

Ripples



Official Newsletter of the
Australian Learning Communities Network
Incorporated in NSW. No: 9883167

Spring Edition

September 2020

Welcome to the Spring Edition

I am writing this issue from Melbourne in the middle of a lockdown due to of COVID 19, but I am excited about the way our Learning Cities have 'pivoted' to organise a Global Learning Festival! The Festival commences on 1 September so make sure you register now! The other exciting news is the we now have a web page (www.alcn.com.au) and a Facebook Page (facebook@aus.alcn) so make sure you like us. Also, we welcome Wollongong City Council to the ALCN and look forward to hearing more about their learning community work.

Enjoy reading this newsletter. There is information about forthcoming UNESCO UIL/PASCAL International Webinars; summaries of other Webinars that I think might be useful; articles of interest; a request from Professor Chris Duke for help for Indigenous Communities in Arnhem Land; and Professor Norman Longworth has given us access to a myriad of tools, presentations and information from his substantial work on learning cities!

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ALCN acknowledges the Traditional Custodians, and their Ancestors and Elders, past and present, of the lands and waters across Australia where we conduct our business.

Revamped ALCN Web Site and Facebook site

We have revamped our website and now have a Facebook site. Go to www.alcn.com.au and give us some feedback.

Like us on Facebook – search for [facebook@aus.alcn](https://www.facebook.com/aus.alcn)

I acknowledge and thank Andrew Williamson for designing and giving new life to our web site! Thank you also to [Joy Designs](#) for designing the new logo and Facebook banners.

Online Global Learning Festival 1-4 September

Thanks to Wyndham City Council and Melton City Council and many international and local partners the first Global Learning Festival is almost here.....

Please visit the **Global Learning Festival Website** which will be held from 1-4 September <https://www.globallearningfestival.com/>. Subscribe to their newsletter to find out about a range of events that have been organised. For example, Permaculture; Climate Change; Indigenous Literacy Day; Tasmanian Abalone farming; Creative and Active Learning Communities in Pecs, Hungary; Irish Lifelong Learning Festivals; ideas to involve young people in co-designing their city (from Wolverhampton, UK); practical help to build a CV; and many more topics.



Please [register](#) for events and let your communities know about the Festival and encourage them to register.

The ALCN is supporting this Festival by mentoring Ms. Hellen C. Kibowen, Master of International Development student with the School of Global, Social and Urban Studies, RMIT University. Hellen will be assisting with the evaluation and writing some stories about this Festival and Wyndham's Learning Festival in November. Welcome Hellen and we look forward to sharing your work with our members.

Evaluation Webinar – Collective Impact Assessment Tool

Date: Tuesday 1 September 2020

Time: 4 pm (16:00 hours) Australian Eastern Time or 2pm (14:00 hours) AWST

The Collective Impact Assessment Tool (CIAT) (City of Melton, 2017), is a tool for measuring and evaluating the strength of partnerships in contributing to the achievement of collaborative projects.

Many publicly funded projects in Australia require the formation of partnerships to achieve agreed-upon outcomes. How do you know your partnership is strong? How do you provide evidence that your partnership project is moving towards sustainability, especially when the start-up funds are no longer there? These are some of the issues that practitioners must consider.

Hear about how this online tool is being applied in a range of situations from the evaluation of the Learning Community/City partnership projects (e.g. Wyndham Learning Community Strategy 2014-2017) to a broad range of other projects in the health and community development sectors.

The ALCN is supporting this Webinar and I am the moderator so please register. It will be a great session! A flier is attached.

Register online: <https://www.eventbrite.com.au/e/applying-a-collective-impact-assessment-tool-to-measure-partnerships-tickets-116188686489?ref=estw>

Reference:

City of Melton (2017). "Collective Impact Assessment Tool (CIAT)." Retrieved from <https://meltonciat.com/>.

What is happening round the Networks?

WELCOME to a NEW MEMBER – Wollongong City Council

Welcome to Wollongong City Council. We look forward to bringing you updates about what is happening regarding lifelong learning in the region. In the meantime read the [Wollongong City Library Strategy 2017-2022](#) where under Goal 5 the libraries are seen as a gateway for lifelong learning. This links to the [Wollongong Community Strategic Plan](#) about having an innovative and sustainable economy.

Hume City Council – Hume Multiversity

Residents of Hume City who are recently unemployed or stood down due to COVID-19 and interested in free retraining, upskilling or study can access free training.

Hume Multiversity is providing 5000 residents with the opportunity to register for a Coursera licence, which will give users access to courses in growth industries including Cyber Security, Advanced Manufacturing, Digital Marketing and many more.

Also available for access are more than 3,800 certificates, courses and degrees from world-class companies and universities such as IBM, Google, Stanford University and, the University of London.

Hume residents can register their interest now as enrolments close 30 September:

<https://www.hume.vic.gov.au/Businesses/Hume-Multiversity>

Melton – A Learning City

Ms. Sally Edwards, Coordinator Community Activation and Learning, has written an update for the ALCN Website on Melton as a Learning City

Recognised nationally and internationally as a leader in the learning city landscape, Melton City Council has a history of firsts. We were the first local government in Australia to formally adopt a Community Learning Plan in 1998, the first to establish a joint Council and community group to guide the development of lifelong learning, the first to implement a governance body, the first City in Australia to become a Learning City member of the UNESCO Global Network of Learning Cities and the first to receive a prestigious Learning City Award.



Read more [here](#):

Townsville Learning City

As the Townsville City Council's representatives and the responsible team, Townsville City Libraries have worked with Learning leaders in the community. During its term, the Townsville Learning Communities Leadership group has identified:

- an opportunity for Townsville to apply to become part of the UNESCO Global network of Learning Cities. <http://uil.unesco.org/>
- underpinned by the Global Goals for Sustainable Development <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



Townsville Library during COVID-19

This opportunity would promote Townsville globally as a city that values lifelong learning, and which fosters access and equity in providing learning opportunities.

Next term, we will:

- continue to meet bi-monthly, share information and collaborate and advocate for the value of Lifelong Learning as a pathway to community growth and wellbeing
- finalize the TCC Lifelong Learning Strategic Action Plan
- support City Libraries Townsville in the implementation of the Strategic Plan and
- support the Council's application to UNESCO Global Learning Cities.

Wyndham Learning City

Diane and I worked on a paper for the Adult Education in Global Times Conference that was meant to take place in Vancouver in June. While the conference did not take place, the organisers published conference proceedings. Read about Wyndham's journey to become a UNESCO Learning City.

Tabbagh, D. and L. Wheeler (2020). Wyndham City: A Tale of Steady Progress Towards a Sustainable Learning Community. Adult Education in Global Times, Vancouver University of British Columbia. Retrieved from https://edst-educ.sites.olt.ubc.ca/files/2020/06/aegt_proceedings_upload.pdf

Further information about Wyndham can be found at the PASCAL International Observatory website at: <http://lcn.pascalobservatory.org/participants/wyndham-city-council>

More International Online Webinars about Learning Cities

Continuation of PASCAL International Observatory/UNESCO UIL Learning Cities COVID 19 Webinar Series

RECOVERY: From Research to Practice Webinar Series.

Join an international dialogue with other Learning Cities from around the world to discuss the practical application of learning city approaches and how these approaches might be applied to the current COVID-19 times. Topics include the role of vocational education and training (internationally known as TVET), business and entrepreneurship, sustainable development and health and well-being.

Webinar 3: The challenge of developing the role of TVET, business learning, and entrepreneurship in learning cities.

Date: September 16, 2020.

Start Time: 21:00 AEST and 19:00 AWST (13:00 – 14:30 Central European Time)

Webinar 4: The challenge of Education for Sustainable Development

Date: Wednesday 21 October

Start Time: 21:00 AEST and 19:00 AWST (13:00-14:30 Central European Time)

Webinar 5: The Challenge of Health and Wellbeing in Learning Cities

Date: Wednesday 18 November 2020

Start Time: 21:00 AEST and 19:00 AWST (13:00-14:30 Central European Time)

[Read more and register here;](#)

Summary of Selected Webinars

Information from three Webinars that I attended that might be of interest to members.

1. Learning Transitions Webinars – Wyndham City Council

In June and July 2020, the Learning Community team at Wyndham City Council, Diane Tabbagh and Jac Torrez Gomez, in partnership with Wyndham Community Education Centre and The Smith Family, held two Virtual Learning Community Forums on Good Practice in Learning Transitions. I know from a previous life, when I worked in School-Community partnerships in Melbourne's North that smooth transitions for young people, whether from kindergarten to primary; primary to secondary or secondary to post-compulsory education and employment are important for long term positive outcomes. These recorded forums are **an excellent resource** and feature international and local researchers, and practitioners sharing their experience.

The resources are available at:

<https://www.wyndham.vic.gov.au/transformative-education-workshop>

For more information contact: Jac Torres Gomez - Jac.Torres-Gomez@wyndham.vic.gov.au

2. UNESCO Global Network of Learning Cities (UNESCO UIL). Webinars on UNESCO Learning Cities' Response to COVID-19.

This series of Webinars on UNESCO Learning Cities' Response to COVID-19 was held from March until June 2020. For example, The Learning City of **Limerick**, Ireland, has implemented an online course in infection prevention and control. **Mexico City** developed a 'COVID-19 Medical Kit' including masks, anti-bacterial hand gel, and self-care instructions. The Kit was distributed to vulnerable communities. The Learning City of **Wyndham**, Australia has a #StayConnected programme for staff has included peer-support training, departmental music playlists on Spotify, virtual exercise sessions and the sharing of healthy recipes.

You can find more examples as all presentations were recorded and are available at:

<https://uil.unesco.org/lifelong-learning/learning-cities/gnlc-webinars-unesco-learning-cities-response-covid-19>

3. Adult Learning Australia Webinar – 'Adult Learning and the New Normal'

Associate Professor Jose Roberto Guevara (Robbie), RMIT University, and President of the International Council of Adult Education (ICAE), highlighted that Adult educators have been among the first responders providing vital front-line service, and education support to those most at risk in both the developed and developing world. He cited examples from Adult Learning Australia's response to the Select Committee Report on COVID-19; and reflections from Rajesh Tandon, acclaimed internationally as a community practitioner and researcher with examples from India; and others – refer to DVV International, 2020.

To reconceptualise the important work of adult educators Robbie applied a Learning Society framework to the COVID-19 pandemic. He reworked the Delors et al (1996) Four Pillars of Learning and added the Fifth Pillar '*Learning to transform oneself and society*' previously developed by UNESCO in 2015 as part of Education for Sustainable Development (ESD) (Samantekt, 2015). In a COVID-19 situation, as demonstrated by the above UNESCO UIL webinars, learning communities and cities have demonstrated many practical responses.

Learning to know	Learning to do	Learning to be	Learning to live together	Learning to Transform Oneself and Society
Understand the virus	Wash hands Use face mask	Distant but connected (physically distant rather than socially distant)	Recognise the rights of others and our responsibilities to others	How do we understand? How do we work? How do we learn to do things differently? How do we learn for this new normal? In this context now.

Robbie stressed that the COVID-19 pandemic has exposed the interconnectedness of the multiple crises, making visible the existing health, economic and educational inequalities in our region of South East Asia. We read and hear about this every day. For example, see Schneider & Millar's (2020) article about a divided Melbourne.

COVID-19 poses a real challenge to the UN Sustainable Development goal of ending poverty by 2030 because global poverty could rise for the first time since 1990 ([Sumner, Hoy & Ortiz-Juarez, 2020](#)).

Importantly, Robbie highlighted that any new global education policy must not just focus on the formal school point of view, and more attention should be given to the vital role of adult education and civil society organisations especially in their role of working with the most vulnerable in our communities.

Finally, Robbie says we should think about 'next normal' instead of the 'new normal' because as we move forward, we will be in a constant state of change and must learn to adapt quickly. A tiring thought!!!

Some further references:

Adult Learning Australia [ALA] (2020, May 2020). Submission: Select Committee Report on COVID-19. Retrieved from <https://ala.asn.au/wp-content/uploads/2020/06/Senate-Committee-COVID-19.pdf>.

Delors, J. et al. (1996) Learning: the treasure within. *Report to UNESCO of the international commission on education for the twenty-first century* (Paris, UNESCO).

DVV. (2020). Even in times of COVID-19, you cannot wash your hands of ALE...but it can provide a space for reflection. *Reaction to Corona Pandemic - Expert Reflections*. DVV International Germany. Retrieved from <https://www.dvv-international.de/en/our-work/reaction-to-corona-pandemic/expert-reflections>

Schneiders, B. and Millar, R. (2020). A city divided: COVID-19 finds a weakness in Melbourne's social fault lines. *The Age*. Melbourne. Retrieve from <https://www.theage.com.au/national/victoria/a-city-divided-covid-19-finds-a-weakness-in-melbourne-s-social-fault-lines-20200807-p55ji2.html>

Sumner, A., Hoy, C. & Ortiz-Juarez, E. (2020) Estimates of the impact of COVID-19 on global poverty. *WIDER Working Paper 2020/43*. Helsinki: UNU-WIDER. Retrieved from <https://www.wider.unu.edu/publication/estimates-impact-covid-19-global-poverty>

Tandon, R. (2020). Learning and Changing: Opportunities for Adult Education in COVID19. *Education for Everyone. Worldwide. Lifelong*. VHS DVV International. Retrieved from https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Corona_News/Expert_Intervention_Tandon.pdf

Articles of Interest

This is an area of the newsletter where I include articles that members have sent me that should be of interest to members.

Vocational Education and Training, and Work

Pennington, A. (2020). An investment in productivity and inclusion: the economic and social benefits of the TAFE system, The Australia Institute Research that Matters Centre for Future Work. Retrieved from <https://apo.org.au/sites/default/files/resource-files/2020-08/apo-nid307475.pdf>

Training will play an important part in reorientating the economy after the pandemic. According to the [OECD](#) Vocational and Educational Training (VET also known internationally as TVET) will be an important strategy to mitigate future skills shortages and reduce the effect of the current crisis on national economies. Countries are investing in VET and building skills. However, this report highlights that “Australia’s vocational education and training (VET) system requires urgent rebuilding to ensure it can support new skills acquisition, job creation, and opportunity – including for those segments of Australia’s population hardest hit by the crisis (such as young people, women, and workers in regional communities).”

Foundation for Young Australians (2020). The New Work Standard: How Young People are Engaging with Flexible Work. *New Work Order Report Series*, The Foundation for Young Australians. Retrieved from <https://www.fya.org.au/wp-content/uploads/2020/07/FYA-New-Work-Standard.pdf>

Another excellent report from the Foundation for Young Australia as part of the New Work Order Report Series. This report highlights how young people employed in flexible work are experiencing greater vulnerability with less job security and financial stability during COVID-19, especially those working in hospitality, the Arts and retail. Flexible work covers part-time, casual, self-employed and gig work.

The report proposes Good Work Standards consisting of four elements - access and inclusion, protection and wellbeing, quality and control, growth, and development – with ten principles which provides a framework for debate about the question of quality work and the career impact of not having good work.

The future of Library and Information Science (LIS) Education

Australian Library and Information Association (2020). The future of Library and Information Science education in Australia: A discussion paper. Retrieved from <https://apo.org.au/node/307605>

Education is undergoing a period of transformation with rapid changes happening because of changes in technology and other factors. The Australian Library and Information Association (ALIA) Education Advisory committee is currently investigating what this means for the LIS sector and for professionals who work within the section.

The investigation commenced with a Discussion Paper (<http://read.alia.org.au/future-lis-education>) which sets out the project phases of the investigation and broad themes that emerged after purposeful conversations with ALIA members. This second paper provides a summary of the themes which emerged during the consultation with the sector at the start of the year which has enabled work to start on three possible future scenarios.

Understanding Population Mobility in Regional Australia

Bourne, K., Houghton, K., How, G., Achurch, H. and Beaton, R. (2020) *The Big Movers: Understanding Population Mobility in Regional Australia*, Regional Australia Institute, Canberra.

<http://www.regionalaustralia.org.au/home/the-big-movers-understanding-population-mobility-in-regional-australia/>

This report generated quite a lot of press at the time it was published in June 2020. One interesting finding was that more regionally based millennials – that is, people aged between 20 and 35 years old stayed in the country and moved to other regional areas in Australia, rather than shift to capital cities, during the 2011-2016 period. Recently, with more people working from home because of COVID-19 commentators say this could pave the way for more people to move out of the city and take their jobs with them.

Further references:

Schwartz, D., and M. Lloyd (23 June 2020). Millennials moving to regional areas, report finds, as housing affordability and lack of commute prove attractive, ABC News. Retrieved <https://www.abc.net.au/news/2020-06-23/regional-australia-institute-millennials-moving-city-to-country/12365964>

Fitzgerald, B. (28 May 2020). Coronavirus has shown us the future of work and it could mean more Australians living in regional areas. ABC News. Retrieved from <https://www.abc.net.au/news/2020-05-28/coronavirus-australians-move-to-regional-areas-remote-work/12293588>

Local Councils' Role in Australia's recovery

White, P. and C. Brennan (June 4, 2020). Lessons from history point to local councils' role in Australia's recovery. *The Conversation*. Retrieved from https://theconversation.com/lessons-from-history-point-to-local-councils-role-in-australias-recovery-138547?utm_source=twitter&utm_medium=bylinetwitterbutton

This article ponders the role of local councils during the Spanish flu pandemic in 1918. During this time local governments fostered better connections across the region and with the rest of Australia. The association became a conduit for the flow of local knowledge to state and federal authorities. This helped focus crucial national resources on regional problems. There are many lessons for today.

Helping Indigenous Communities in Arnhem Land

ALCN colleague and friend, Professor Chris Duke, visiting Professor at the School of Global Urban and Social Studies, RMIT University along with many other titles in Lifelong Learning, with his partner Liz, have written the following letter asking for those able to, to support Indigenous Communities in Arnhem Land.

Read more:

Dear friends,

The Black Lives Matter movement has highlighted the many injustices experienced by indigenous people, including the abject failure in making progress on 'closing the gap' on so many key indicators. The recent destruction by Rio Tinto of aboriginal cultural heritage has similarly underlined the lack of Aboriginal agency in cultural matters.

Alongside this awakening call to all Australians to recognise and redress these inequalities, we should at the same time be encouraged by the very positive things happening in parts of Aboriginal Australia and which are deserving of wider recognition, dissemination and replication. One such good news story comes from central and west Arnhem Land where two indigenous, non-profit organisations, supported by the Karrkad Kanjdji Trust (KKT), have pioneered a range of local initiatives in support of local communities 'living on country' in one of the most culturally rich and biodiverse regions of Australia.

Their partnership model combines traditional ecological knowledge with Western science to manage and protect one of Australia's most unique environments. Current projects, already achieving impressive results, relate to:

- Native species conservation in the face of catastrophic and ongoing mammal decline in northern Australia
- Protecting cultural heritage, including the largest undocumented body of rock art in the world
- Education in a unique school where both western learning and customary knowledge and practice are valued and embedded in the curriculum, helping to improve numeracy and literacy skills
- Training and employment for women as rangers to contribute to sustainable livelihoods, ecological monitoring and documentation of world quality heritage art, and language preservation
- Fire management and carbon abatement, involving traditional owners alongside local rangers in all operations

Chris and I have been following and supporting the work of the traditional owners in these Arnhem Land communities over several years now. We are inspired by the KKT model of co-partnership, the vision and underlying value base, and its philanthropic, non-profit foundation. The preservation and valuing of traditional Aboriginal heritage is not only important to indigenous people but for all Australians to embrace and value as a shared national heritage. In this spirit of 'we are one', Chris and I have undertaken to share their stories and achievements more widely with our friends and colleagues.

If you'd like to know more about the projects of the two Arnhem Land community organisations, Warddeken and Mimal, and the Karrkad Kanjdji Trust, here are the links to their websites:

www.warddeken.com www.mimal.org.au www.kkt.org.au

If you are interested in supporting their work with a donation, a link for a one-off or regular donation is included on the home page, or at kkt.org.au/support-us/ or at <https://kkt.raisely.com>

We hope you are as inspired as we are.

Good wishes from us both,

Liz and Chris

Funding opportunities

Community Grants Hub

To ensure you are up-to-date on Community Grants that may be available make sure you subscribe to the Commonwealth Governments Community Grants hub for notification of upcoming grants <https://www.communitygrants.gov.au/>. This site provides updates on grants available across a range of Commonwealth departments.

Additional Tools

Tools for Learning Communities and Cities

Long Learn: A parallel world of Lifelong Learning

Professor Norman Longworth, former president of the European Lifelong Learning Initiative and visiting professor to the universities of Southampton, Sheffield Hallam, Edinburgh Napier, and Stirling, and advisor to the Centre for Adult Education and Lifelong Learning, University of Glasgow, and friend of the ALCN, has generously made available a range of extensive learning community and learning city resources. This includes book chapters, rationale for learning communities and learning cities, diagrams, checklists, presentations. He wants you to use them in your community and adapt them to your needs!

[Read more.](#)

Tips and Tricks to Host a Virtual Festival Event

The Learning Cities that run Virtual Learning Festivals have put together this practical document. It contains useful information for improving an online presentation for those involved in running a presentation. I have found the tips to be extremely helpful!

[Read more.](#)