



EVALUATION REPORT

Community Learning Champions Pilot Program



Completed by Georgia Jacobs

Project Coordinator

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(Australia)

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EXECUTIVE SUMMARY

This report provides an evaluation of the Community Learning Champions (CLC) Pilot Project delivered at North Melbourne Language and Learning (NMLL) from December 2013 to August 2014. The project was funded through the Adult Community Further Education (ACFE) Board's Capacity and Innovation Fund and City of Melbourne Community Grants Program. The report assesses the effectiveness of the CLC project and also the project's capacity to constructively influence NMLL's organisational activities. The CLC Pilot Project's purpose was to:

- Conduct CALD consultation and develop effective engagement strategies which can be embedded into NMLL's activities
- Develop greater integration between Community Development and Further Education at NMLL
- Develop effective strategies to engage unreached CALD communities so that barriers to participation are lowered
- Address key advocacy issues through identifying and understanding local CALD community needs which can be incorporated into organisational activities and inform future practice
- Provide opportunities for the NMLL CALD community to further participate and engage in Australian community and Civic life and leadership programs

In analysing the CLC project, a variety of methods were used; surveys and consultation undertaken by CLCs and the broader CALD community, focus group, observations from NMLL staff, letters of support written by CLCs as well as other documented evidence.

The report outlines the CLC Pilot Project as a constructive community engagement model which has embedded the voice of the local CALD community into NMLL's activities and has also been successful in achieving key outcomes from the organisation's Strategic Business Plan. The report outlines other key findings including:

- NMLL has a greater awareness of the local learning needs and barriers to engagement impacting the local CALD community.
- NMLL understands the importance of undertaking outreach activities as well as, both hosting and participating in cultural events and activities.
- NMLL understands the need to diversify course offers and Community Development activities which respond to areas of community needs and interest including practical employment programs, social support and intercultural programs.
- The project impacted on the CLCs in a range of ways, for some their involvement opened up pathways for further education as well as professional and personal development.

Impact of the CLC Project to date include:

- The engagement and upskilling of 10 Community Learning Champions across the North Melbourne and Flemington community. The CLCs take information to their community and broader community activities and also bring information back to NMLL about the learning and community development needs of their communities. They achieve this through ongoing consultation and using an action research approach. See Appendix B – Letters of support.
- The direct benefits for the CLCs participating in the project include: pursuance of new employment and education pathways (mainly in Training and Assessment and Community

Services sectors) and a marked increase in confidence in their ability to participate in community and leadership activities.

- Imbedded the CALD community into NMLL organisational decision-making processes through ongoing consultation between CLC's and the communities that they represent (see Appendix E).
- Engaged and responded to community feedback through CLC's in the design, implementation and evaluation of course development and activities (see Appendix E)
- Successful engagement and participation of the local CALD community in NMLL and broader community activities including:
 - NMLL celebrations such as the Community Learning Festival and consultations undertaken by CLC's at the Community Learning Festival in May 2014
 - Eid Celebration in August and NMLL Volunteer Celebration Evening in September
 - Promoting NMLL at their community and cultural celebrations,
 - Attendance of 5 CLC women at the annual North West Melbourne Women's dinner in September. This was mentioned in the Victorian Parliament recently by Jennifer Kanis, State Member of Melbourne, who sponsored some of the CLC's to attend this dinner (see Appendix F)
 - A CLC member granted one of very few places in the prestigious Leadership Victoria Program- titled - *African Leadership 2014* which was developed in collaboration with the African Think Tank (ATT)

Given all these identified successes and impacts of the project to date, it is clear that more work is needed. The short time-frame of this pilot project, has allowed us enough time to confirm that the approach is effective but not enough time to identify and develop imbedded strategies that sustainably support CALD community participation and student enrolments. Informed by the learnings of the pilot project, it is recommended that:

- NMLL develop employment opportunities within the organisation for local CALD community members, investing in and developing the skills of the community beyond the CLC model
- NMLL continue to explore the development of courses and/or programs which have a practical employment focus. The partnerships being explored with Brotherhood of St Laurence and Jesuit Social services, as well as the current partnership with Service Stars Community Job Alliance are steps already being taken in this area
- NMLL sources funds to deliver social and cultural programs that focus on intercultural exchange; increasing understanding and connections within the wider community whilst at the same time decreasing barriers to participation faced by the CALD community
- The NMLL marketing and promotions plan is updated with a stronger focus on community outreach.
- NMLL continues to consult through the CLC model in order to continue building momentum so that the objectives of the project can be advanced and achieved outcomes for the community
- NMLL expands upon the Volunteer Outreach Program specifically focusing on recruiting members of the local CALD community

1. BACKGROUND

1.1 Context

North Melbourne Language & Learning (NMLL) is a registered Learn Local Neighbourhood Centre that supports the CALD community in and around the North Melbourne Public Housing Estate through its accredited and pre accredited course offerings and Community Development program. NMLL aims to be North Melbourne's leading Centre for the CALD Community, recognised for enriching and empowering the lives of the people it serves (<http://www.nmll.org.au/>). The North Melbourne Public Housing Estate is home to a significant CALD population including; Somali (12.1%), Vietnamese (8.1%), Ethiopian (5.4%), Chinese (6.5%) and Eritrean (2.7%) (Department of Human Services, 2011).

Prior to securing funding through the ACFE Board's Capacity and Innovation fund and City of Melbourne Community Grants Program to pilot the Community Learning Champions (CLC) project, NMLL was aware of a number of issues facing the local CALD community relating to learning, training and employment. Research completed by Flemington Neighbourhood Renewal (2010), also highlighted similar problems. Specifically these issues related to:

- CALD community members were not well informed about employment and educational pathways and had difficulties in navigating the employment and training systems.
- Some CALD community members have studied in poor quality, fast-tracked vocational courses that have been inappropriate for their level of English and as a result have become disillusioned with study as it has not resulted in employment.
- Many in the CALD community are "hard to reach" learners, meaning that more time, care and understanding is needed to engage these groups in learning and training.

These issues highlight that many CALD community members have had limited opportunity to express their learning needs and many face barriers to participating in good quality educational or training opportunities. Whilst NMLL had conducted community consultation in the past, it had been limited in its capacity to engage in ongoing consultation around educational needs and the CLC project was identified as a relevant model in which some of these issues could be addressed. The ACFE report *"Hard to Reach Learners: What works in reaching and keeping them?"* (2010) also points to integrating a community consultation model such as Community Learning Champions, as essential best practice in supporting hard-to-reach learners to engage in education.

The CLC project model has been implemented by hundreds of organisations across the United Kingdom and is managed by the NIACE (National Institute of Adult Continuing Education) and supported by the Department for Business, Innovation, and Skills (<http://www.communitylearningchampions.org.uk/>). As a broad term, a Community Learning Champions project refers to the work of volunteers from a local community helping adults to engage in learning of all kinds.

The decision was taken by NMLL and FNR to utilise, adapt and implement the UK Community Learning Champion (CLC) model to our local context because this approach had several immediate benefits including that it:

- Provided a framework that both addressed an organisational issue and empowered community members to advocate for their community
- Provided an existing framework that in itself addressed a need of hard-to reach learners to engage with learning informally through their participation as CLC's
- Provided a mechanism to gather preliminary evidence through a small localised pilot of a community engagement model already proven to be successful overseas that could be utilised, adapted and expanded within a range of Learn Local settings
- Provided access to a suite of comprehensive tools, resources and a framework to assist organisations to measure the impact of the CLC program within their communities. This framework can be accessed through the UK website at the following link
http://www.communitylearningchampions.org.uk/sites/default/files/downloads/CLC_impact_measurement_guide_FINAL.pdf

The extensive resources, case studies and frameworks provided from the UK also provided evidence that the model of Community Learning Champions was able to be customised to a range of diverse local settings and environments See Appendix G for a Matrix of the UK Community Learning Champions Case study Evaluations. Customisable in that the hubs of Community Learning Champions could be formed around specific cultural groups or key demographics as needs demanded. Applicable to a range of local settings and environments, whereby a successful model of engaging local residents could be expanded to key community groups in other regions without the need for much customisation. For detailed case studies of the CLC model implemented across the UK you can go to <http://www.communitylearningchampions.org.uk/resources/case-studies>

1.2 Purpose

To research, develop and pilot a Community Learning Champions model relevant to the local context which focuses on engagement, consultation and direct investment in the local CALD community. The CLC project's purpose has been to:

- Conduct evidence-based CALD consultation and develop effective engagement strategies which can be embedded into NMLL's organisational activities
- Develop greater integration between community development and further education at NMLL
- Develop effective strategies to engage unreached CALD communities so that barriers to participation in NMLL activities are lowered
- Address key advocacy issues through identifying and understanding local CALD community needs which can be incorporated into organisational activities and inform future organisational practice
- Provide opportunities for the NMLL CALD community to further participate and engage in Australian community and Civic life and leadership

More specifically for CLCs, the project's purpose has been to:

- Engage CLCs and their communities in NMLL's organisational activities in order to improve the culture of learning and participation

- Inform organisational activities with their understanding and knowledge of local community and learner needs
- Develop CLCs' understanding, knowledge and confidence, helping to develop pathways to further education, volunteering opportunities, community work or employment
- Increase opportunities for CLCs to participate in civic engagement activities and actively influence the development of organisational activities at NMLL

1.3 Aims

The aim of the Community Learning Champions project has been to engage a group of local CALD community members in order to achieve the following objectives:

- Provide more opportunities for the local CALD community to directly influence and guide NMLL's activities
- Deliver targeted and tailored activities in response to the expressed learning needs of the local CALD community
- Increase NMLL's understanding of the local CALD community's learning needs
- Increase the local CALD community's participation in NMLL's activities
- Increase the local CALD community's knowledge of good quality education, learning and training opportunities through the CLC program
- Provide additional opportunities for the local CALD community to engage and participate in local Civic engagement and leadership activities more broadly

1.4 Outcomes

- Adapted the Community Learning Champions model developed in the UK and piloted it in the local context and community at NMLL from December 2013 - August 2014
- Successfully recruited and engaged 10 Community Learning Champions from diverse CALD backgrounds from the local community
- Developed a successful project which has delivered improved opportunities and has directly benefitted those community members who have been engaged as Community Learning Champions (see CLC letters attached in Appendix C)
- Engaged a group of CALD community members to inform, influence and participate in the design and delivery of NMLL activities, such as the NMLL Community Learning Festival, EID Celebration and the development and offering of new courses.
- Delivered on a successful project model that has promoted community participation in NMLL's courses and activities and within the broader community. Examples of successful community participation as a result of the CLC pilot project include:
 - participation of over 200 people from the CALD community in the NMLL Community Learning Festival, 70 community members consulted regarding their learning needs at the Festival,
 - participation of over 50 local community members in the NMLL EID celebration,
 - acceptance and participation of a CLC members into the African Leadership Development Program (ALDP) run by Leadership Victoria in August 2014, and

- participation of five CLC women in the North and West Melbourne's Women's dinner in September 2014. This was mentioned in the Victorian Parliament recently by Jennifer Kanis, State Member of Melbourne, who sponsored some of the CLC's to attend this dinner. See Appendix F for copy of the letter from Jennifer Kanis and Hansard notes.

2. METHODOLOGY

Information throughout the CLC project was collected through a range of sources, both directly from CLCs and also from the greater CALD community.

- *Community Learning Champion pre survey:* A survey was completed by Community Learning Champions at the start of the project using the Survey Monkey tool. See Appendix A.
- *A community consultation survey:* This survey was undertaken as part of the community consultation at NMLL's Community Learning Festival on 17th May 2014. The consultation involved Community Learning Champions speaking to community members about their learning needs and interests. See Appendix B.
- *Letters of support:* Community Learning Champions wrote letters in support of NMLL's funding applications to continue the CLC project. See Appendix C.
- *Evaluation focus group:* Community Learning Champions were involved in an evaluation focus group. See Appendix D for the schedule of questions.
- *Other documented evidence:* Throughout the project various other forms of evidence were collected such as photographs, cards and other anecdotal evidence.

3. RESULTS

3.1 Process Evaluation

3.1.1 Who was involved in the Community Learning Champions project?

Community Learning Champions were recruited through different means by the CLC Coordinator during the period of February-March 2014. Whilst some CLCs were recommended by Community Development staff at both NMLL and Flemington Neighbourhood Renewal (FNR), the CLC coordinator met other prospective CLCs through presenting on the CLC project at community group meetings, through informal conversations with community members at local events as well as through word of mouth. During the period of recruitment, 10 Community Learning Champions were engaged, all of whom lived in, or had strong connections to the North Melbourne and Flemington communities. The level of experience varied between the CLC's; whilst some had extensive experience over many years working with their community, others were less experienced but possessed great enthusiasm and motivation in working to develop and benefit their community. The table below outlines a brief demographic breakdown of the group of CLCs. It is interesting to note that some of the CLCs identified with multiple ethnicities; many crossing cultural and country of origin borders. Understanding this expands the cultural breadth of the group of CLCs.

Country of Origin	Main language spoken at home	Age	Gender	Suburb
Egypt	Arabic	55	Female	North Melbourne
Eritrea	Arabic	39	Female	Flemington
Eritrea	Arabic	42	Female	North Melbourne
Eritrea	Arabic	30	Male	Flemington
Eritrea	English	20	Male	North Melbourne
Ethiopia	Oromo	39	Female	Flemington
Ethiopia	Amharic	38	Female	Flemington
Somalia	Somali	30	Female	North Melbourne
Somalia	Somali		Male	North Melbourne
Sudan	Arabic	39	Female	Keilor East

Table 1 Demographic Breakdown of CLCs

In its original inception the CLC project was planned to be delivered in partnership between NMLL and Flemington Neighbourhood Renewal (FNR). Due to staff changes in both organisations, it was NMLL who led the project with a reduced emphasis on employment and training, than had been planned in the original project application. FNR were helpful in collaborating on various stages of the project. Particularly, FNR Community Development officers were forthcoming in sharing successful engagement strategies, key information and contact with community groups located in the Flemington Housing Estate. As well as this, the Employment and Learning Officer contributed a great deal of expertise and knowledge to the CLC project, sharing key information about programs and services, presenting at a CLC workshop and being helpful and responsive in communication.

In terms of logistics, it proved at times quite challenging for the CLC Coordinator to work across two sites- Flemington Community Centre (FCC) and NMLL. A number of times, remote access either did not work or was very slow at FCC. Because of these reasons, the CLC coordinator spent much less time at the Flemington Community Centre than was originally envisioned. Despite these issues, it was helpful to spend some hours working from FCC, particularly in the early stages of the program to meet and engage with community members who were using the Centre.

In the recruitment of CLCs, the CLC coordinator communicated and engaged in outreach work with a number of different local community organisations and groups who were identified as having a possible interest in the CLC project. The communication was via telephone, face to face or email depending on what was relevant. This ground work proved beneficial in developing the profile of the project, relationship building as well as developing knowledge and insight into the local community.

3.1.2 What was effective in recruiting community members as CLCs and engaging new communities?

In recruiting community members as Champions for the project, specific strategies were utilised which helped in the engagement of CLCs. These are outlined below:

- The recruitment process was kept flexible and informal, adapting to suit each individual CLC whilst still using NMLL's Volunteer Recruitment procedure.
- The development of a CLC position description that clearly outlined the role of the CLC as well as a list of interview questions adapted for participants with varied English language proficiency. FNR provided useful volunteer recruitment resources which had been developed for peer support programs they had run. The interview process for CLC's was undertaken in a friendly and informal manner which ensured prospective CLCs felt comfortable and relaxed, proving successful and in line with the dynamic of the community members being interviewed.
- It was important for the CLC Coordinator to proactively engage in outreach work, meeting with groups and individuals in their own space and environment. Going out into the community and meeting with groups at meetings or community events was a good way in which to build relationships and gain trust from the community in the project.
- A variety of methods were used to communicate with CLCs such as email, phone, text message and face to face. The method of communication was targeted to the needs of each individual, and it was important not to assume that all CLCs were comfortable with using for example, email. Overall, it was important to be flexible and adapt methods of communication depending on each CLC's circumstance.
- Originally NMLL intended to recruit CLC's from a broad range of CALD groups represented on the housing estates. However, there was less success in engaging individuals from the Vietnamese and Chinese communities. One reason for this may be attributed to the fact that the Chinese and Vietnamese communities tend to be more established in the community, often requiring less support than those who are more recently arrived. As part of the next stage of the CLC project it will be beneficial to conduct a focus group with the Chinese and Vietnamese community: to identify the relevance of the CLC project to them and their communities, to identify the barriers to participation and where possible mitigate these barriers, identify and promote the enablers to participation in such a project. Such a focus group would be helpful to test some of the assumptions made as to lack of participation from these groups and identify strategies for participation and engagement.

3.2 Impact Evaluation

3.2.1 How effective was the Community Learning Champions project in impacting and informing NMLL's organisational activities?

Having a group of CALD community members involved as CLC's has impacted on various aspects of NMLL's activities and operations. There have been various initiatives which have been delivered in response to CLC feedback such as the Community Learning Festival and the Eid Celebration which have helped to increase the local community's engagement with the organisation. These recent activities have largely been informed and influenced by the CLC project. Through these events, the

profile of NMLL has been raised through expanding and diversifying the range of activities offered to the community. Community consultations undertaken at the Community Learning Festival in May 2014, found that 41% of respondents who participated in the Festival had not been to NMLL before. Whilst there is great success and benefits to the community in running these activities, they also provide additional opportunities for NMLL to reach out to more members of the local CALD community who remain unaware of NMLL and the programs which the organisation delivers. This idea was summarised by a CLC at the evaluation focus group; that still, *“lots of people don’t know about the centre”*.

As well as their involvement in NMLL led events, CLCs have also taken initiative in a number of different settings such as at community events, to promote NMLL courses and activities and other good quality learning opportunities.



Image 1 An example of a CLC promoting NMLL at a Community Festival

Other ways in which the CLC project has impacted on NMLL’s organisational activities include:

- The CLC project has increased organisational understanding of the many barriers that may impact on the CALD community’s engagement in learning and educational opportunities. NMLL has and will continue to use this understanding to inform the development of new courses and activities in the future, so as to actively develop methods to support the CALD community in engaging in learning and educational opportunities. An important example of this was discussions with CLCs that increased understanding amongst NMLL staff of the challenges and impacts that forced migration often can have on refugee’s in settling and developing a sense of stability, always feeling like their life was “temporarily here” and that they may return “home” someday. This means that often people have lacked the capacity to plan for a future; impacting on their decision making around long term educational pursuits. CLCs recounted that often this impacts on *“people not really being sure about what they want to do”*. Knowledge such as this will help NMLL in developing relevant strategies to support the community to identify learning needs and decrease barriers to engagement.

- NMLL has a better understanding of the learning needs of the local CALD community; assisting the organisation to develop new course offerings and CD activities which are relevant and responsive. This has meant that NMLL has been more experimental and open to diversify delivery options and the CLC project has facilitated connections with community groups to put these strategies into place. Some courses set up in response to CLC feedback have been the delivery of evening classes, courses such as CPR training and also working with existing groups to deliver classes and working towards more social, intercultural and vocational based courses and activities. A process diagram has been developed through the project which will help to guide future course development; this is included as Appendix F. CLCs have provided insight into the types of courses and activities which will appeal to their communities which are outlined further in section 3.2.3.
- NMLL has developed greater awareness of the importance for the organisation to be involved in cultural celebrations and other community events and activities. CLCs have worked with NMLL to hold their own culturally focused celebrations; the Multicultural Eid Celebration which took place in August 2014 as well as the plan to hold a Chinese New Year celebration in 2015. The decision by NMLL to invest more effort into these types of activities has been informed by feedback from CLCs around the importance of NMLL engaging in more outreach activities and connecting with community groups.
- Furthermore, through the CLCs, NMLL understands the importance and great interest that the local CALD community has in being supported to pursue creative cultural traditions and be able to share these with the wider community. Some of these cultural traditions have been identified as henna painting, beading and African cooking. This also ties into the interest NMLL volunteers have expressed in developing intercultural connections and understanding through their volunteering at the organisation. NMLL understands the need to focus on the strengths of the community and facilitate intercultural understanding within this culturally and socio-economically diverse community. Prospective funding is currently being pursued to deliver such a program.
- NMLL has an increased connection with a broader network of community leaders and community groups and developed productive relationships with members of the community which otherwise may not have been possible. These connections have been documented in relevant organisational databases.
- It is through the work of the CLCs, that now more CALD community members have a better understanding of NMLL and its potential role in the community, that is, as a responsive quality provider of pre-accredited and accredited learning. This has been achieved through the continuous work of NMLL staff and CLC's in advocating and informing the community of quality (as well as signs of a poor quality) learning opportunities as well as advocating for the learning needs of the CALD community at forums such as City of Melbourne Community Forum, North West Women's Dinner and with Matchworks Job Service Agency.
- NMLL has an increased understanding of the need for more concerted focus and advocacy to facilitate greater employment pathways for local CALD community members whilst also reducing barriers to employment and training. A current gap identified has been the need for employment agencies to deliver outreach to the North Melbourne community. This has commenced through work with agencies such as Service Stars Community Jobs Alliance, Brotherhood of St Laurence and Job Service Agencies.

- NMLL is responding to the expressed need regarding employment opportunities for the local CALD community. NMLL has begun working with Brotherhood of St Laurence to develop an Administration traineeship position, which will be created in order to directly recruit a member of the local CALD community.
- Through the CLC project, casual employment has been offered to CLCs in different functions within NMLL. CLC's have recently been employed to support in office based student recruitment. This has involved contacting community members who have expressed an interest in courses and inviting them in to enrol. Other casual employment, which will be created for CLC's, will be the hosting and delivery of traditional African coffee ceremonies. This initiative, also informed by CLC project, will see regular coffee ceremonies being run to engage more of the local CALD community.
- Through the Community Development program, NMLL will continue to focus on further engagement and recruitment of Volunteers from the CALD community into the NMLL Volunteer Program.

Given the short length of the CLC project at NMLL, it is too early to observe the impact that the project has had on student enrolments. Whilst an increase in student enrolments is something that may be observed over time, it is unrealistic to expect in a short period of time. Informed by the extensive learning's from the project, NMLL will continue to develop and re-design course offers, which seek to be more responsive to community need and in so doing, increase enrolment numbers. Some of the learning's from the project to be incorporated into student recruitment strategies, include: the need to update NMLL's marketing strategy and have a dedicated position that takes overall responsibility for it to be implemented across the organisation, greater lead-time for new courses to be advertised, as well as an enrolment process which delivers greater incentives and engagement to new students. It is important also to understand the factors impacting on NMLL's ability to recruit new students including the overall competitive training environment, the time that lapsed between community feedback and course material developed and the need to have a dedicated person responsible and skilled for undertaking effective marketing to the NMLL community.

3.2.2 How did the CLC project personally impact on the CLCs who were involved?

For the community members involved in the CLC project, there was a range of ways in which their participation in the project personally impacted on each of them. Overall, CLCs recounted that their involvement in the CLC project has been a positive experience both in terms of personal and professional development with the project opening up opportunities and pathways for a number of the CLCs. Anecdotally, some CLCs stated throughout the project that their experience taking part in workshops, tasks and different activities as part of the project had helped them develop skills and knowledge of the learning, training and employment sector enabling them to be a resource to their community.

Outlined below are some of the key themes of how the project personally impacted on the CLCs involved:

- *"(The CLC project) has been a very good opportunity for me, because I'm getting to learn, and I didn't know how good I can do... Before I never approached people to ask questions and to invite people to do things. (Now) I learn things, I can think about new things in the community... There is always a solution, if you talk about it"* CLC, 26.6.14
- *"The project was good, I found it useful. It puts you out there to the community, it gets you talking. You know there are needs in the community but this (CLC project) empowers you a little bit to help"*. CLC, 26.6.14
- *"It gave me the opportunity to find out things that I like, like I found out that I liked being involved in the community so maybe it will give me pathways that I can take"*. CLC, 26.6.14
- *"I'm a resource to the community"*. CLC, 26.6.14
- Social connections were important within the group and some of the CLC recounted the importance of the friendships and connections made between CLCs as well as the benefit of networking opportunities between CLCs, staff, community groups and agencies involved in the project.

Furthermore, the project has opened up a number of different pathways for some of the CLCs involved. Some key examples have been:

- Amel was accepted into Leadership Victoria's African Leadership Development Program.
- Sadia developed an interest in undertaking the Certificate IV in Training and Assessment and has subsequently enrolled in this course.
- Barry's enthusiasm in helping his community developed further through the CLC project. He has been supported to connect up with Brotherhood of St Laurence where he will begin a Certificate III in Community Services work in 2015.
- Awil enrolled and has since graduated from a CELTA course and is now enthusiastic to volunteer as a tutor in NMML's One to One English program.

To further highlight the impact which the project has had on CLCs, letters of support which were written by CLCs to support a funding application are included in Appendix C of this report.

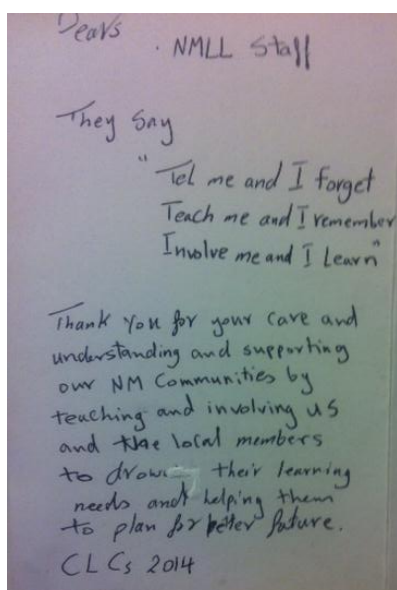


Image 2 A card to NMML from the CLCs.

3.2.3 What recommendations did CLCs have for NMLL in terms of delivering programs and reaching more students in the future?

CLCs provided feedback and recommendations on how the organisation can continue to increase its relevance and thus student enrolments into the future.

- Many CLCs highlighted the importance of NMLL engaging in outreach. Outreach may take the form of attending community group meetings, participating in community events, and speaking with community leaders. These types of activities were identified as the most important ways in which to engage with more of the community and reach prospective students. These outreach activities were also identified in the CLC pre survey where 100% responded that NMLL should attend community groups meetings, 87.5% said NMLL should participate in community events and 75% said NMLL should speak to community leaders to build relationships and disseminate information.
- Whilst CLCs saw the model as a positive way in which to engage community members in the organisation, many noted that the next step should be to employ someone directly from the community in a position at NMLL. They saw this as a productive step in which NMLL could gain more trust from the CALD community through this important investment. NMLL has committed to employ an Administration Support Trainee from the local CALD community by the end of October 2014 in direct response to this feedback.
- Many of the CLCs, throughout the project recommended NMLL to run social and recreational activities which would attract those community members who are not sure about what they want to commit to and who may not be confident or interested in structured courses and the formal classroom setting (*"at the moment, the people I spoke to are not really sure what they want to do"* CLC, 26.6.14). As one CLC stated, *"we don't have to say (it is a) course, if we say course they don't want to learn... we need to do things that people like... and include fun things"*. CLCs noted cultural activities such as craft and cooking would attract a lot of interest. CLCs noted that these types of programs could be run with other centres such as North Melbourne Community Centre (NMCC).
- Continue to diversify and develop course offerings and CD activities whilst ensuring that new courses are created with the community, based on their expressed need. Ideas put forward by CLCs included job preparation, henna and beauty industry, business development, health information and children/family programs (Community Consultation, 2014). This consultation process should continue through CLCs and through the connections which have been developed with other community groups to ensure NMLL understands and is aware of the expressed learning needs of the community. *"Base the programs you're offering on the needs of the*

community. Which can be informed by going and meeting with groups that exist in the area, tap into these groups” CLC, 26.6.14

- CLCs expressed the importance of ongoing investment in the Community Learning Champions model. CLCs saw the project as a positive model in which to engage and support the community through, but that more time needs to be invested in such a program given the nature of the issues the project is focused on. As a CLC stated, *“It’s not really as easy as a one-off (program)... It’s going to take a while to shape everything.”*

3.2.4 What recommendations did CLCs have in terms of how the CLC project should be run in the future?

A number of recommendations were made by CLCs; informing how the project might run into the future should project funding be secured:

- Investigate the provision of scholarship program to support accredited study for CLC’s. This would be of great benefit and incentive to prospective CLCs. Courses that current CLC’s expressed interest in were: Community Development and Training and Assessment. Additional professional development training identified by CLC’s as useful to this role included: undertaking effective community consultations, grant writing and event management.
- CLCs reported that the level of involvement asked of them was appropriate. In particular the CLC’s felt that the flexibility of the program was important as it allowed them to fit it within their other commitments. Whilst the flexibility worked for most of the CLCs, one reported that it might have been better if the project had more structure; that there were specific hours allocated to work and be paid as a CLC (in lieu of the honorarium) rather than having the more flexible option of completing the community engagement tasks when was convenient. The CLC stated *“It was kind of limited time wise, you didn’t have allocated hours. You had to find time in your own schedule rather than having allocated hours when you are employed as a CLC”*. CLC, 26.6.14. Another comment made was that more availability or prompt follow-up was required from agencies that CLC’s referred to; one CLC had difficulty in contacting a staff member running job seeker support when she was helping to engage some young people in the community. It was recommended that specific “drop in” sessions were run for the CLC project, where CLCs could accompany community members to support them with various learning, training and employment issues.
- CLCs responded particularly positively to guest speakers who attended the CLC workshops to present on different topics relating to learning, training and employment. To develop the strength of the CLC project into the future, it would be advisable to include more guest speakers in workshops who are specialists in their fields. Suggested areas of focus might be public

speaking, community engagement strategies including mediation and undertaking community consultation. A model that could be used might be to run workshops every 2 weeks (rather than monthly), with a workshop focused on guest speakers and then the alternative workshop focused on practical CLC tasks and activities. Running workshops more regularly has the potential to promote greater engagement of CLCs with the project and develop more confidence in understanding the context behind the role of the CLC.

4. CONCLUSION

The CLC pilot project has proven to be a productive community engagement model which has embedded the voice of the local CALD community into organisational activities at NMLL whilst also achieving key outcomes from the organisation's Strategic Business Plan. Prior to piloting the CLC model at NMLL community consultation was less regular and reach within the community wasn't as extensive.

Through the recruitment stage of the project, connections were made with new community groups and community members. The steps taken in recruiting and developing these connections and relationships have been beneficial to NMLL as an organisation. This has increased NMLL's profile within the community and will continue to be developed with concerted outreach efforts.

The outcomes of the CLC project have positively impacted NMLL on a number of levels and have resulted in different strategies being trialled, informed by the learnings of the project. Outcomes of the project have included a greater awareness of the local learning needs and barriers to engagement as well as understanding the importance of NMLL undertaking outreach activities and being involved in cultural events and activities. Given the short time frame of the project, more work is required to continue engaging the local community in further developing strategies which support CALD community participation and student enrolments. As outlined in the recommendations, some of these strategies may include employing CALD community members at NMLL, whilst continuing to diversify course offers and CD activities which respond to areas of community needs and interest. An example here was the need identified by large number of community members for programs with more of a social and intercultural focus. The development of an intercultural focus to NMLL's future activities, acknowledges the positive contribution that our CALD community has made and can continue to make to our local social life. The project impacted on the CLCs in a range of ways, for some their involvement opened up pathways for further education and personal development.

The CLC project at NMLL has developed a model which invests in decision making and influence from the ground up. For NMLL the project has prioritised consultation, empowerment and responsiveness; all of which are essential in best practice when supporting hard-to-reach learners to engage in education.

5. RECOMMENDATIONS AND ACTIONS:

- 5.0 NMLL to source funds to deliver social and cultural programs that focus on intercultural exchange which aim to attract those CALD community members who face barriers or lack the confidence to enrol in pre accredited or accredited study at NMLL. It is hoped that these programs would also empower community members to share with the wider community traditional cultural practices that are meaningful whilst increasing understanding and connections within the community.
- 5.1 That the NMLL marketing and promotions plan is updated to include a stronger focus on community outreach, continued effort to build relationships through attending community group meetings, participating in community events and speaking with community leaders. In addition that NMLL consider the appointment of a staff member that has overall responsibility and oversight of the marketing and promotions plan.
- 5.2 Continue to consult through a CLC project or similar model in order to build upon the momentum of the CLC project whilst empowering a group of CALD community members to support their community and inform NMLL activities.
- 5.3 NMLL develop employment opportunities and/or traineeships within the organisation for CALD community members, investing in and developing the skills of the community beyond the CLC model.
- 5.4 NMLL continue to explore the development of course and/or programs which have a practical vocational focus. The partnerships being explored with Brotherhood of St Laurence Employment and Training area as well as the current partnership with Service Stars Community Job Alliance are steps already taken in this area.
- 5.5 To expand upon the Volunteer Outreach Program specifically focusing on recruiting members of the local CALD community in order to provide work experience in the Community Sector, ultimately supporting employment pathways.

6. APPENDICES:

Appendix A: Community Learning Champions pre survey

Appendix B: Community Learning Festival Consultation

Appendix C: Letters of support

Appendix D: Focus group questions

Appendix E: Response to feedback process document

Appendix F: Acknowledgement of CLC Participation in North and West Women's Dinner

Appendix G: Matrix of UK Community Learning Champions Program Case study Evaluations (from 2009 – 2012)

Appendix A - Community Learning Champions pre survey

Community Learning Champions pre-survey

- 1) Please select your name below
- 2) How did you hear about the Community Learning Champions project?
- 3) Are you a member of a community group?
- 4) Please name the community group(s) that you are involved with.
- 5) How do you hope your community benefits from the Community Learning Champion project? Please list as many ways as you can think of.
- 6) What do you most want to achieve personally from your involvement as a Community Learning Champion?
- 7) What type of training and support would you be interested in to help you be an effective Community Learning Champion? Please select all that you agree with.
 - a) Training to develop community engagement skills (eg. grant writing, event planning, public speaking)
 - b) Training aimed at professional development (computer skills, how to present ideas, how to participate in meetings)
 - c) Information to develop your knowledge of learning, training and employment opportunities
 - d) Clearly structured tasks and timelines
 - e) Supervision with Community Learning Champions coordinator
 - f) English Language support
 - g) Other _____
- 8) What should NMLL do to better understand community learning needs? Please select all that you agree with.
 - a) Attend community group meetings
 - b) Hold information stalls
 - c) Hold community consultation sessions
 - d) Speak with community leaders
 - e) Participate in community events
- 9) What does NMLL need to do to attract more members of your community? Please select all that you agree with.
 - a) Offer new programs in same location
 - b) Offer new programs in different locations
 - c) Hold community events
 - d) Offer programs with vocational focus

- e) Post flyers around community centres
 - f) Partner with different organisations
 - g) Offer existing programs in different locations
 - h) Post flyers around housing estate
- 10) Is there anything else that you believe that NMLL should think about when delivering the Community Learning Champions project?
- 11) Would you be interested in attending a get together for NMLL volunteers?
- 12) If you replied yes to above question, please indicate what time of the day suits you best.
- a) Morning 9am-12pm
 - b) Afternoon 12pm-3pm
 - c) Evening 3pm-6pm
 - d) Night time 6pm-8pm

Appendix B - Community Learning Festival Consultation

1. ☐ Male ☐ Female Suburb: _____

Age: ☐ under 18 ☐ 18-24 ☐ 25-55 ☐ over 55

Main language spoken at home: _____

2. Have you been to NMLL before today?

☐ Yes ☐ No

3. What specific programs or courses would you like NMLL to run to meet the learning needs/interests of your community?

Please use the below as prompts ONLY if necessary, ticking all options that are relevant.

☐ Job preparation (CV, KSC, interview skills) ☐ Study support for VCE students ☐ Driver's license support:
L's _____ P's _____

☐ Computers: Basics _____ Intermediate _____ Advanced _____ Social Media _____ ☐ Beauty, henna

☐ Setting up and running a business: Any specific areas _____

☐ First Aid: Full certificate _____ CPR _____ ☐ Health and wellbeing: _____

☐ Children's Services _____ ☐ Carpentry ☐ Building industry
white card

☐ Volunteer placements _____

4. NMLL are thinking of running sessions/courses to help people in the community who are looking for work. What employment areas would you and your community want these sessions/courses to focus on?

Please use the below as prompts ONLY if necessary, ticking all options that are relevant.

☐ *Children's Services
Hospitality*

☐ *Community Services*

☐ *Warehousing*



☐ *Aged care Services*

☐ *Small Business/Entrepreneurship*

☐ *Construction/Building industry*

☐ *Trades/Handyman*

☐ *Taxi driving, bus driving, transport services*

5. Did you like this event? Was it useful?

Appendix C - Letters of support

Helen Macpherson Smith Trust
27 Windsor Place
Melbourne Victoria 3000

12/388 Abbotsford St,
North Melbourne 3051

8th July 2014

Dear Lea-Anne,

I am writing to support North Melbourne Language and Learning's funding application for the Community Learning Champions project to the HMS trust. I am from the Eritrean community and live in North Melbourne.

For me the Community Learning Champions project has been one of the best projects that I have been involved in. It has been an important way for me to re-connect with my community, with local people and with local services. The flexibility of the project too has been so helpful with enabling me to be involved in lots of different tasks and opportunities whilst fitting into my busy schedule as a Mother; this is very important for lots of women in our community. I have felt very happy in my role, being able to help people in my community by counselling them through their learning needs and referring them to appropriate services, programs or opportunities. Although often people from my community might want to improve their skills they may not necessarily have the awareness, information or confidence to connect in with what is out there. I've felt productive as a CLC, in that I've been able to help them with that and also helped raise awareness within my community of what quality learning and training opportunities are available.

As well as helping me to re-engage with my community, the project has helped to develop my professional skills; as a CLC I've helped to organise events, attended planning meetings and consulted with local services on behalf of my community. I have lead different community consultations, asking people what learning needs they have and feeding this back to NMLL to help in their development of new courses. Through the CLC workshops and the guest speakers I have developed my knowledge and skills about learning, employment, and community engagement; all of this assisting me in becoming more confident in my role as a CLC. After a number of years not working I now feel like I am ready to go out and look for work and feel that the CLC project has developed my confidence and motivation in re-entering the workforce; hopefully in the area of Community Services.

I believe the CLC project to be a very positive model of engagement that is relevant to the needs and experience of the local CALD community. I look forward to continuing my involvement with NMLL and am hopeful that the CLC model can be extended and expanded upon through the support of the HMS trust.

Yours sincerely,

Amel Digge

Lea-Anne Bradley
Grants Officer
Helen Macpherson Smith Trust

27 Windsor Place

Melbourne Victoria 3000

173/76 Canning St,
North Melbourne 3051

Dear Lea-Anne,

My name Awil Hussein and I live in North Melbourne and I am a member of the Australian-Somali Community in North Melbourne. I was privileged to work as a workshop co-facilitator on the Community Learning Champions project (CLC) that North Melbourne Language and Learning (NMLL) has been running with the local community in the first half of 2014.

My experience in the CLC Project was exceptional and I enjoyed a great deal working with Georgia Jacobs (the Project Coordinator at NMLL) in facilitating the CLC workshops with a great group of enthusiastic and diverse community members. As a co-facilitator, I was able to assist the CLC participants in self-development and skill development through individual and group learning. The training covered in the workshops enabled the CLCs to develop confidence in encouraging and supporting their community to take up learning opportunities whilst becoming more aware of the educational, training and employment pathways in their local area.

I believe the CLC project has been a really successful model and had positive impact on all the CLC participants, NMLL and the local community. The CLC project has improved NMLL's standing in the community as there is more awareness within the local community on the learning opportunities that NMLL provides. More people have been coming to NMLL for the first time in their lives because of activities that the CLC's have been involved with such as the Community Learning Festival.

The CLC project has inspired the CLCs and they have expressed in different ways that they want to undertake further learning and play a key role in continuing to support their community through this model. They see the model as a relevant and worthwhile way in which to engage with the local community which works to empower the local CALD community from the ground up. The project has supported both CLCs and the wider CALD community to overcome barriers, raise awareness of quality education opportunities and support the community to engage in learning, training and employment.

I offer my full support to NMLL's funding application to Helen McPherson Smith Trust to extend and expand on the successes of the CLC project.

Regards,

Awil Hussein

173/76 Canning St,

North Melbourne 3051

Helen Macpherson Smith Trust
27 Windsor Place
Melbourne Victoria 3000

Dear Lea-Anne,

My name is Sadia Hassan and I am a member of the Australian-Somali Community in North Melbourne. I am writing as a Community Learning Champion to support NMLL's application to the Helen McPherson Smith Trust.

Being involved in the CLC project connected me with the local community and it has given me a chance to interact and support people I didn't previously know. Also the project allowed me to learn some of the needs of the community such as unemployment, discrimination and other problems they face, especially for women and young adults who were my focus group. This project made me better equipped in helping to resolve these issues as I was informed about resources that were available to the community such as the NMLL courses, the Flemington Community Centre employment programs as well Matchworks case managers and subsidy incentives for employers. I felt I was a resource for the community and felt I could help people to resolve some of the issues that they face when taking up learning or training. To me this was really empowering.

I became interested in studying a Training and Assessment course as many of the people in the community said they have had difficulty accessing NMLL classes because they didn't feel confident to ask questions when they didn't understand things as they feel shy with their English. They felt having someone in the community teach some of the courses or even aid the teachers during the lessons would be helpful to them. This has been an important outcome from the project which will help to inform the work of NMLL in the future.

I enjoyed the work I was doing with the community as a CLC, which has given me interest in enrolling in a Certificate or Diploma in Community Development. I think this would further develop the opportunity to get involved with the community. I really enjoyed the project and community work and I am looking into doing some courses. I also found the CLC coordinator to be very helpful, supportive and encouraging, for example I discussed my thoughts with Georgia, the CLC project coordinator and she was helpful in giving me information about available courses.

I believe the CLC project has been a great way to engage with my community and support them in learning. I am hopeful that the project can continue and expand on the successful work already completed.

Yours sincerely,

Sadia Hassan

Lea-Anne Bradley
Grants Officer
Helen Macpherson Smith Trust

27 Windsor Place
Melbourne Victoria 3000

49/120 Racecourse Road,
Flemington 3031

Dear Lea-Anne,

My name is Tehiya and I am a refugee and one of NMLL's Community Learning Champions. I have lived in Flemington for the last 10 years.

The Community Learning Champions project was very worthwhile for me to be involved in; not just personally but also for the greater CALD community. It has been a good opportunity for me to go beyond my connection with the local community and connect up with CLCs, organisations and community groups from different backgrounds. I think the CLC project is a good model because of the focus it has had on engaging directly with local people and by getting the CLCs to lead and inform activities. As CLCs, we find out what our community learning needs are then bring it back to the CLC meetings and workshops and discuss the issues as a group. We then try to work out solutions and responses and connect the community to the services here at NMLL as well as the other community centres and neighbourhood houses in the local area.

I really liked the event that was organised as part of the CLC project, the Community Learning Festival. It was a great way that we could be involved in organising and connecting in with the community. The Festival gave me the opportunity to be involved in research through the community consultations – finding out about people's needs and the barriers and issues faced by the community. I learned more communications skills through this project. I also found out the importance of engaging with services and letting the community know about relevant services.

Through the CLC workshops and training, I have become interested in more professional development workshops on strategies to engage the community. Although we have experience communicating directly with our communities, it doesn't mean we know all the ways to engage them and ask questions. I want to continue building on the ideas and skills to further develop in talking and engaging with the community. It would be a great opportunity if the project was able to continue through HMS trust funding and if this happened, to get outside speakers and professionals to speak to us about different strategies for community engagement, like counselling and conflict resolution and even employment opportunities (this is what our community needs support with).

We need more funding to be able to continue running the CLC project in order to give us the chance to develop the project more and continue working to support more of our community through learning and employment opportunities.

Regards

Tehiya Umer

Appendix D - Focus group questions

Questions:

1. What are your thoughts on the CLC project?

Prompts: What did you like about it?

What do you think we could have improved about the CLC project?

2. What impact has your involvement in the CLC project had on you as an individual?

Prompts: What have you learnt through the CLC project?

Have you developed any new skills or knowledge? If yes, please explain.

3. What impact do you think the CLC project has had on your community?

4. What do you think about the CLC project as a way for services and the community to be working with each other?

5. Would you recommend the CLC project to others to be involved in?

Prompts: If yes, why?

If no, why not?

6. Imagine it is 1 year from now, what do you think the CLC project should look like?

Prompts: Who should be involved as CLCs?

What would the training sessions look like?

What types of tasks and activities are CLCs involved in as part of the project?

Process of responding to CLC feedback through course development and Community Development activities at NMLL

CLC CONSULTATION TASK

1. Community Learning Champions (CLC's) attend program workshops and participate in training.
2. CLCs will complete different community engagement tasks to consult with their community around learning needs and barriers to inform NMLL activities

REFERRAL TO OTHER AGENCIES or PROVIDERS

NMLL to refer CLC's and community request or needs to existing courses, programs or training where possible

FEEDBACK and REFERRAL

1. CLC's feedback to NMLL.

RESPONDING TO REQUEST or NEED

NMLL will complete thematic analysis of feedback and decide on appropriate action.

- a) Where it is not possible or appropriate to refer externally, NMLL will take appropriate steps to respond
- b) If request or need can be referred externally

NMLL ACTION

1. Specific group requests eg. Where a community group has expressed interest in a specific topic and has identified 12+ students
2. Key themes from community

SHORT TERM

PRE ACCREDITED and ACCREDITED

1. Adapt (??) or fit into existing A frames
2. a) Specific group requests: Liaison and communications with groups – time, date, day, location, specific topic area of course
b) Key themes: Marketing and promotion- flyer development and distribution, publicity, CLC promotion
3. Delivery- staff recruitment, enrolment
4. Reporting and Evaluation

SHORT COURSES- FEE FOR SERVICE

1. Identify course
2. Identify possible providers – INC/NAC partners, NGOs, TAFE, reputable private providers
3. a) Specific group requests: Liaison and communications with groups: time, date, day, location, specific topic area of course
b) Key themes: Marketing and promotion- fliers development and distribution, publicity, CLC promotion
4. Delivery- staff recruitment, enrolment

*Who is responsible for the steps outlined in the above?
Staffing/resource allocation.*

COMMUNITY DEVELOPMENT ACTIVITIES

1. Identify project
2. Develop project proposal
3. Identify funding sources- grant application, corporate sponsorship
4. Identify and develop partnerships with community leaders, interest groups and relevant agencies

MID to LONG TERM

PRE ACCREDITED and ACCREDITED

- Development of new courses on scope- what does NMLL want to deliver from CLC feedback?
- Do we want to deliver courses that our INC partners deliver already? If not, what is the partnering process, and who manages that process?
- Partnerships- incorporating work experience and employment pathways for our CALD learners targeting industries identified through CLC feedback
- Social enterprise working to strengths and interests of both the community and NMLL.

In implementation stage of MID-LONG TERM, use steps outlined in 'SHORT TERM' stage

JENNIFER KANIS MP

STATE MEMBER FOR MELBOURNE

17 September 2014

Ms Joanne Goodman
North Melbourne Language & Learning
33 Alfred Street
NORTH MELBOURNE VIC 3051

Dear Joanne

North West Melbourne Women's Dinner

It was great to catch up with you and Loretta at the Dinner on 14 August. It was also a pleasure to meet some of the NMLL Community Learning Champions who attended the dinner.

I enjoy attending the annual dinner. It is a great opportunity for women from North and West Melbourne to gather together, meet new people, catch up with friends and have some fun.

On 4 September, I made mention in the Parliament of the Dinner and the attendance of the women from NMLL. A copy of the Hansard extract is enclosed for your record.

If there is anything I can do to assist NMLL please let me know.

Yours sincerely



JENNIFER KANIS MP
State Member for Melbourne

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EXTRACT FROM PARLIAMENTARY DEBATES

HANSARD



Ms KANIS
Melbourne

MEMBERS STATEMENTS

North West Melbourne Women's Dinner

Thursday, 4 Sep 2014

North West Melbourne Women's Dinner

Ms KANIS (Melbourne) — On 14 August I once again attended the annual North West Melbourne Women's Dinner. It is an annual event that is looked forward to by all in our community. With about 100 women in attendance, it was a night of friendship and fun. Not only was I able to attend but also for the second year running I was pleased to financially support two women from the North Melbourne Language and Learning centre to attend the dinner. Thanks and congratulations to this year's organising committee members, Tanya Smith, Glenys Crawford, Deanne Hocking and Alison Parks.

Appendix G - Matrix of UK Community Learning Champions Program Case study Evaluations (from 2009 – 2012)

CLC Program Name	Norwich CLC's	St Mungo's Outside in CLC's	Cumbria CLC's	Cheshire West & Chester Community CLC's	Groundwork West Midlands: Learn & Share Coventry CLC's	King's Cross CLC Project	Nottingham-shire CLC's	Birmingham Ethnic Education & Advisory Service CLC's	Sussex CLC's (AIRES)	Bolsover CLC's: Learning to improve health and wellbeing	Linking CLC's and Libraries: Leicestershire Adult Learning Service	Strengthening Voice of Local Communities: Staffordshire CLC's	Surrey CLC's Lifelong Learning Partnership
Background	Led by Women's Employment Enterprise and Training Unit .Out of work households with children .Limiting health conditions .Moderate mental health conditions .Emphasis on attracting male learning champions	Across 13 London boroughs Supporting people who have experienced issues related to homelessness .Relationship breakdowns .Substance misuse .Trauma .Poor mental health Excluded from learning opportunities and lost belief in potential	High levels of multiple disadvantage and social exclusion Entrenched worklessness (sic) and associated issues .Poverty .Debt .Poor health & disability .Low education attainment .Community life disengagement Lower than average adult education participation	High levels of multiple deprivation Supporting informal learning to regenerate communities Partner organisations engaged with strong target community links	Learning and skill development central to: .health .wellbeing .community inclusion CLC Bridge between mental health services & mainstream community learning provision	Very high levels of deprivation & social exclusion – socially excluded groups not taking-up learning opportunities Goal to make Kings Cross a healthy & learning community .Engaging and supporting new learners .Imaginative, informal learning .Stimulating curiosity and creativity .Confidence .Sense of community	Partnership between Adult Learning Service, Council, Libraries, Children's Centres and Adult Learning providers Mentor and Champion model .Recruitment .Support .Training .Diverse/wide backgrounds. Including parents, older adults & people with Disabilities	Engaging Women & Men from local SE Asian communities .BEEAS (Birmingham Ethnic Education and Advisory Service) 30 years of experience .Recognizing isolation, language & cultural barriers .Establishing informal learning circles growing to reflect interest of learners .Social and confidence building opportunities	Supports CLCs in partner organisations to facilitate learning and events locally Key aim is to assist with local learning event: .Organisation .Promotion Partners – .Located in areas of significant disadvantage, including those excluded from learning. .Known & trusted locally	Encouraging people with low confidence and experience towards Informal Learning .Signposting .Mentoring .Buddying Addressing challenges of Deprivation of Target Learner Groups .Unqualified Adults .Learning difficulties .Disabilities .Mental Health Service Users	Promoting Learning to Target groups .Adults facing disadvantage and not traditionally open to learning .Low or no qualifications .mental health .Travellers .Residents of disadvantaged areas .isolated rural communities Implemented through a partnership with a range of agencies	Partnership Outreach to first time Adult Learners Working across 4 priority areas. . Subsidise costs for “deprived” communities to participate as CLC's. .Placing CLC's within local community centres to recruit to their learning programs A range of avenues utilised to recruit CLC's.	CLC's initially recruited from frontline staff of partner volunteer and community organisations serving areas of mental health, Army and ex-offenders. Provided a channel of communication between Learning Providers and Community Groups. Revealed lack of understanding by providers of the community's needs and reasons for lack of engagement.
What has been achieved?	.Health and Wellbeing .Social Inclusion .Employability	.Contributing to the local community .Personal empowerment and confidence building	.Promoting the value of learning .Shaping local learning provision .Developing literacy and numeracy skills .Employability	.Shaping local learning provision .CLC progression .Strengthen local service delivery	. Promoting positive mental health . Healthy living . Social inclusion .Employability skills	. A learning culture in the community . Improved local service delivery . Community cohesion . Health and well-being . Art & culture . Greater community involvement and improved employability	. Strengthening communities . Transforming the lives of CLCs . Local strategic priorities	. Skills for life and work . Learner empowerment	. Community involvement .Supporting learner progression .A varied programme .	. Building learning communities . Influencing local learning provision . Promoting a culture of volunteering	. Attracting new learners .Shaping local learning provision . Supporting unemployed people into work . Fostering community cohesion . Empowering communities	.Strengthening the voice of excluded communities . Developing partnerships . Shaping provision to meet individual needs	. Adding value to community-based service provision . Developing a local learning offer . CLC empowerment .Developing the approach
What has made it work?	.Strong effective partnership .Robust approach to recruitment and support .CLC-led approach .Peer Support	.Peer approach .CLC's shape the role .learning element hidden .Building in progression opportunities	.A partnership approach .Devolved model of support .Information sharing	.Strategic level support from partner organisations . A robust recruitment process .Ownership, recognition and reward .Dedicated support . Sharing info . Being visible	.Recruitment through existing networks .Support and training .Up-to-date information . Tailored approaches	.Partnership working .Support and empowerment	.Partnership working .Listening to the learner voice .Local networking .Support for Mentors & CLCs .Identity & recognition	.Grass roots recruitment . 'Safe' and familiar learning settings .Autonomy over learning activities .Ongoing training and support .Strategic partnerships	.Support for CLCs .Good communication .A devolved model .Drawing on ULRs' (Union Learning Reps) experience	.Strong partnerships creating synergies .Dedicated staffing and co-ordination .On-going training and development support	.A strong partnership .Identified coordination and support .CLC training & development .Linking with wider volunteering activity	.Strategic commitment .Personalised CLC training & development .Support for isolated CLCs	.Established & committed partnership .Training and support for CLCs .Capturing impact

Reference documents: can be located at the following links:

<http://www.communitylearningchampions.org.uk/sites/default/files/downloads/CLC-Final-report-Live-Case-Studies-1.pdf.pdf> and <http://www.communitylearningchampions.org.uk/resources/case-studies-2011-12>