



2-3 November 2006, Rotorua, New Zealand

Hume Global Learning Village

Hume City Council, Australia



Hume Global Learning Village

**International Leading Practices Symposium 2006
2–3 November 2006, Rotorua, New Zealand**

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Local Government Data (Please insert your data below)

Form of Government (e.g., council-manager, commission)	Local Government
Governance Body (e.g., 8-member council, separately-elected mayor)	9 Councillors
Population	Approx 160,000
Area (in square kilometres)	502km ²
Budget (in local currency)	\$A137M
Budget (equivalent in New Zealand dollars)	\$NZ163M
Major Types of Revenue Sources in FY2005	Rates 42%; User fees 13.5%; Grants 15.2%; Contributions, including developers 20%
Number of Employees	1500
Socio-Economic Indicators	
Median Household Income (in local currency)	Hume: A\$872 Broadmeadows: A\$536
Median Household Income (in New Zealand \$)	
Homeownership Rate	Hume: 77.3% Broadmeadows : 60.9% (own or buying) (own or buying)
Percentage of University Graduates	Hume: 6.7% Broadmeadows : 3.4%
Leading Employers (including names of employers and industry sectors)	Manufacturing—Ford, The Age Newspaper Transport and Logistics.
Other Distinguishing Characteristics	High migrant population; low incomes; large geographic spread.

NOTE: One source for estimated currency conversions is the Website at:
<http://www.expedia.com/pub/agent.dll?qscr=curc&&zz=1008356586181&>

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EXECUTIVE SUMMARY

The Hume Global Learning Village™ is a collaboration of 300+ learning organisations and individuals with an interest in the Hume community. It is acknowledged worldwide as a project of excellence in the lifelong learning arena.

The Hume Global Learning Village™ is facilitated and supported by Hume City Council under its Learning Community initiative.

Hume City Council has a community of 160,000 people on the northern fringes of Melbourne. It is 504 square kilometres and is both highly urbanised and rural. In southern Hume, in Broadmeadows and surrounding suburbs, the community suffers multiple layers of disadvantage, including low literacy levels, low school retention rates, high unemployment and a significantly low representation of local people in the many jobs offered within the City.

To create social and economic wellbeing, Hume City Council, in partnership with many learning providers in Hume, established the *Hume Global Learning Village™*. The Village's vision is to create a learning community, a culture of learning, in the local community — in its homes, schools, workplaces and community settings.

Hume City Council is the 'glue' that holds the Hume Global Learning Village™ together. The Council provides the resources to support the operations of the Village. Council also acts as a 'member' of the Village — undertaking programs and projects providing learning opportunities.

At the hub of the Village is the Hume Global Learning Centre™ — a state of the art learning facility, including the first ever library in Broadmeadows, *The Age Public Library*. The Hume Global Learning Centre™ is the venue from which many Village members provide their learning programs.

Studies by Jesuit Social Services highlighted southern Hume as being in the top three areas in NSW and Victoria suffering social disadvantage. Hume City Council decided to proactively work with the community and learning providers towards a single vision—Hume as a Learning Community.

PROBLEM ASSESSMENT/INITIAL POLICY ENVIRONMENT

Background—Hume City and its People (Appendix 1- Map)

Hume City Council is an ‘interface’ council on the northern edges of Melbourne. A mixture of urban density and rural living, Hume City is experiencing significant residential growth in its east and north. At the same time, Hume’s long established southern fringe, containing ageing public housing, is decreasing in population.

As the only council in Australia with a Social Justice Charter and Bill of Rights, Hume is committed to social justice outcomes, to equity of access to opportunities, to economic and social sustainability, and to cultural and religious understanding.

Hume’s community is richly diverse in its cultures with 34.6 percent of its population speaking a language other than English at home, compared with the Melbourne average of 26% (ABS Census 2001). The majority of this cultural diversity is located in the south of the municipality, in suburbs such as Broadmeadows, Dallas, Campbellfield and Jacana. Hume City is home to people from over 120 countries and over 50 different languages are spoken. Twelve percent of Hume’s population are Muslim, compared with 3% across Melbourne.

At the same time, southern Hume experiences an unemployment rate of 13%, much higher than the National average of just less than 5%. Young people in southern Hume are much less likely to complete Year 12 (32% in Hume compared with 43% Melbourne average ABS Census 2001), go to university or have a well-paid, secure job.

Participation in the online world through the use of information and communication technologies is less than half the Melbourne average, as reported by the Australian Bureau of Statistics, Census 2001. At that time, only 19% of the Broadmeadows community used the internet, whilst the Melbourne average was 41%.

Hume City Council is home to a vibrant and growing economy. Manufacturing and transport and logistics industries are the dominant businesses in Hume. It is estimated there are 57,000 jobs in Hume City, but only one third of these jobs are taken up by local people. Employers report they are keen to employ ‘locals’ but the skills gap is just too great.

Anecdotal evidence shows that literacy and numeracy levels in southern Hume are lower than Australian levels. The lack of these skills impacts on workforce participation.

Over the years, many good and well intentioned people have developed and delivered programs to address social and economic disadvantage in Hume. Often, this has been done in isolation from others providing similar or complementary services—operated from sub-standard facilities that stated clearly to the community they were ‘disadvantaged’.

Program development—lifelong learning as the driver for social and economic wellbeing

Hume City Council understands the important relationship between high levels of literacy, economic wellbeing and library membership. After Hume City Council was formed in the early 1990s, Councillors were concerned Hume's southern areas—those with poor literacy levels—did not have easy access to a public library.

So, the concept of the Hume Global Learning Village™ and the Hume Global Learning Centre™ started—with the desire to bring one of the most fundamental services supporting democracy and social justice to the community—a public library.

Hume City Council firstly set aside approximately \$1 million from their budget for two years (1998/99 and 1999/00) in order to start the development of their library project. During this period, Council also commenced discussions with the State Government of Victoria, regarding assistance to build the library. Specifically, Council targeted the Community Support Fund, a capital funding program administered by the State Government for projects to benefit communities in disadvantaged areas. The Community Support Fund is derived from gambling revenues – much of it having been created from the poker machine venues in Hume.

The guidelines in place for the Community Support Fund didn't permit funding of a public library, even though the State Government could see the need for services and facilities in Hume.

Rob Hudson from the State Government, Community Support Fund issued Hume City Council and its senior officers a challenge – to develop a facility and programs that were 'more than a traditional library'. He supported Council in redefining their project into something that would more broadly address local issues and needs and meet the criteria for CSF funding.

It was at this point that a range of people became involved in the discussions, which were led by the Council's CEO, Darrell Treloar, Executive Director, Strategy and Organisation Development. Frank Dixon and Manager, David Blair.

In thinking about the various needs of such people as disengaged youth, middle aged people out of work from manufacturing, new migrants and retired people, this leadership group began to see learning as a key theme. Further, they saw the need for a facility with multiple points of entry for various people with differing needs. It was important then, as it is now, that this new facility and the programs within it did not compete with existing education, training and learning providers. Rather that the facility would and does complement and support their vital work.

At the same time, Hume City Council was developing a new precinct in Meadow Heights, an area in Hume that had up until that time, not had any public facilities or infrastructure. The plan for this area became a precinct where a mosque, catholic church and a learning centre would provide a much needed focus for the community and enable these groups to share resources and to work together.

These two projects were brought together for CSF funding. From this, the further notion of not only having the Meadow Heights learning centre as a satellite centre to the one in Broadmeadows, but having many throughout the community was developed and the Learning Community concept was born.

Hume City Council also used their existing consultative forums and community connections to gain input into the concept and the development of the facility. Consultations with the community, education providers, government agencies, businesses and community organisations were undertaken.

Hume City Council had a number of existing advisory groups at this time. The most influential of these in relation to the Learning Community initiative was the Social Justice and Safe City Taskforce. Chaired by Frank McGuire, this group embraced the need to develop facilities and programs beyond traditional library services and supported Hume City Council in terms of both ideas and advocacy.

Frank McGuire was influential in working with Ministerial Advisors in the Victorian Government to bring the project to the attention of key Ministers and their departments. This included the Offices of the Premier and the Treasurer.

Council established a Lifelong Learning Portfolio and Councillor Gary Jungwirth was elected to this position. Councillor Jungwirth had links to Richard Pratt, one of Australia's most active philanthropists. Mr Pratt has a paper and cardboard recycling facility in Hume and he was happy to provide financial support to the project as a contribution to the community in which many of his workers lived.

Similarly Ford Motor Company and The Age newspaper were interested in developing a strong relationship with their local communities. At in the time, The Age Newspaper had just relocated their printing plant into Hume and they wanted to be involved in the community. The relationship established between the senior officers of Council, such as CEO Darrell Treloar and the Print Manager from The Age, enabled the link between The Age and the Learning Community program.

As a business, The Age values literacy, reading and learning and as such they were perfectly aligned to the Learning Community initiative. The Age provided \$100,000 to the building of the library as a way of commencing their involvement.

The involvement of Ford Motor Company was also a result of existing relationships between senior officers of both organisations and a shared vision for the local community. Ford provides Hume City Council with a car every year and the proceeds of the car are used for Hume Global Learning Village™ programs, such as a computer awards program for year four students across Hume.

The concept of a significant, proactive and collaborative intervention was developed, encompassing built infrastructure and the concept of a series of learning facilities collaborating across Hume. Once the submission to the State Government for CSF funding was successful, a project officer was appointed and further consultations and plans were developed.

Funding secured

Once the commitment of Hume City Council, the State Government and the private partners had been established the project officer commenced consultations regarding both the Hume Global Learning Centre and the Hume Global Learning Village™.

Workshops and consultation sessions were held with representatives of formal and informal learning providers, such as schools, TAFE, universities and community groups.

They were invited to create a vision for both the Hume Global Learning Centre™ and its programs, as well as the Hume Global Learning Village™, which was to be ‘a collaboration’ between learning providers.

The Hume Global Learning Centre™ has been heavily influenced by the outcomes of these workshops. The ‘look and feel’ of the Centre™, as well as the services and facilities have been developed from input from these people. For example, the openness of the facility and the glass walls giving people a chance to see what learning is happening, are both directly attributable to the comments gained from consultations.

Zing technology was used in these sessions. Zing enables data and ideas from group work to be gathered and shown on a screen so that further ideas can be generated and key themes can be synthesised very easily.

Overseas research by the project officer highlighted the role of learning in creating healthy, happy, adaptable and sustainable people, families, communities and businesses. The OECD has been supporting research into Learning Communities and Learning Cities since the early 1990s. Case studies and OECD reports showed that communities in Finland, Denmark, Birmingham (UK), and Blackburn with Darwen (UK), had been developed as centres of excellence in driving social and economic benefit through learning.

All of this supported the model of the Hume Global Learning Village™ that was being developed locally.

Local consultations with the many training, education and learning providers showed there was a great deal of effort being put into developing learning opportunities for Hume residents, by many organisations. However, much of this effort was being undertaken with little understanding or connection to other programs with similar objectives or in similar target groups.

Similarly, Hume City Council’s view was that services—delivered from buildings that were ill equipped, dated and unattractive—reinforced perceptions of disadvantage. This re-enforced Council’s decision to undertake a large and innovative Hume Global Learning Centre™ building program to address and create a sense of aspiration.

Policy development—Social Justice, Economic Development and Learning

Social Justice Charter and Bill of Rights

Hume City Council’s Social Justice Charter highlights learning as a fundamental concept to driving positive change in the community. This is achieved by partnering with the community, the education sector, the community development and support sector, businesses and others.

Hume City Plan 2030

Learning outcomes are covered extensively in the ‘Hume City Plan 2030’—a long-term planning document developed in consultation with the entire Hume community. This strategy is critical to achieving its vision of a learning community by the year 2030. The Hume City Plan 2030 sets actions for the years 2008, 2016, 2024 and 2030.

Hume City Council Plan 2006–2010

Learning outcomes are a central theme of Hume's 2006–2010 Council Plan, setting the learning agenda for the next four years. This includes the opening of a new library in Craigieburn (a boom suburb in the north of Hume). The Council Plan assists the community to achieve their vision. This links to Council's Social Justice Charter and provides the basis upon which Council's Learning Community Department operates.

PROJECT DESCRIPTION/CHANGES IMPLEMENTED

Hume City Council's approach to lifelong learning and a Learning Community

Places to learn

Hume City Council embarked on an ambitious program to create and promote learning facilities throughout the City.

Hume's libraries form an important part of the network of learning facilities. In May 2003, Council opened the A\$12.8M Hume Global Learning Centre™, a state of the art building housing the first ever library in Broadmeadows. It also includes eleven training and seminar rooms, computer training facilities, a wet and dry activities room and a new Council Chamber.

The Hume Global Learning Centre™ was built in partnership with the State Government of Victoria, The Age Newspaper, the Ford Motor Company, and The Pratt Foundation.

At the same time, Hume City Council opened the Visy Cares Learning Centre, a community learning facility in Meadow Heights. This area was totally devoid of community infrastructure and the Visy Cares Learning Centre offers community learning opportunities, Maternal and Child Health services and childcare.

Hume City Council has also brokered a partnership that has seen the development of a TAFE-run learning facility in Craigieburn—the Malcolm Creek Learning Centre. A pre-school and a primary school have been located within this centre. Finally, Council supported the development of an indigenous learning centre in Broadmeadows—the Gunung Willam Balluk Centre, by donating land.

These new facilities, in addition to the existing schools, neighbourhood houses and other community infrastructure, has led to a vibrant and accessible network of learning venues—suited to many different interests, skills and abilities.

The Hume Global Learning Village™ —what is it?

If you stop and think about it—the Village is a place for people, families, businesses, organisations and institutions with an interest in learning in Hume.

Hume City Council supports the Village by providing the executive officer role to bring together Village members and to support this collaboration. The Hume Global Learning Village™ has 320 members comprising 54 schools, 9 neighbourhood houses, Colleges of Technical and Further Education, universities, job support agencies, not for profit organisations, businesses, government departments and community groups.

The Hume Global Learning Village™ is multi-disciplinary and cross-sectoral. Each member has an interest in learning in some form, from the:

- very informal (community groups, sporting clubs, neighbourhood houses)
- non-formal (tutoring, music/arts classes)
- very formal university and vocational education.

Each has a role to play in developing community members into lifelong learners.

The Hume Global Learning Village™ has developed a five-year plan, which provides a blueprint of projects and programs that are being delivered collaboratively. Entitled the *Learning Together Strategy*, the plan documents 56 different projects and plans—each being delivered by various members of the Village. (Appendix 2)

How did it start?

Early consultations with community and education representatives were undertaken using a visioning exercise facilitated by the *Zing* software program. This program enables group and individual input into key questions and issues. It is an efficient method of collecting large amounts of data from groups of people in a timely and consultative way.

These consultations were used to gather the views of a range of people in the design of the Hume Global Learning Centre™.

As the HGLC was taking shape, a learning seminar was held. This was addressed by learning expert Professor Norman Longworth, of the University of Stirling, Scotland. Following his address, a workshop was conducted to create the Village and its framework; the draft Statement of Understanding (Attachment 1) was developed and an interim committee established. The Statement of Understanding establishes the vision of the Hume Global Learning Village™, its role and its values.

The Interim Committee went onto develop Terms of Reference (Appendix 3) and the full Village was established.

Shared vision—Hume City Council and the Hume Global Learning Village™

The Hume Global Learning Village™ supports Hume City Council in its vision for a learning community. This shared vision is:

For Hume to be a learning community, where people embrace learning as a way of life, for all of their life, thereby creating a community that values learning as the key to strengthening individual and community wellbeing.

Hume Global Learning Village™ structure and management

The Hume Global Learning Village™ operates as collaboration, supported but not managed by, Hume City Council. Its strength is in its connectedness and in the bringing together of the vision, values, strategies and plans of the many members of the Village.

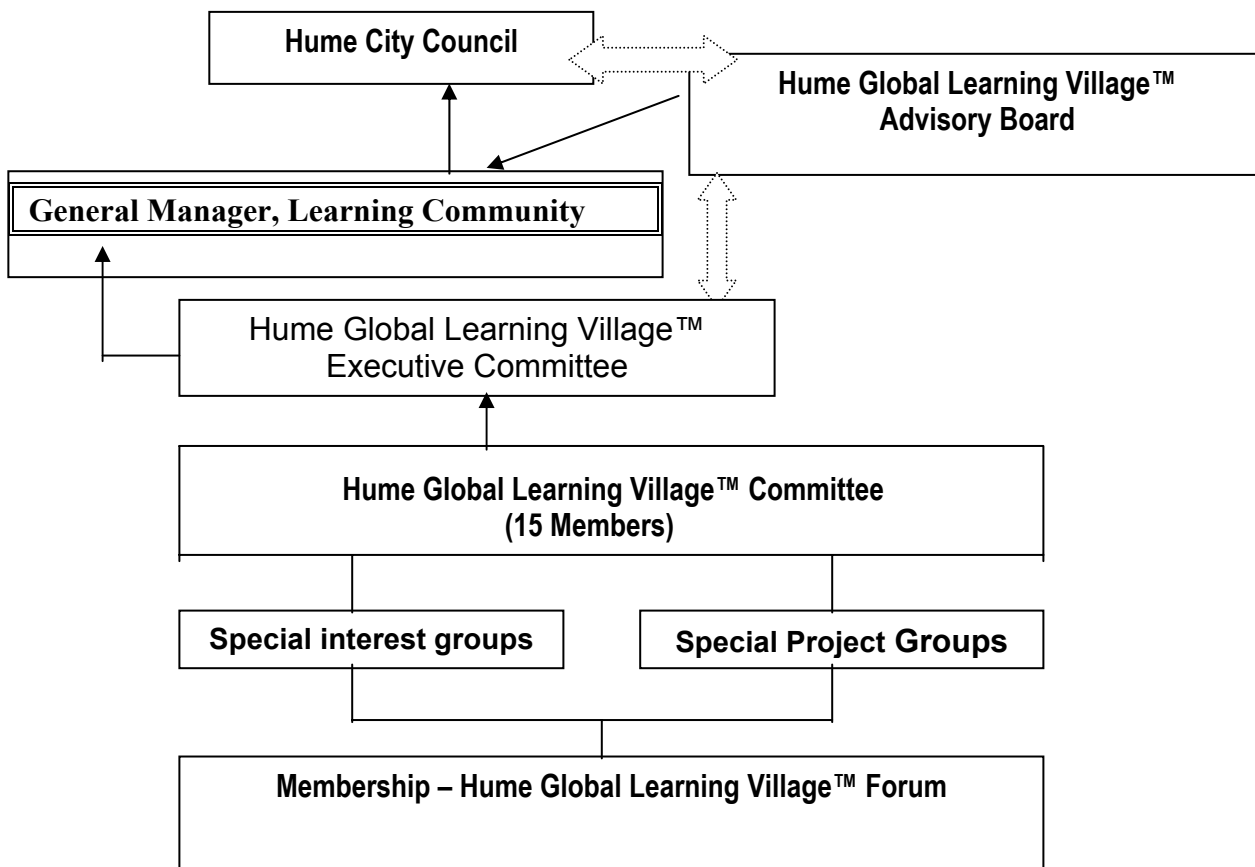
The operational and strategic management of the Hume Global Learning Village™ rests with the Hume Global Learning Village™ Committee, a group of 15 people representing the members of the Village.

It is the Hume Global Learning Village™ Committee that oversees the implementation, management and evaluation of the *‘Learning Together’* strategy, maintains the connectedness and vibrancy of the Village network, and considers opportunities that are offered to the Village. The General Manager, Learning Community acts as the conduit between the Hume Global Learning Village™ Committee and Hume City Council. The Chairman of the Committee is on the Global Learning Village Advisory Board, providing a link between the two bodies.

A Hume Global Learning Village™ Advisory Board provides high level advice to the Village and to Hume City Council. Twenty-five senior people—from business, government, academia, research, the not-for profit sector and media—provide the Village with access to the latest thinking, research, funding opportunities and policy development.

The Advisory Board is chaired by a former Premier of the State of Victoria, The Hon John Cain. This group ‘opens doors’ and gains access to people and organisations otherwise unavailable to the Hume Global Learning Village™. The ‘grass roots’ Village members have access to these high level people, and their thinking and resources, through the Hume Global Learning Village™ framework.

This diagram represents the Hume Global Learning Village™ relationships



Learning Together Strategy (Appendix 2)

The Learning Together Strategy is the focus for activities in the Hume Global Learning Village™ and provides the framework for collaborative partnerships. Projects and programs are delivered under eight themes:

- Inspiring lifelong learning in Hume
- Starting out: starting school
- Moving on: school to further education and employment
- Learning in community settings
- Language, literacy and numeracy
- Information technology and virtual communities
- Information about learning
- The Village Network

Inspiring lifelong learning in Hume contains ten different projects all aimed at motivating the community to take up or continue learning for themselves and others, to recognise that learning is already happening in their lives and around them, and to acknowledge those who encourage others to learn. Of the ten projects, two are yet to commence. One of these is planned to commence in this budget year (Inspired to Learn in Hume Awards) and the other Village members are seeking funding in order to commence.

Theme Two is Starting out: starting school. It is focused on early years learning and parent education. Work in this theme has been intensive, with excellent results to date. The State Government's Best Start program is a member of the Hume Global Learning Village™ and has been working on the systemic issues that were barriers to participation. Together, we have identified erroneous views held by ethnic groups about preschools and have encouraged far greater participation in early literacy through bilingual story times. There are three projects in Theme Two and all are achieving great results.

Moving on is the theme originally intended to support students as they transitioned from primary school to secondary school and then from school to further study or work. Nine projects are listed under this theme. This theme is being managed by Kangan Batman TAFE, which calls together all of the people and organisations delivering one or more projects under this theme. This group has been well placed to take advantage of the increasing interest that the Commonwealth and State Governments have in career information, skills development and vocational education and have successfully won contracts or funding for these activities.

Increasingly however, theme three is also expanding to accommodate the growing number of people who are losing their jobs from manufacturing industries and who are unskilled or low skilled. The Village has recognised that these people have learning needs that are different from young people but that they are none the less undergoing a significant transition in their lives.

Learning in community settings is the theme that supports informal and recreational learning. It supports the important work done in communities by neighbourhood houses and community groups, in encouraging people into their first step on their learning journey. The theme has five projects ranging from volunteering to learning through the arts. Each of the projects has commenced, some having changed along the way. For example, the project Learning through place, journey and life stories has

changed to become an English Language and IT skills program from Turkish speaking women, from a more general project.

Clearly literacy is a significant issue in Hume and the Hume Global Learning Village™ established theme five to address literacy and numeracy levels. What has emerged from the development of this theme, is that literacy must be built into programs and projects in all of the themes, rather than only establishing specific literacy programs.

Information technology is theme six, and like theme three, the nine projects in this theme are being managed by one special interest group, chaired by Hume City Council Mayor, Cr Adem Atmaca. Hume City Council further supports this theme by having a dedicated programs officer whose primary responsibility is to work with the Hume Global Learning Village™ to increase ICT participation within the community.

For the Hume Global Learning Village™ to be successful and for the community to be fully participating in learning opportunities, information about ‘what is out there’ needs to be accessible. Theme Seven involves projects that will keep the community informed about what and where they can learn. This theme includes the development of a learning database, which is underway, as well as the learning advocacy project, where we are training Hume Global Learning Village™ members and key council staff to add learning advocacy to their day to day work with their clients.

Finally, the Village recognises that they must add value to the membership and to sustain the Village in its work. Six projects are listed as part of the Village network theme, including managing the research and evaluation of the Learning Together Strategy.

Each of the 56 projects or programs within the Learning Together Strategy is led by a Hume Global Learning Village member™ with other members contributing to the implementation.

The Learning Together Strategy was developed in 2004 and published in September 2004. It is the result of ‘strategic conversations’ amongst Hume Global Learning Village™ members. At the time, this numbered approximately 200 people. These people represented the very diverse membership of the Village – principals and teachers; TAFE lecturers; community workers; neighbourhood house co-ordinators; Job Network providers; literacy tutors; business people; university professors and many others.

Hume City Council provided the funding and the staff support to the development of the Learning Together Strategy. Various departments of Hume City Council also act as members of the Village.

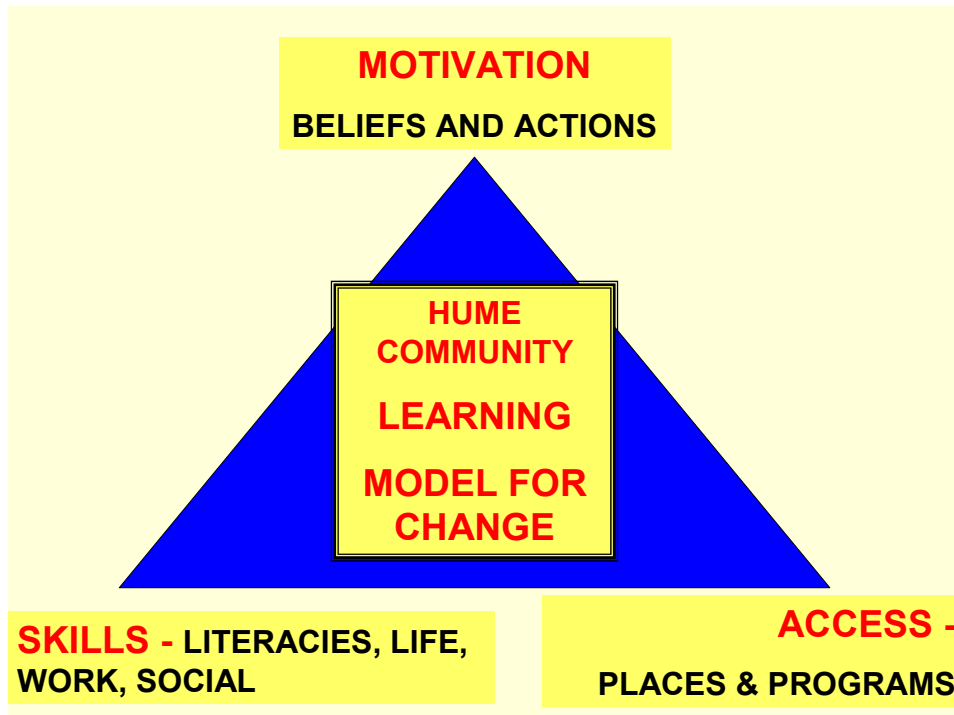
Key members of the Hume Global Learning Village™—such as Kangan Batman TAFE, Victoria University, and some local schools—have joined Hume City Council in inculcating the Learning Together strategy into their own local organisation’s strategic plans.

Change model

This diagram represents the model under which the Village’s Learning Together Strategy was developed. It is based on this concept:

- to bring about change in the community, beliefs and actions must be influenced
- people must be able to easily access places and programs to participate

- people must develop skills to fully participate in community life and the economy.



Learning Together Strategy—some key projects and programs

Inspiring Stories project

The *Inspiring Stories* project gathers information on inspiring people with a connection to Hume. Based on the principle that young people respond best to role models with shared backgrounds, this project has over 100 inspiring stories on a database. These inspiring people are made available to schools and community groups working with young people—to inspire them to achieve beyond what they previously thought possible. (Appendix 4)

An annual poster series and DVD of selected inspiring people is created and distributed widely throughout Hume. People on the database include a national TV star, a young woman working in cancer research, one of Australia’s richest under 40s, an Afghani refugee, who is an internationally renowned public artist, and different sports people, professionals and community advocates.

Festival of Learning

In its second year, the Festival of Learning now has over 100 different activities held throughout the municipality in a two-week period coinciding with National Literacy Week and Adult Learner’s Week. The program is an eclectic mix of recreational, business, literacy, informal, formal and non formal learning opportunities. All are free or low cost and are run by schools, private trainers, universities, TAFE, community groups, council departments and libraries.

The purpose of the Festival is to focus attention on learning in the community, to promote learning and to encourage participation. (Appendix 5)

Inspiring Teachers' Scholarships

Hume City Council, as the supporting member of the Hume Global Learning Village™, recognises that teachers within Hume are vital to the successful outcomes we are hoping to achieve.

To recognise this, Hume City Council funds an annual scholarship program. Primary and Secondary teachers can win a \$5,000 scholarship—to attend a course, conference or visit a program and then bring their learning back to others in Hume.

A pre-school worker and a coach or tutor can win \$1,500 for a similar purpose.

So far, we have been able to send one teacher to the United Kingdom to attend a conference on the role that schools play in developing IT skills in the broader community; one teacher is travelling to Italy to study a particular education method involving the arts; a primary school teacher has attended a program to develop her school into a five-star environmental school; and another teacher will visit schools of excellence in Singapore and the United States.

School community engagement

Much is written in current literature regarding the role that schools can play in 'capacity building' in their local community. The Hume Global Learning Village™ has a number of projects addressing this, such as using schools as hubs of community learning and developing intergenerational IT programs between young people, their parents and their grandparents.

Bilingual story time

Many people in the community have never 'developed' a library habit. Or they have come from places in the world where libraries don't exist. To engage with non-English speaking communities, Storytime for under-5s has been taken directly to the community—at locations where parents gather and feel most comfortable. Each month, approximately 80 different sessions are delivered in English and one of five other community languages. On average between 2,000 and 2,500 children participate per month.

Not only does this program engage parents and children in their own languages, but it enables the story tellers to support the parents with information about parenting (especially early literacy). It provides a forum for advice and support to access other learning opportunities, such as English language programs, and it builds confidence in the parents—to the point where they request to attend the library.

Learning as a volunteer

Volunteering is a lifelong learning opportunity, whether the motivation for volunteering is 'putting back' into the community, or gaining skills for employment. Volunteers are well trained for their work with the Hume Global Learning Village™ and they work in homework clubs, computer clubs, IT support and reading to school children.

A program to introduce computers and the internet to novices, entitled *net.Help*, is delivered and almost fully managed by volunteers. In this program, volunteers are taught to work one-on-one with people, who are just starting to use a computer.

Connecting Hume

With very low home computer ownership in Hume, the Hume Global Learning Village™ and Hume City Council have developed a program to put 44 computers into the homes of school students each year. Sponsored by the Ford Motor Company, computers are purchased for one Year 4 student in each

of Hume's 44 primary schools. These children are selected by the school for their 'love of learning' and come from a family that is unlikely to be able to afford a computer.

Year 4 is selected as the year to provide the computer. Early learning data suggests these are the most important years for establishing lifelong learning habits. It is anticipated there will be a 'ripple' effect as siblings, friends, carers, relatives, parents and grandparents become interested in technology and learning.

Imagine Explore Discover—Hume Global Learning Village™ newsletter

Communicating the lifelong learning message, as well as the successes of the Hume Global Learning Village™, is a role that Hume City Council takes on as part of its support for the Hume Global Learning Village™. *Imagine Explore Discover* is the official newsletter of the Hume Global Learning Village™. It is published quarterly and distributed to the community, Hume Global Learning Village™ members and key stakeholders.

Learning Advocacy

To create a supported environment for community change, the community must see the benefits of change and make the decision to participate in lifelong learning. Hume City Council and the Hume Global Learning Village™ have people who work with the community and enjoy considerable trust: these include Maternal Child and Health nurses, librarians, pre-school teachers, neighbourhood house coordinators, youth workers and others—they all have strong connections to their communities and are ideal people to advocate for learning.

A program funded by the State Library of Victoria is about to commence—training these people to become learning advocates, providing ideas, information, support and pathways for their clients into learning opportunities. Considerable thinking has gone into the development of the framework for the role of the learning advocate and the creation of a skill set that will be taught to trusted professionals.

Learning and Community database

In support of the learning advocates, a database of community information and learning opportunities is in development. Linking community contact details, and learning opportunities from the very informal to certificate and graduate level, this database will be available to trusted professionals as well as the community at large.

The system will also link the materials in the library to each learning opportunity. For example, an enquiry under diabetes will display the Diabetes Association's contact details, list all courses available on managing diabetes, and list the items in the library on diabetes.

Evaluation framework

As part of the Hume Global Learning Village™ structure, a Research Group has been established. Their focus is ensuring that all research conducted on, and in Hume, is shared among the Hume Global Learning Village™ membership. They have also championed the development of the Learning Together Strategy evaluation framework. (Appendix 6) the Hume Global Learning Village™ Committee receives reports about the progress of projects and the measurements for success.

This framework ensures that the Village is monitoring its progress and success at three levels:

- Vision

- Themes
- Projects

Overall, Hume City Council and the Hume Global Learning Village™ will measure the success of the Learning Together Strategy.

Examples of the Evaluation framework project key performance indicators

Project 6.1 Taking IT out to the community

Vision of Success

- People from the community go to the schools, Neighbourhood House, etc. to learn to use IT and do use it.
- Hume has many places where people can go to use IT and the project has set up or negotiated these places.
- The places are being used/people attend.
- People get computers in their homes

KPI 1 The number of IT hubs established by the project (or in Hume).

KPI 2 The number of people attending the IT hubs established by the project (or in Hume).

KPI 3 The type of IT use of the people attending the IT hubs (e.g. use of computers – documents, spreadsheets; email to friends and family; surf the web; conduct transactions; etc.)

KPI 4 The number of homes with computers and internet connections

Project 1.5 Celebration of Learning Festival

Vision of Success

- Hume Global Learning Village™ members - business, schools and community groups - do something ‘hands on’ during the festival to contribute to Hume residents being involved in a learning opportunity.
- People participate in these activities and make the most of these opportunities.
- People in the community recognise the Learning Festival is happening.

KPI 1 The number and type of activities occurring.

KPI 2 The number and type of business, educational and community groups involved.

KPI 3 The number of people (Hume residents) who participate in any activities.

KPI 4 The number of people from specific target groups (e.g. youth, Non-English speakers) who participate in any activities.

Theme 3 Moving on: school to further education and employment

Vision of Success

- ‘Everyone’ has an opportunity of going into education, training or employment.

KPI 1 Number of Hume students completing Year 12.

KPI 2 % of Hume students that leave school and within six months are in education, training or permanent employment.

KPI 3 Unemployment rate in Hume (overall and amongst specific target groups).

Evaluation of the vision

Hume City Council and the Hume Global Learning Village™ will measure the long term success of the program towards their vision through Australian Bureau of Statistics census data. These measures are listed in the Hume 2030 Community Plan and include employment rates, school completion levels, percentage of local people in local jobs, post secondary education rates and the level of volunteering.

COSTS/SAVINGS/FISCAL IMPACT

The HGLV has been funded from a combination of sources. As well as a substantial commitment from Hume City itself, the programme has been able to access, state and philanthropic funding sources. Partner businesses have also made significant contributions. Details are set out below.

Program costs

Capital costs

Hume Global Learning Centre™ capital cost— NZ \$14.6 M (A \$12.8M)

Visy Cares Learning Centre capital cost – NZ \$3.423M (A\$3M)

Recurrent costs

Recurrent budget 2006/07 for Learning Community Department, Hume City Council— NZ \$4.583 M (A \$4.01M)

This includes the costs of supporting the Hume Global Learning Village™ and the Hume Global Learning Centre™. Approximately one third of the recurrent budget is to support the Hume Global Learning Village™ and to run the Hume Global Learning Centre™. Two thirds of the recurrent budget covers the more mainstream library services.

Library materials budget for 2006/07— NZ \$914,303 (A \$800,000)

Exchange rate: 1.1410

Income from partners

State Government of Victoria (Community Support Fund – for both buildings) – NZ \$3.423M (A\$3M)

Pratt Foundation (for Hume Global Learning Centre™) – NZ \$96,985 (A\$85,000)

Visy Cares (for Visy Cares Learning Centre) - NZ \$342,300 (A\$300,000)

The Age Newspaper (for library in Hume Global Learning Centre™) – NZ \$114,100 (A\$100,000)

Ford Motor Company (for programs at Hume Global Learning Centre™)

- 3 x car @ NZ\$39,935 = NZ \$119,805 (A\$35,000) (A\$105,000)

In kind support from Ford and The Age has not been quantified, but involves staff time providing programs and expertise to Hume Global Learning Village™ activities, such as mentors for work-ready programs, photographers and journalists for programs with youth.

RESULTS ACHIEVED

The Hume Global Learning Village™ network enables connections to be made, understanding to be developed and relationships to grow. It focuses the activity and effort of many people and organisations on a single vision—for Hume as a Learning Community.

From this, Hume Global Learning Village™ members can assist and support community members into a learning pathway that suits them.

A study of the outcomes from the Village network itself is about to commence. This will measure members' views on the benefit of the Village and look at the bridging and bonding social capital generated (*Kearns, Peter. Achieving Australia as a Learning Community 2005*).

Hume Global Learning Centre™

The Hume Global Learning Centre™ has become an iconic community facility. It signals to the community that they are deserving of the best quality facilities. In response, they are proud of the Centre and use it extensively. It has raised the community's view of themselves as worthy, innovative and being recognised as a leading learning community.

The library in the Hume Global Learning Centre™ has shown a 23–25% increase in use each of the three years that the Centre has been open.

The learning facilities in the centre now host an average of between 1500 and 2500 person hours of learning each week. Programs include English Language classes, computer classes for kids with intellectual disabilities, parenting classes, University of the Third Age French programs, job seeking skills seminars and men's health programs.

The Hume Global Learning Centre™ was established to meet Council's Social Justice objectives. On average, 56% of participation in programs at the Centre are for activities specifically targeted at these groups.

Benefits to the community

The Village is engaging a broad range of people and organisations across, providing them with support, expertise, and new partners and opportunities to promote themselves to a wider audience.

Hume is building a Learning Community, through better facilities, more information being made available, more programs being brokered and through the collaboration of previously unconnected learning providers. The Hume community is able to access the expertise and energy of a high level Advisory Board, bringing resources to the community that would otherwise be unavailable to them.

Overall, the community is being enabled to become lifelong learners who are successful and happy. In summary:

- More learning opportunities, promoted more widely and in broadly accessible venues.
- Greater support to access learning opportunities.
- Creating Pathways that can result in community or workforce participation.
- Opportunities to volunteer.
- Integrated learning providers, with greater scope to meet community needs.
- Support to become lifelong learners and therefore increase their social, economic and community participation

- Lifelong learning builds strong and sustainable individuals, families, communities, organisations and businesses

Benefits to the local economy

The Learning Community initiative is addressing unemployment, re-skilling people, and researching new and emerging skill gaps. A special focus on our culturally and linguistically diverse community is enabling Hume's economy to benefit from the skills of new arrivals.

The opportunities for true corporate citizenship offered by the Hume Global Learning Village™ have enabled Ford and The Age newspaper to play an active role in the life of the community and to assist to develop the capacity of the local community—well beyond 'sponsorship'.

Benefits to Hume City Council

Council is focused on improving opportunities for individuals and families in Hume. It is improving outcomes through strong partnerships and in harnessing the energy of many people and organisations to address issues such as poverty, employment and education.

Council is seen as the broker and facilitator between businesses, education providers, community groups, government and the people who most benefit from assistance.

Council is taking a leadership role in learning and education, something that local government has not traditionally done before.

The traditional role of librarians as custodians and distributors of collections is being changed, along with the roles of other 'trusted professionals' in Council. Today, that role is more akin to a 'Learning Advocate'.

The Hume Global Learning Village™ is a model for change, integrating social and economic development, and providing a platform for creating real and sustainable change.

The Village framework also brings together a number of Council functions and departments, focusing effort and activity. Departments such as Social Development, Economic Development, Leisure, Pre-schools, Maternal and Child Health, Planning and Research are all involved in the Village.

The Hume Global Learning Village™

The Hume Global Learning Village™ has grown substantially since its inception in 2004, from 50 people to over 320 people and organisations today. The Village has enabled cross sectoral, cross discipline partnerships, leveraging better outcomes and attracting funds to the program.

Neighbourhood Houses, Job Network Providers, universities and TAFE's (Technical and Further Education institutions), community health centres, sporting clubs, businesses and others have formed partnerships to deliver programs and services.

The Village supports *Best Start*, a program to improve early learning. As a result of this, one school is reporting pre-school attendance rates of 95%. Only a few years ago, up to 80% of prep-age children did not attend a preschool.

The groundswell of community and Village focus on learning has created an environment where the Department of Education and Training (DET) has committed to the largest and most far reaching re-invention of school education anywhere in Australia. Fourteen schools (primary, secondary and special) are involved in the program to re-think pedagogies, delivery, curriculum and facilities. Nine new schools will be built and through the Village, community, business and other education sectors will be linked into classrooms and the education of young people. The schools will also be community hubs, contributing to capacity building in the broader community.

The interconnectedness of the Village and its members' shared vision has attracted an overseas corporate partner to consider Hume as an Australian base for their corporate citizenship.

Hume Global Learning Village™ members receive the following from their participation:

- Ability to place their activities, plans and objectives into a broader, strategic framework.
- Ability to meet, network and partner with organisations they would be unlikely to know in other circumstances.
- Less duplication, better leverage for exiting resources through sharing, joint projects.
- The 'weight' of a 300 member organisation when submitting funding or partnership proposals.
- A test bed for pilot projects.
- In-kind support from other Village members, such as business support, educational expertise.

As members of the Hume Global Learning Village™, the education sector receives the following:

- Support and focus on education and learning.
- Access to the business sector, community sector and other Village members for students, teachers, programs.
- A test bed for pilots and programs, especially where connectedness to community is a component.
- An environment of innovation and change to develop new models of education and learning.
- Access to partners and projects.

The Hume Global Learning Village™ and Hume City Council have won the Australian National Award for Excellence in Local Government in November 2005. Together with The Age, they won the 2004 Victorian Award in the Prime Minister's Awards for Business Community Partnerships.

The Hume Global Learning Centre™ won the Australian Property Council (Victoria) award for the best community facility in 2004.

The Hume Global Learning Village was the Australian Nomination to the UNESCO International Literacy Awards in 2005.

CONCLUSIONS

Transferability

This model provides a framework for councils wishing to use learning as the driver to economic and social change.

The model of inter-government, business and community partnerships based around a strategic social issue can be applied to other councils and situations.

The models of facilitation and engagement in a learning context are relevant to other councils.

The provision of multi-purpose learning facilities can be a model, as can the development of a building as an iconic statement to highlight a change in the community.

The changing role of libraries can be transferred to other councils.

The lessons, benefits, framework and structure of true Council/corporate partnerships are also transferable.

Lessons learned

Some of the lessons learned are:

- The need for the facilitator of the collaboration to be considered independent and without ‘baggage’. It is unlikely that the Hume Global Learning Village™ would have succeeded if it were facilitated from one of the formal education sectors.
- There are many good people and organisations doing good things in disadvantaged communities. They embrace opportunities to link up, provided that the mundane work of the collaboration does not fall to them – so the fact that Hume City Council manages the business of the collaboration such as minutes, professional development, publishing key document, calling and supporting meetings – means that the contribution of members is focussed on projects, programs, policy and advocacy.
- Celebration of learning, community, culture and achievements encourages further participation in learning
- Use an ‘asset’ approach rather than a ‘deficit’ approach. The Hume Global Learning Village™ builds on the community’s strong affiliation with cultural backgrounds and the tremendous resilience in the community rather than focussing on disadvantages.
- Foster opportunities for people to share their skills and knowledge as ‘teachers’ as well as learners.
- Create pathways for learners that are flexible and relevant specifically and especially for each learner.
- Create multiple access places and programs where community members can start their learning journey, starting from the very informal such as community venues, through to formal education.
- ‘Set the bar high’ for the community, especially young people, and overcome the temptation to make accommodations for their background or barriers.

- Work with early adopters as models for other potential Village members. Promote their successes as a way of engaging further collaborators.