDITION: MOBILISATION AND UTILISATION OF RESOURCES THROUGH SOCIAL/LEARNING/TECHNOLOGICAL INFRASTRUCTURE			
Connect economic, social, learning and technological infrastructure and services community and social infrastructure⁴	<ul style="list-style-type: none"> Integrated planning addresses the challenges identified, which result in activating high priority programs. The social infrastructure ensures a long-term, systematic approach to residents' learning for employment, health and wellbeing, and cultural understanding. Infrastructure and programs are value adding to the community rather than duplicating. 	<p>Community planning process which links to learning community activity.</p> <p>Financial investment in social and learning infrastructure.</p>	<p>Reflective questions for appropriate phase (Appendix A).</p> <p>Official data provided by relevant government authorities.</p> <p>Informed person's feedback.</p>
THE MAJOR BUILDING BLOCKS OF A LEARNING CITY OR LEARNING COMMUNITY			
Learning and Innovation	<p><i>Inclusive learning from basic to higher education</i></p> <ul style="list-style-type: none"> All types of learning from formal to non-formal and informal learning are seen as valuable and enriching the community. Learning institutions work in partnership to provide equitable access and pathways for residents. 	<p>Adult literacy rate.</p> <p>Student achievement destination data.</p> <p>Youth disengagement.</p>	<p>UNESCO Key Features of Learning Cities.⁵</p> <p>Checklist (Appendix C).</p> <p>ABS Adult Literacy and Life Skills Survey (ALLS).</p>

⁴ Social infrastructure refers to key community facilities that provide places to meet, interact and undertake activities (Sunshine Coast Regional Council, 2011)

⁵ <http://learningcities.uil.unesco.org/key-features/key-features-of-learning-cities>

		ABS Census data.
<p><i>Foster a culture of learning throughout life</i></p> <ul style="list-style-type: none"> • Learning is used to empower people to take control of their lives, raise aspirations, enhance employability, and build active citizenship and quality of life. • The learning community learns from its own experiences and makes changes accordingly, so that it continues to improve the quality of life for residents. • An environment is created through partnerships that allows for risk taking over time and the development of new service models. 	<p>Labour market data.</p> <p>Crime rates.</p> <p>Wellbeing surveys.</p> <p>Volunteering rates.</p> <p>Library membership.</p>	<p>Official data: for example, ABS Labour Force Survey ABS Recorded Crime Statistics ABS National Survey of health and wellbeing ABS Census data Survey of public libraries (for each state and territory). Informed persons' feedback.</p>
<p><i>Facilitate learning for and in the workplace;</i></p> <ul style="list-style-type: none"> • Public sector and private organisations are working to become learning organisations. • All members of the workforce have access to a broad array of learning opportunities. • Pathways to work are provided for unemployed youth and adults. 	<p>New service models.</p> <p>Functional literacy rates.</p> <p>VET data.</p> <p>Transition support programs.</p>	<p>ABS Adult Literacy and Life Skills Survey (ALLS).</p> <p>Australian Workers: Education and Workplace Training (ABS 4102.0 Australian Social Trends, September 2010).</p> <p>ABS Education and Training Surveys.</p> <p>ABS: Vocational Education and Training.</p> <p>NCVER: Employers' use and</p>

		views of the VET system 2013
<p><i>Re-vitalise learning in families and communities</i></p> <ul style="list-style-type: none"> • Learning opportunities are provided for all age groups. There will also be opportunities for different cultural groups. • The community has a strong focus on children's and young people's innovative capacity, and nurtures engagement and consultation with young people from a very early stage of life. • Learning programs and activities are funded from a number of funding bodies. 	<p>Learning needs analysis.</p> <p>Neighbourhood house statistics</p> <p>ESL acquisition.</p> <p>Kindergarten participation rates.</p> <p>Active Aging policies and activities.</p>	<p>Learning Survey.</p> <p>ABS: Early Childhood Education and Care.</p> <p>Australian Early Development Census (AEDC)</p> <p>Community Profile.U3A enrolment.</p> <p>Neighbourhood House data.</p>
<p><i>Extend the use of modern learning technologies</i></p> <ul style="list-style-type: none"> • Learning is enabled by all kinds of technology from the formal classroom to the internet and mobile devices. • Innovation is valued and implemented at a strategic level and within each community or neighbourhood. • Residents are included as a key valuable resource base in the community for developing new and innovative learning opportunities. 	<p>Internet uptake.</p> <p>NBN penetration.</p> <p>Community survey.</p>	<p>ABS Information and communication technology data.</p> <p>Local government community survey.</p>
<p><i>Enhancing quality in learning</i></p> <ul style="list-style-type: none"> • Adequate numbers of professionally trained facilitators/teachers/trainers at all levels. • Fostering learner friendly environments. • Quality framework in place. 	<p>Ratio of teachers etc. to students/learners at all levels.</p> <p>Satisfaction levels of learners.</p> <p>Quality Framework linked to</p>	<p>Official data.</p> <p>Evaluation tools such as A-frame (2009) for adult education.</p> <p>Tertiary Education Quality</p>

accrediting bodies.

and Standards Agency (TEQSA), Australian Skills Quality Authority (ASQA), Australian Qualifications Framework (AQF), National Training Framework.



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