

# **2021 Global Learning Festival Final Report**



**December 2021**

**Written by co-organisers Wyndham City Council and Melton City  
Council**

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## **Acknowledgement to Country**

The co-leads of the GLF (GLF), Wyndham and Melton City Councils, acknowledge the Wathaurung, Boonwurrung and Woiwurrung as the First Peoples of the land on which we work and live. We pay respect to Elders and the diversity and rich learning of Aboriginal communities past, present and future.



Image: Werribee River, Wyndham. Photo Credit Wyndham City Council

## Executive Summary

Running from 8-11 November 2021, the GLF (GLF) showcased live and pre-recorded events delivered from across the world including from Australia, the USA, the U.K, Israel, Northern Ireland, Taiwan, Canada, Bangladesh, Kenya, Benin, Colombia, Finland, Italy, Lithuania, and Turkey.

Co-hosted by the City of Wyndham and the City of Melton along with over 20 learning communities around the world, the [GLF](#) ran for the second time in 2021. The GLF aims to bring unity and connection to communities all over the world and to give learners a firsthand experience of the benefits that lifelong learning can bring, particularly during uncertain and challenging times.

2021 saw strong support, partnership and collaboration from the PASCAL International Observatory, the Australian Learning Communities Network (ALCN), Adult Learning Australia, UNESCO Global Network of Learning Cities, RMIT University and the WISE Qatar Foundation.

Event topics included cooking, history, environment & sustainability, international development, inclusion, entrepreneurship, reconciliation, gardening, cooking, hope & attachment, resilience, mentoring, mental health and self-care, STEM, author talks, career change, peace-building, human rights, virtual tour of parliament house. Some recorded events can still be viewed on the [GLF](#) website.

A snapshot of the GLF includes:

- Over 95 events registered from 15 countries including Australia, the USA, the U.K, Israel, Northern Ireland, Taiwan, Canada, Bangladesh, Kenya, Benin, Colombia, Finland, Italy, Lithuania, and Turkey.
- Over 2761 registrations to attend events came from a range of sectors including university, youth, disability, community development, libraries, local government, education, state government and the private sector.
- Over 4796 people logged in and “attended” or viewed the range of events and recordings.
- Over 100 diverse presenters shared the floor across the four days to deliver a wide range of lifelong learning initiatives.

Participants, event providers and members of the working group were surveyed to gain valuable feedback to inform planning for 2022. In addition, an evaluation and reflections session was held 4 weeks after the Festival with the working group.



Due to the nature of the GLF, promotional activities were delivered mostly through digital channels including social media, email and website. A small number of features in local print media were also achieved. Promotional activities were targeted towards two different audiences, either potential event hosts or event participants. Messaging and collateral were tweaked to suit each. A major part of marketing work completed in 2021 included a complete redevelopment of the festival website which received great feedback as well as a number of constructive ideas to implement in 2022. Recommendations for 2022 include continuing to use current branding, further finessing the website, concentrating on paid social media advertising, building the eDM database and increasing the number of eDMs delivered and continuing to leverage industry networks to spread awareness of the festival.

As co-hosts, the Wyndham and Melton teams sincerely thank all members of the working group, all event hosts, our global partners and, most importantly, the lifelong learners across the world who made this Festival such a success.

*Diane Tabbagh and Adam Josofski, Wyndham City Council and Melton City Council, Australia*

## **Most Significant Change Story**

### **Finding ways to beat the COVID malaise - Avery's Story**

Avery is 7 years old, currently in the first grade and is living in Lowell, Massachusetts USA. With the help of her father, Joe and mother, Bonnie, Avery created a baking show event where she presented two of her YouTube Baking Videos and had time afterwards for Q&A. She first started her YouTube videos during the pandemic to beat the COVID malaise and stay connected to her friends and family. Avery heard about the GLF from her father, who was approached by Margaret Shanahan from UMASS Lowell University as Avery previously created an event for the Lowell Learning Festival. Alongside participating in community events, she also fundraises for a local non-profit organisation called Catie's Closet.

Avery was most impacted by the overwhelmingly positive responses she received from her event. She was most excited by a young participant who connected instantly with Avery and wanted to have a playdate as soon as possible! Avery also connected with her local community as she and her family baked a batch of jam squares and delivered it to the folks nearby. Avery's dad received messages from households expressing their gratitude and how much they enjoyed them. Avery also received an email from Diane, one of the GLF organisers, who passed on support from the 4th graders from Saint Therese Primary School in Melbourne, Australia. The students had the opportunity in class to watch her event and bake the sweets alongside her. Avery was touched and overjoyed by their support that it brought her to happy tears. Through her event, participants also shared their country's traditional baked goods which Avery and her family look forward to making.



## Project Objective

The annual GLF (GLF) seeks to provide unity and connection to communities all over the world. By participating in learning events on a wide variety of topics, across time zones and languages, global communities can experience firsthand the benefits that lifelong learning can bring, especially during uncertain times.

*I have enjoyed partaking in the GLF and look forward to many continuous years of collaboration.*

2021 Event Host

## Project Collaborations

### The Co-Lead Team

The festival was led by Melton City Council and Wyndham City Council. A formal Memorandum of Understanding (MOU) was developed and signed off by both lead Councils to ensure a productive and supported formal partnership to drive this project lead role and to allocate and divide key tasks. The co-leads met fortnightly during the two-month lead up to the GLF, and before this time, met monthly.

### The Global Working Group

*Being involved in the GLF was one of the few experiences I have had over the past 5+ years that did not have associated political anxiety.*

*In the US we have been pretty much consumed by political divisions and rhetoric that infiltrate and intrude into our heads, spaces, projects, and even how we speak.*

*Being part of the GLF was a kind of respite for me.*

Member of the 2021 GLF Working Group

The role of the GLF Working Group is to meet regularly to develop ideas, contacts and promotion for the GLF. The overall purpose of the group is to collaborate in the implementation of the GLF, register and deliver at least one learning event, encourage the participation of others in their community to register and deliver events, and promote and engage with people in their own communities and cities, including with workplaces, schools, educational institutions, community centres, networks etc to encourage their participation in Festival events. This is to encourage full participation from across the globe and contribute to the success of a diverse and interactive festival.

The GLF working group was comprised of:

- Festival Co-leads, Wyndham City Council (WCC) and Melton City Council (MCC)
- Other members from the global learning city/community through self or other referrals and processes.

To support buy-in, Melton City Council and Wyndham City Council also created a GLF Statement of Commitment (SoC). Members were invited to read the Statement and confirm via email to indicate acceptance of the Statement and commitment to the 2021 GLF working group.

The SoC was effective from February 2021 and continued until terminated by general agreement by the Working Group. Working group members are required to commit annually for the duration of the planning and implementation of the Festival. A review of the group and this SoC will occur annually at the start of the planning year.

## **Broader Collaborations**

### **First in Family Collaboration**

The 'First in Family: A Conversation Across Continents' event was a collaboration between the University of Massachusetts (UMass) Lowell, Wyndham City Council and Wollongong City Council. The event was co-organised by Margaret Shanahan and Madeline Snow from UMass Lowell who envisioned and created a student-led panel that would share their experience and journey as the first person in their family to go to university. Through the collaborative efforts of Margaret, Madeline, Jac Torres-Gomez from Wyndham City Council and Lara Pugh from Wollongong City Council, they were able to bring together a diverse student panel and facilitator from Australia and the US. The event was a transnational space that connected people with similar experiences and challenges together by sharing their experiences and thoughts on the topic of first-in-family.



### **ALCN Collaboration**

The 'Universities as Partnerships in Learning Cities and Communities' event was a collaboration between Leone Wheeler, Roberto Guevara and Lara Pugh from the Australian Learning Communities Network (ALCN), RMIT University and Wollongong City Council respectively. The event was a panel-led discussion surrounding the role that universities play in supporting their learning cities and communities. The panel consisted of representatives from universities, libraries and councils located in Australia, the UK and Benin. This global collaboration fostered a meaningful and diverse conversation which led to event providers, speakers and participants learning new ways to build or consolidate connections between universities and local learning cities.

### **RIEF Collaboration**

The PASCAL Observatory Reimagining Inclusive Economic Futures (RIEF) group includes members from various Council, community and academic organisations. For the GLF, the group contributed pre-recorded interviews on the four themes of the network. Network leaders for each theme arranged the interviews. There were three interviews taking twenty minutes in total for each theme. The four themes were:

- Entrepreneurial Learning in Learning Cities
- Reimagining the Future of Not-Working in Learning Cities
- Reimagining the Future of Work in Learning Cities
- Responding to Unexpected External Events: developing resilience in Learning Cities.

The Swansea University Media Suite edited the completed video interviews to create the final version.

## Engaging Event Providers

Each year we are privileged to have new and returning organisations and learning cities from around the world offer their time and expertise in hosting online events during the festival. We were proud to have the following organisations and cities participating in the 2021 GLF.

Access to Business	Modiin Maccabim Reut Municipality
Adult Education Wolverhampton	Moreland City Libraries
AMES Australia and Parks Victoria	Mount Burnett Observatory
Andrea Rodriguez	Parliament of Victoria
Ashley Emmerton	PASCAL International Observatory
ALCN	Polaron Language Services
Beacon	Resilio
Beyond Empathy	Secretaria de Educación de Medellín
Brimbank City Council	The GCRF Centre for Sustainable, Healthy and Learning Cities and Neighbourhoods
Brimbank Libraries	The Mahoney Family Event Fund
Children's Book Council of Australia	The Spark of Hudson
City of Burnaby	University of Wolverhampton
City of Canning	Victoria University Polytechnic
City of Port Adelaide Enfield Libraries	Victorian Equal Opportunity and Human Rights Commission
Datong Community College, Taipei City	Western BACE Limited
Empower2free	Whitehorse Manningham Libraries
First Step Mediation	Wollongong Botanic Garden
Geelong Regional Library Corporation	Wollongong City Council
Green Connect	Wolverhampton College
HobStar Computing Solutions	Wolverhampton Music Service
RMIT International Development Program	Wyndham Central College
IRIS Consulting Group Pty Ltd	Wyndham City Council
Irish Network of Learning Cities	Wyndham City Libraries
Lowell City of Learning	YMCA Black Country Group
Maribyrnong Libraries	
Matsunaga Institute for Peace	
Melton City Council	

An Expression of Interest form was designed and developed by the co-leads to capture the information required for the providers to submit their proposed event. A privacy statement was developed with the following text in the form:

*PRIVACY NOTICE: Your personal information and Expression of Interest is being jointly collected by Wyndham City Council and Melton City Council using a third-party platform, Smartsheet, to select successful applicants. In submitting your Expression of Interest you acknowledge that your personal information and submission will be stored and used following [Smartsheet Privacy Policy](#).*

*The event was open to a wider audience and encouraged knowledge sharing. I was disappointed that all the people that booked in didn't join in but later found that some who had joined were unable to access Teams, the platform we were using. This is a learning curve for us and we will try to work on that issue so more may be able to join in.*

2021 GLF Event Provider

## **Marketing**

*The below report refers to marketing and communications undertaken by festival organisers and does not refer to promotion undertaken by individual event hosts unless explicitly noted.*

### **BRANDING**

The GLF's marketing campaign was handled in most part by the Community Activation & Learning Marketing Officer from Melton City Council and supported by representatives from Wyndham City Council and others involved in the festival including event hosts.

All branding assets were prepared by Wyndham City Council including the festival poster and event host toolkit (both of which were translated from English into Spanish and French), event program and social media assets among other pieces of collateral.

As this was produced in house, no cost is associated with the branding development.

**WEBSITE:** <https://www.globallearningfestival.com/>

The Community Activation & Learning Marketing Officer from Melton City Council worked with Sydney based website development agency, Milk Digital, to redevelop the GLF website.

The re-development took into account a myriad of feedback from the 2020 festival including a more seamless experience for hosts and participants, taking registrations, adding a time-zone converter among other things.

Feedback on the redeveloped website was mostly positive, however, also included a number of constructive ideas to implement in future years including:

- Finessing the time zone converter
- Providing more training for hosts to manage their own events
- Adding a calendar link to confirmation emails
- Adding a wish list function
- Better reporting functions

### **2021 website statistics**

- 20,750 visits to the website from 1 October – 12 November 2021
  - o 17,034 unique visits
  - o 27% of visits came on the festival dates (8-11 November 2021)
- 57% of users came from direct referral to the website (i.e. clicked on a direct link)
- 32% of users came from social media
  - o 84% from Facebook
  - o 8% from LinkedIn
  - o 3.5% from Twitter
- The first day of the festival experienced the highest number of page views at 2,028
- People spent an average of approximately 2 minutes on the website.
- The top 10 countries where website visitors came from between 1 October – 12 November where:
  - o 1. Australia – 4,248 visits
  - o 2. United States of America – 1,144 visits
  - o 3. Colombia – 744 visits
  - o 4. United Kingdom – 678 visits
  - o 5. Turkey – 352 visits

- o 6. Ireland – 223 visits
- o 7. Qatar – 166 visits
- o 8. China – 66 visits
- o 9. Bangladesh – 57 visits
- o 10. Sweden – 57 visits

**Costs**

The total cost of re-building the website came to **\$11,692.44** broken down into:

- \$9,350 Website build
- \$142.44 12 month Domain registration for website and Gmail inbox
- \$715 12 months website hosting package
- \$1485 20 hours website maintenance package

**SOCIAL MEDIA:** <https://www.facebook.com/GlobalLearningFestival/>

The GLF Facebook page was heavily utilised for both free and paid promotion of the festival. Posts published to the Facebook page focused heavily on education of the festival, why lifelong learning is important, etc. as well as promotion of individual events.

**Insights around social media promotion from 1 October – 12 November include:**

- 37 Total number of posts published
- 124 Total number of post shares
- 58 Total number of post comments
- 466 Total number of post likes
- 4,265 Average number of people reached per post
- 25-34 Most popular age range of page audience
- 46% Portion of audience that is female
- 54% Portion of audience that is male

- Paid ads reigned supreme, far out weighing the reach organic posts achieved. This is attributed to the page still being new with a small audience.

### **Top performing post**

The below post performed the best during the promotional period. The post is a paid ad announcing that bookings were now open for 2021 festival events.

### **Costs**

The total cost spent on GLF marketing via social media was \$913.20

### **BRANDED EDMS (electronic direct mail)**

Along with a rebuild of the festival website, Milk Digital also provided a branded eDM template that was used in Mailchimp to communicate with people who had joined our mailing list, mostly as event participants along with the odd event host who was also an event participant. These emails focused mainly on promoting when the festival was starting and promotion of individual events.

#### **Insights include:**

- 3 Number of emails sent to participant database
- 28.5% Average open rate (industry average is approx. 20%)
- 5.9% Average click through rate (industry average is approx. 2.5%)

Average open rates and click through rates are expected to drop in subsequent years due to the database increasing.

The template was also used to communicate with event hosts from the 2020 festival to invite them to register their interest in hosting an event in 2021.

#### **Insights include:**

- 3 Number of emails sent to participant database

- 27% Average open rate (industry average is approx. 20%)
- 7.7% Average click through rate (industry average is approx. 2.5%)

Average open rates and click through rates are expected to drop in subsequent years due to the database increasing.

### **Costs**

There are no costs associated with this marketing activity.

### **EMAILS TO NETWORKS**

Festival organisers found that personally connecting with people in our networks to be extremely useful when promoting the festival for both host recruitment and promotion to potential participants. As such, organisers sent information to representatives from organisations like Pascal International Observatory, RMIT, Australian Learning Communities Network, UNESCO Institute of Learning plus many more.

This activity proved crucial to the success of the event both in promotion and event numbers.

### **Costs**

There are no costs associated with this marketing activity.

### **MEDIA AND OTHER COVERAGE**

Through several promotional activities and network connections, the GLF was featured in a number of media articles, social media accounts and industry meetings across a range of countries in the lead up to the start of the festival. These included:

- PASCAL International Observatory email newsletter
- GNLC Conference
- University of Glasgow email newsletter
- Bay 93.9 local news
- Wyndham Star Weekly

- Wyndham City Council staff intranet
- Mirage News
- Wollongong City Council news
- Melton Star Weekly
- Adult Learning Australia Twitter and website
- SA Public Library staff network and Council intranet
- Point Cook Community Centre email newsletter
- Wyndham Penrose Community Centre email newsletter
- Derry and Strabane What's On monthly ezine.
- AMES Australia internal news

The marketing for the 2021 GLF was split between two key areas - marketing the festival to potential event providers, and marketing the event to the global learning community more broadly to participants in the festival itself. In 2021, there was a strong marketing approach to engaging potential event providers and a strong approach to marketing the festival as a whole to various communities from across the world. The co-lead group wishes to extend their heartfelt gratitude to every partner that participates in marketing the event. A snapshot of key sharing included:

- Marketing to the community through the Wollongong City Council and Mirage websites
  - <https://www.miragenews.com/lessen-lockdown-boredom-with-these-programs-622888/>
  - <https://wollongong.nsw.gov.au/whats-on/news-and-alerts/news/news/august-2021/wollongong-community-invited-to-join-the-global-learning-festival>
- In October 2021, Adult Learning Australia put the GLF Wyndham signature event on Twitter and their website. <https://ala.asn.au/sector-events/>  
<https://twitter.com/AdultLearningAu/status/1449888070879391748?s=20>
- At the start of November, the Coordination Team of the UNESCO Global Network of Learning Cities (GNLC) shared information on the Learning Festival at the start of November, namely to the UNESCO GNLC Conference Focal Points.
- Additionally, the Coordination team featured the festival via LinkedIn, Twitter, and Facebook. A mailing to all learning cities was sent. Depending on the publication date of our upcoming UIL newsletter the team also offered to include the festival therein. They also invited the team to share information via the LinkedIn group for GNLC members



- The GLF was shared by Benita with the SA public library staff network in early November, as well as promoted on their Council Intranet, and directly to some staff and friends who work at the various SA Universities.
- The Learning at Brimbank team shared information about the GLF in late October 2021.
- The Universities as Partners in Learning Cities and Communities was shared on the CR&DALL website in November 2021.  
<http://cradall.org/content/universities-partners-learning-cities-and-communities-2021-global-learning-festival>
- The Hope Matters event was shared on the CR&DALL website in November 2021:  
<http://cradall.org/content/global-learning-festival-hope-matters-be-ambassador-hope>
- The Point Cook Community Centre featured the GLF and several events in their What's On newsletter on 29 October 2021.  
<https://mailchi.mp/6810fd194418/whats-on-wyndham-29-october-2021?e=8b6de6683f>
- The Wyndham Penrose Community Centre featured the GLF in their newsletter  
<https://www.wyndham.vic.gov.au/sites/default/files/2021-09/The%20Buzz%20Wyndham%20Community%20Centres%20Newsletter.pdf>
- A paid video promotional post of \$500 on the GLF Facebook page started running from 20 October 2021 (after many issues with our ad account that week) and performed extremely well. It was scheduled to run until the day before the festival began.
- In October, Gabrielle Ryan from Maribyrnong City Council shared information about the Deadly Science and Climate Proof Your Garden events which are live on the website.
- A targeted invitation to Victoria University to run university events in the GLF.

## **global 2021 LEARNING FESTIVAL**

- A post on the GLF was put in the CR&DALL Site Digest for 21/10/21 (Glasgow University and many contacts).
- In November, the GLF featured in Derry and Strabane What's On monthly ezine.
- Additionally, the CEO of Wyndham City Council shared information on the CEO Bulletin on 22 October, which gets shared with over 1000 staff. The focus was on the WYNTalk with Shelley Ware, however, there was a lot mentioned on the GLF more broadly.
- In October, it was shared with the neighbourhood hubs team in Wyndham
- A GLF post was shared on Business Matters in Wyndham LinkedIn in October.
- In October the GLF was featured in the PASCAL International Observatory Site Digest, reaching hundreds of adult education and learning partners globally.
- Both WCC and AMES did a LinkedIn post on the GLF on 5 November 2021.
- Moonee Valley Council Transport Project Officer Lisa Bagnat has forwarded to her networks and they have had it listed on our intranet also.

2021  
25/10 AMES part of prestigious Global Learning Festival  
by Barat Ali Batoor at 5:26 PM in News Stories



AMES Australia will feature in the upcoming Global Learning Festival, hosted by Wyndham and Melton Councils along with twenty other learning communities around the world.

The festival aims to bring unity and connection to communities all over the world, and to give learners a firsthand experience of the benefits that lifelong learning can bring, particularly during uncertain and challenging times.

AMES features in two of the festival sessions on November 8.

- AMES Australia also featured the GLF in their internal news

## Media Coverage

Media releases were developed by Wyndham City Council and Melton City Council in mid-October. The draft was shared with global partners to develop and use for their own audiences.

### Festival's global reach

Melton residents can learn to be their own boss, live sustainably, and enhance their mental health, all thanks to one festival.

The second annual Global Learning Festival, organised by UNESCO Learning Cities, along with Melton and Wyndham councils, will deliver more than 90 free events over four days from Monday, November 8, until Thursday, November 11.

The festival will bring events from as far as America, Bangladesh, Taiwan, and more to homes in Melton and around the world next month.

There will be a number of talks including from lawyer and human rights advocate Nyadol Nyuon, who will speak about why lifelong learning is so important for everyone.

Melton mayor Kathy Majdlik said the festival was a great opportunity for local residents to learn something new without distance being a barrier.

"This festival is a wonderful opportunity to undertake personal and professional development and gain a better understanding of the world around us," Cr Majdlik said.

"There are so many interesting events that are suited to anyone who wants to learn, no matter your age, interests, or ability.

"Now more than ever, learning and making connections across the world is such a special thing and I'd encourage everyone in our community to register for an event and make the most of the Global Learning Festival."

Topics to learn about will include being your own boss and building your assets, living sustainably, and enhancing your mental health.

Details: [globallearningfestival.com](http://globallearningfestival.com)

**Michaela Meade**

Nyadol Nyuon is presenting at the Global Learning Festival. (Supplied)



A feature article came out on 22 October 2021 in the Star Weekly:

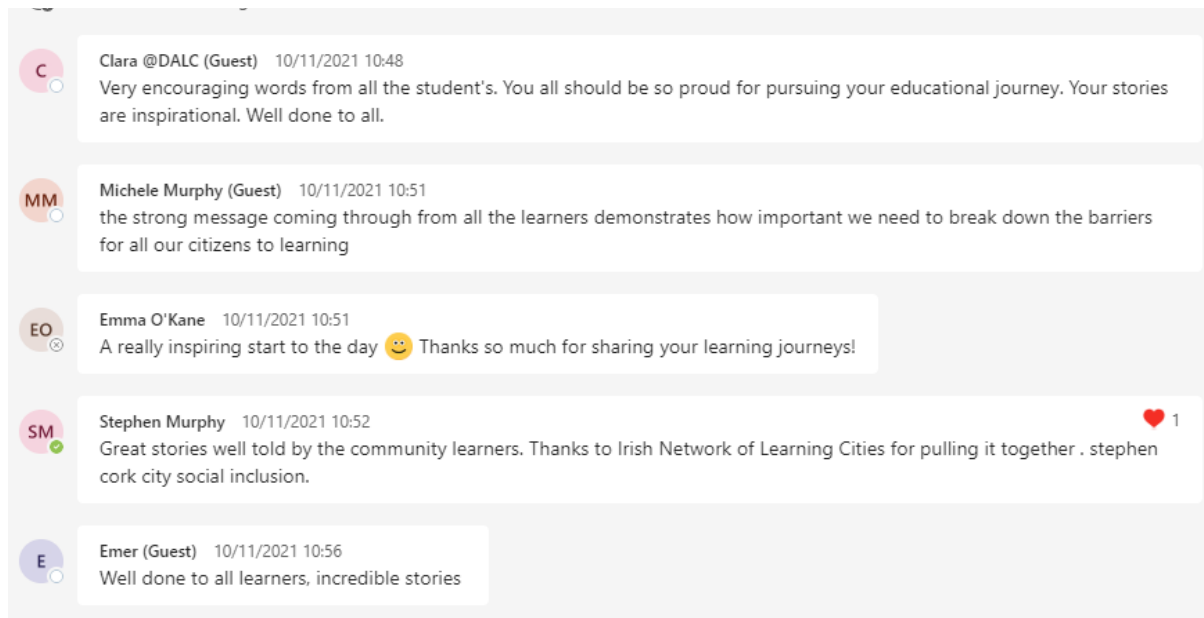
<https://wyndham.starweekly.com.au/news/global-learning-festival-showcases-wyndham-melton/>

## Partners



## Events Offered and Demographics

A full overview of the events and participation and registration numbers can be found in appendix 3. There were over 90 events offered from different providers reaching over 4796 people.



Chat discussion from the 2021 GLF Event from the Irish Network of Learning Cities

## Evaluation Framework

A comprehensive evaluation framework was developed to capture both quantitative and qualitative data on the design, planning and implementation of the 2021 GLF. The following table shows a breakdown of the strategies and tools used to evaluate the impact and success of the festival.

Type of Measurement	Measurement	Tool
<b>Qualitative</b>	Stories	Most Significant Change Technique
	Working Group Partnerships	Collective Impact Assessment Tool Survey Hero
	Working Group Feedback	Menti Meter and discussions during Final Reflection Session
	Event Provider Surveys	Survey Monkey
	Participant Surveys	Survey Monkey
	Working Group Survey	Survey Monkey
	Sustainable Development Goal Knowledge	Event Registration SmartSheet – SDG section and Survey Monkey
	Feedback from co-lead meetings	Emails and chat function (from meetings)
	Communications from partners	Emails and chat function (from the online monthly meetings)
<b>Quantitative</b>	Number and diversity of Events Registered	Smart Sheet
	Participant Registration Numbers	Survey Monkey (event provider survey)
	Participant Attendance Numbers	Survey Monkey (event provider survey)
	Social Media Engagement	Facebook and LinkedIn Views, Shares and Opens/clicks
	eDM Engagement	Mailchimp Views, Shared and Opens/clicks
	Website Views	WordPress

## **Most Significant Change Technique – Qualitative Data Collection**

The Most Significant Change (MSC) Technique is a qualitative evaluation tool that analyses the impact of any type of program or event that aims to bring about change. The tool was used by Vi Bui, an RMIT student intern at Wyndham City Council with the strong leadership and expertise from Roberto Guavara from RMIT and Jac Torres-Gomez from Wyndham City Council. The evaluation took place on three levels: (1) participants, (2) event providers and (3) the working group event providers. The interviewees were selected by sifting through an online survey, via Survey Monkey, that event providers and participants filled out after the event had concluded. There were three MSC questions embedded.

1. Recall the GLF event you joined. From your own opinion, what do you think has been the most significant lesson, insight or change within yourself that has resulted from your participation in the GLF event? Describe this significant lesson, insight, or change.
2. Why was this lesson, insight or change significant for you?
3. Are you willing to be interviewed about your response above, to help deepen our understanding of the story shared?

Of all those that were willing to share more of their story, 10 individuals were selected to be interviewed based on the comprehensiveness of their responses.

Before the interview, individuals were sent the interview questions prior for their responses to be more thought out and more in-depth. The interviews took approximately 15-20 minutes and were conducted via Microsoft Teams. The interviews were then transcribed and written up into half a page length stories. All 10 stories were then sent out to the working group where they voted on their two favourite stories and gave explanations as to why they had selected them. These findings were then reported back in the evaluation meeting for further discussion.

For this year's GLF, Avery's story was selected to be the most impactful (please find story on pg 4 of the report). Those that selected her story found it impactful as it embodied the multi-layered nature and objectives of the GLF: It had global outreach, it demonstrated how lifelong learning can happen at any age, it showed how learning can happen in both formal and informal settings and finally, it demonstrated how lifelong

learning can evoke deep emotion and connection as people are learning from each other. Avery's story also highlights the importance of creating partnerships as they bring people together and encourage individuals to contribute their own individualistic values to create something extraordinary. Avery's story also highlights how the festival and lifelong learning impacts both event providers and participants as both felt deeply connected and inspired by one another.

## Participant Feedback

*It was wonderful to have 51 Early Childhood professionals come together from across Australia for the 2021 GLF! Comments shared in the chat during our event:*

- *Some amazing examples of practice were shared in today's session. Thank you*
- *Congratulations everyone for highlighting such amazing professionalism in our sector*
- *Thank you. This was such an inspiring event.*
- *It was lovely listening to everybody's experience at their end and a great way of understanding how they stayed strong and connected with the children and families.*
- *Thank you all for sharing. This has been so inspirational.*
- *This was a great idea and a very informative event. I look forward to the next one.*
- *Congratulations everyone! You are all amazing and such a pivotal part of our children and families' lives and an integral part of the community.*

GLF Event Provider

*Shelley was so powerful and impactful when talking about Aboriginal history. Really great session.*

GLF Event Participant

*Shelley Ware is a great speaker – what a wonderful event! Go to the 2021 GLF!!*

GLF Event Participant

*The best part in my mind was students show and tell about their experiences. Alcatraz seems to have embedded their STEM program successfully into the curriculum –*

*although it does not seem to be a community-based program, more working in line with the formal education in place.*

STEM Event Event Participant

## **Post Festival Survey for Event Providers and Participants**

A survey was developed for event participants and providers to allow them to share their experiences of being involved in the festival, including their recollections of significant change. A breakdown of the results can be found in the appendices section 1 and 2.

*We did notice that the attendance rate was lower than expected. I'm curious to know whether others experienced that as well? I do suspect that Zoom fatigue might've played a part! We did have some people miss our emails, and also I only noticed mid festival that the Zoom links weren't embedded in the event pages (I should've double-checked this earlier!).*

2021 Event Provider

Unfortunately, our listing on the website had an incorrect video link and we didn't pick up the error until quite late in the festival. So we only had two views.

2021 Event Provider



## **Collective Impact Assessment Tool (CIAT) Partnership Measurement**

The Collective Impact Assessment Tool known as CIAT was developed by the Community Learning Board at the City of Melton and is a free tool available to all organisations. CIAT rankings are based on decided project outcomes, their sustainability long term and partnerships – this is ranked via a number of methods including surveys, event data, marketing analytics etc.

The co-lead group decided to use the same methodology used in 2020 to enable a relevant comparison. The co-lead team met to evaluate the partnerships, referencing the feedback surveys completed by hosts and the minutes from working group meetings throughout the year.

Findings from 2021 demonstrate that the partnerships have been strengthened across all the CIAT metrics, and this has contributed to the overall improvement of outcomes for the GLF 2021 festival.

- Strategically we were able to use all tools available to engage the number of hosts and participants and it is highly sustainable in its current form but can be enhanced via partnerships engagement with the broader group in the promotion of the festival. In particular, we want to grow the working group to be more reflective of global cultural and linguistic diversity.
- The level of participation indicates that the sustainability of the project is quite high, but this can be further improved by identifying actions and tasks that can be delegated to smaller groups throughout the planning year.
- Results for the breadth of events is higher than 2020 and can be further improved with the active inclusion of more diverse hosts and countries. The working group is committed to assisting in growing this diversity to reflect truly global events.

Overall, the strength of the festival is the collaborative nature and the ability to be more inclusive and strategic in programming will further develop the outcomes for all the partnerships.



# global 2021 LEARNING FESTIVAL

Project name: Global Learning Festival 2021

Project Date: November 2021

## Outcome 1: Level of Participation

The festival aims to increase participation in learning by all of the community.

1	<a href="#">Number of participants</a>	Recognising that learning is key to social inclusion and a strong economy, the festival aims to encourage people to come out and try something new.
2	<a href="#">Number of events</a>	The festival aims to engage the community in lifelong learning through a high number of accessible events.
3	<a href="#">Diverse participation</a>	The festival aims to engage people from a wide range of cohorts, with a focus on new learners.
4	<a href="#">Number of partners offering events</a>	The festival aims to engage a high number of organisational partners that offer opportunities for all sectors of the community to engage in and celebrate lifelong learning.

## Outcome 2: Breadth of Events

The broad depth of this event offers many opportunities for organisations to connect with the community and build capacity by promoting their services through the festival.

1	<a href="#">Culturally diverse range of events</a>	The festival aims to appeal to all members of the global community by offering a highly diverse range of activities that appeal to members of different cultures and language groups.
2	<a href="#">Age appropriate events</a>	The festival aims to engage people from all age groups by offering age-specific and relevant activities.
3	<a href="#">Inclusive and accessible events</a>	The festival aims to be socially inclusive and accessible for all members of the community, with a focused effort on engaging those people who face barriers to participation.
4	<a href="#">Wide range of partners offering event</a>	The festival aims to engage a diverse range of organisational partners in celebrating learning and offering opportunities to the whole community.
5	<a href="#">Geographically diverse events</a>	The festival aims to engage people in events that promote lifelong learning throughout the globe, by bringing learning opportunities to where the learners are.

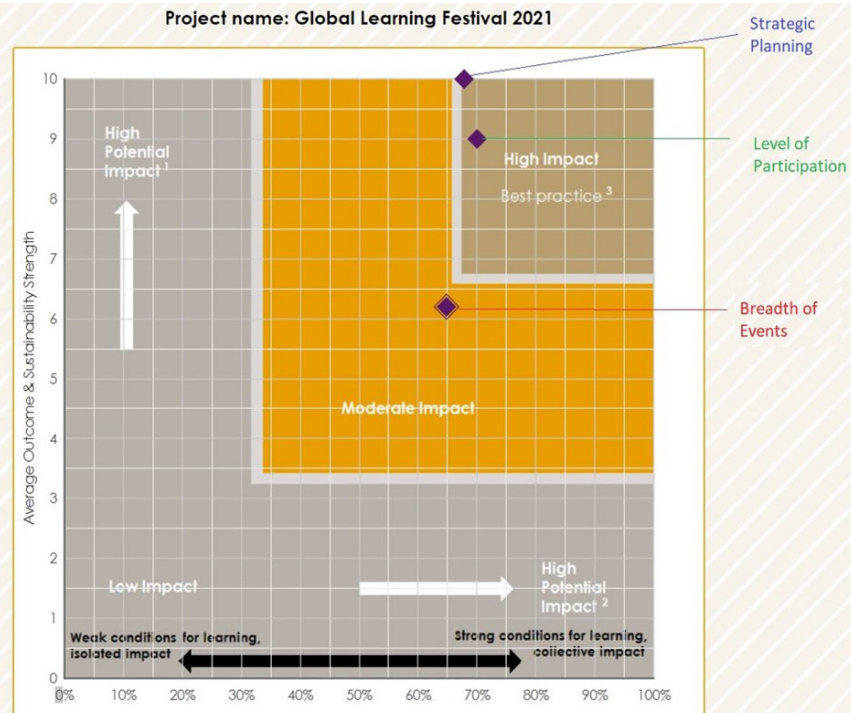
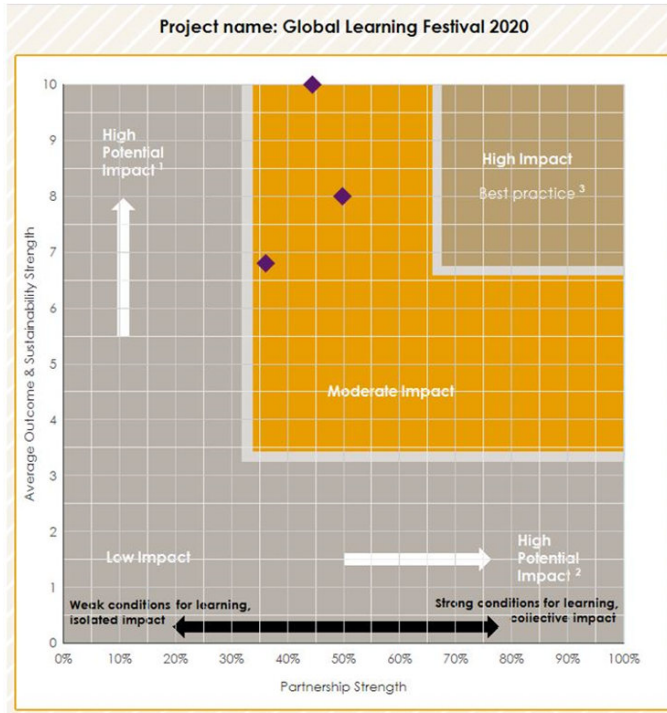
## Outcome 3: Strategic Planning

The festival is aligned to the City of Wyndham's and City of Melton's goals to take full advantage of the opportunities presented by their fast-growing, highly diverse populations through a focus on lifelong learning.

1	<a href="#">Strategic planning and evaluation</a>	The festival is planned, communicated and evaluated for impact using best practice learning community tools and methodologies.
2	<a href="#">Resourcing</a>	Resources are required to plan, coordinate and evaluate the festival so that its impact can be assessed.
3	<a href="#">Marketing</a>	The festival needs to be promoted effectively to engage a wide range of partners and participants, as well as ambassadors.

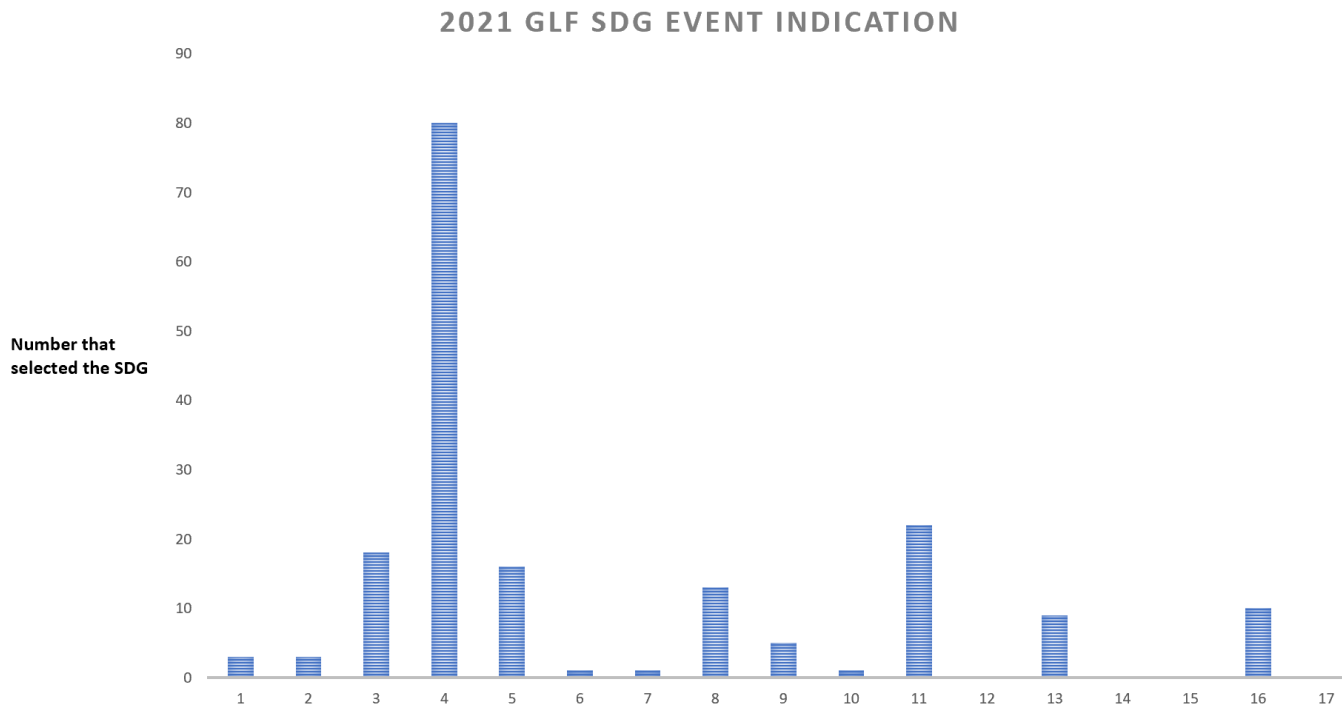
Outcome	Average Project Strength (%)	Average Achievement & Sustainability Strength
Level of Participation	49.81	8.00
Breadth of Events	36.11	6.80
Strategic Planning	44.44	10.00

Outcome	Average Project Strength (%)	Average Achievement & Sustainability Strength
Level of Participation	70.00	9.00
Breadth of Events	64.81	6.20
Strategic Planning	67.82	10.00



## Sustainable Development Goals

In the 2021 GLF, there was a concerted effort to improve knowledge of the SDGs for those involved in the festival. This was done simply by providing simple information on the SDGs, and asking event providers to nominate which goal or goals were assigned to their event. The following shows each of the 17 SDGs (along the bottom of the graph) and the percentage of event providers that selected which goal or goals they had aligned their event too. As can be seen in the graph, SDG 4 on education and lifelong learning had the highest number of event providers selecting that goal. For more information on the SDGs, follow this link: <https://www.un.org/sustainabledevelopment/>



## Post Festival Reflections Session

A post-festival reflections session was held in early December 2021 with members of the global working group. This 90-minute workshop supported open to input and discussion on strengths and areas of improvement for the festival moving forward. A copy of the input from the group collected through Menti Meter can be accessed from Appendix 6.

## Recommendations

1. As the festival grows, we need to design the programming life cycle keeping in mind our working group capabilities, the experience for the hosts and the experience for the users.
2. The working group members should have tasks allocated at every meeting so we can delegate a bit more of the workflow, especially in the week prior to the festival.
3. All hosts need to fully understand the website management for their events, and the importance of surveys for evaluation. Maybe we can develop some training videos to show how to upload events, how to track registrations etc? For participant surveys, can they be incentivised via competition or rewards by the hosts?
4. To prevent similar events or too many events in one single time slot, can we develop a calendar based form that grays out times as they are booked by providers?
5. The website needs some further refinements, especially for users to navigate with ease:
  - Easy to understand times and dates (standardised from first EOI)
  - Ability to make a wish list
  - Links to calendar in local times
  - Drop down menu with categories
  - Standard registration for all events?
  - Better browsing options ie by category, by provider, by date
6. For evaluation and reporting, the website should be able to give us better information in terms of registrations, views etc. The website should also have the capability of reporting registrations per category and demographic to

better evaluate successful programs. We should also have a better link between the EOI and the website to avoid manual entering of information, duplication etc.

7. In general, it seems like the most successful programs were either collaborations between various providers or programs where local participants could interact and feel connected. This is important in terms of “curating” 2022 for those types of events that will set us apart from the rest that the world of internet has to offer (i.e. TED talks, free webinars etc).
8. MS Teams was used as a tool to communicate with the GLF Working group. However, it was not always successful in reaching the group as required.
9. There should be an incentive for event providers and participants to complete the post-event survey as it might increase the number and quality of potential interviewees which allows the MSC tool to be used more effectively. The working group meeting time could be used more effectively, perhaps for planning more collaborative events, rather than general Q&A.
10. A timezone converter should be added in a universal timezone to the website.
11. The EOI form should be embedded into the website.
12. The MSC stories could be added to the website as stories
13. Do not take down events that have not already happened in a previous time zone from the website.
14. In 2022, include a weekend - Sunday 6 November - Wed 9 November 2022
15. Have 20% pre recorded events and 80% live online.
16. Call to an ‘event submission form’ instead of EOI with a note that the co-conveners have a ‘reserve right to decline the event if it is not appropriate or fits with the goals and values of the festival
17. Have event providers include two key contacts on their form so organisers can contact the second contact person if the first does not respond.
18. GLF Monthly meetings should continue.
19. Translate the GLF posters into Korean, Chinese and Hindi.
20. Investigate the functionality of reporting through the website

## Marketing Recommendations

To grow awareness and participation in the GLF in 2022 through marketing and promotional activities, the Community Activation & Learning Marketing Officer from Melton City Council recommends the following.

- Branding
  - o Continue to use the current branding of the festival. With the festival being only 2 years old, the brand is still in its infancy and requires time to saturate itself into people's minds and become a recognisable brand.
- Website
  - o Work with the web development agency to further finesse the website including those points addressed in the website section of the marketing report.
- Social Media
  - o Continue to utilise social media as a major promotional tool, focusing more on paid advertising in 2022.
- Email and eDM
  - o Incorporate activities in 2022 to build the size of the eDM database to ensure these branding and promotional activities achieve as much saturation and awareness as possible.
  - o Increase the number of eDMs delivered to the participant database
  - o Review the host database to ensure it is filled with fruitful contacts
- Media & Other coverage
  - o Continue to utilise industry networks to get the festival message across as many platforms as possible.
  - o Invite other host cities to prepare media releases on behalf of the festival and send to local news outlets.

## Next Steps

The co-lead group met in early December to brainstorm themes and discuss recommendations for the 2022 festival. The recommendations have been incorporated into the above section under 'recommendations'. This core group will meet again in early 2022, and the broader global working group will be invited to meet monthly from February 2022. Potential partners will be approached early in the new year to be invited to participate in the 2022 GLF.

## Contact Details

To stay informed on festival updates, sign up for the GLF newsletter <https://globallearningfestival.com/>

To register your interest to be a part of the GLF working group in 2022, please contact Diane Tabbagh, co-convener on [diane.tabbagh@wyndham.vic.gov.au](mailto:diane.tabbagh@wyndham.vic.gov.au)

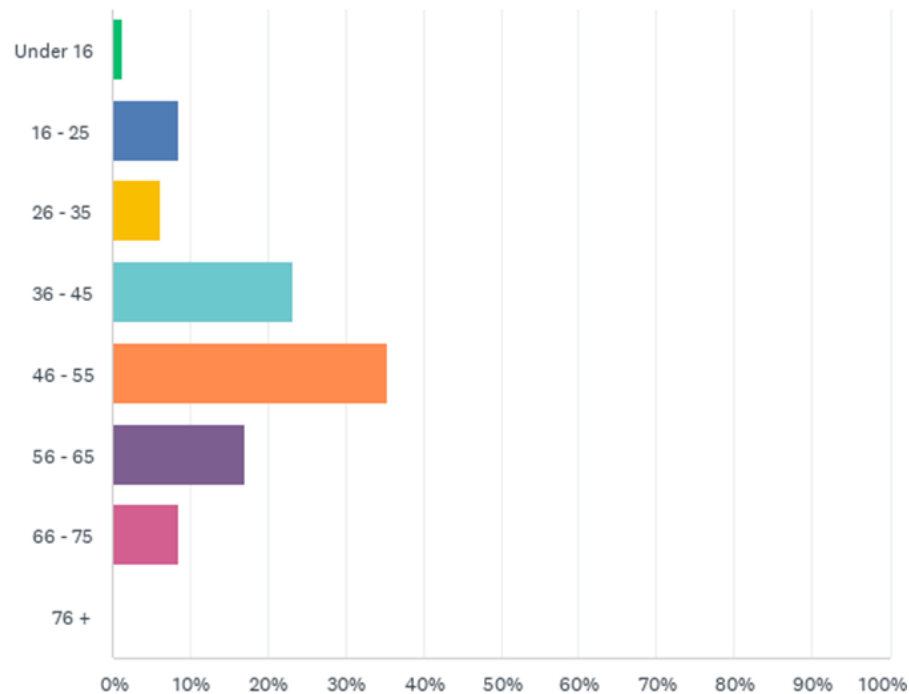


## Appendix 1: Feedback from Event Participants Post-Event

The event participants were given an online survey after the event (via the hosts). A total of 82 responses were received. The low response rate was discussed in the evaluation meeting and the co-hosts will look into ways of improving response rates next year. We will also re-design the survey so that it is shorter as feedback was received that the length was too time-consuming.

Following are the summary of responses.

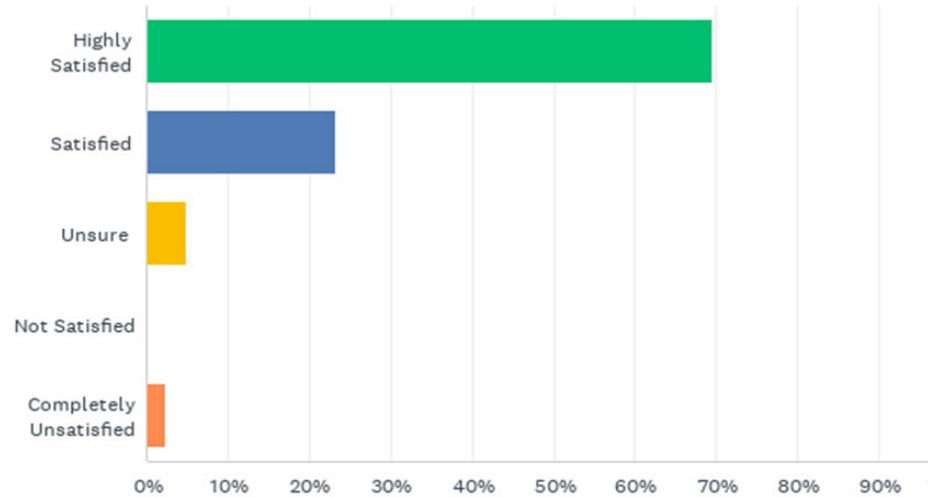
### Responses by Age group



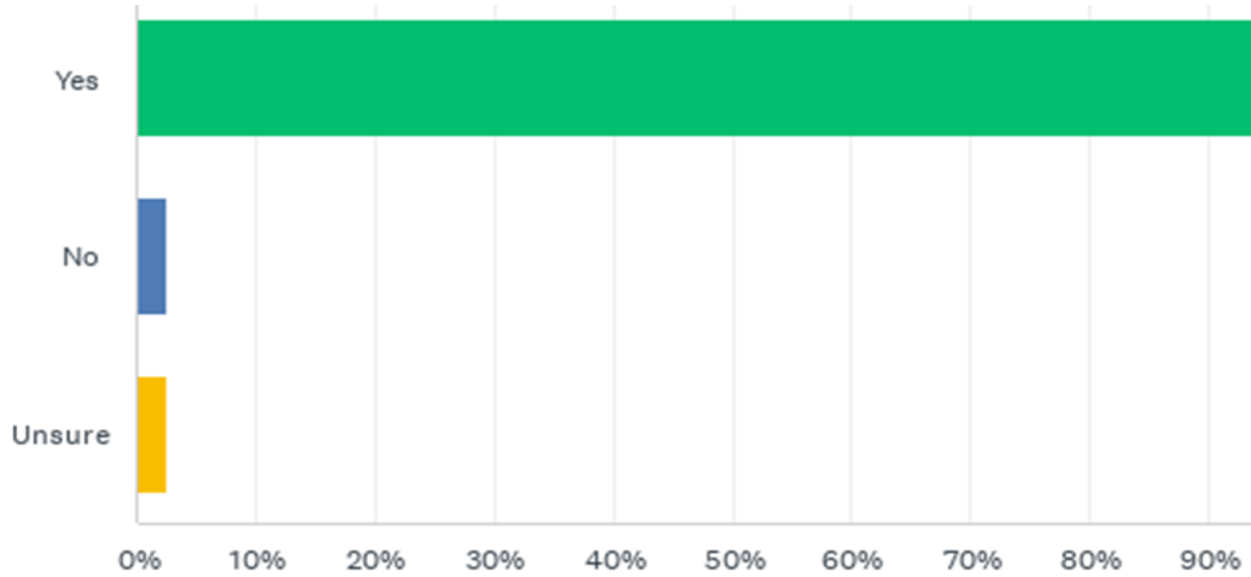
How satisfied were you with the event you attended?

ANSWER CHOICES	RESPONSES	
Highly Satisfied	78.05%	64
Satisfied	17.07%	14
Unsure	2.44%	2
Not Satisfied	0.00%	0
Completely Unsatisfied	2.44%	2
<b>TOTAL</b>		<b>82</b>

How satisfied were you with the event as a learning experience?



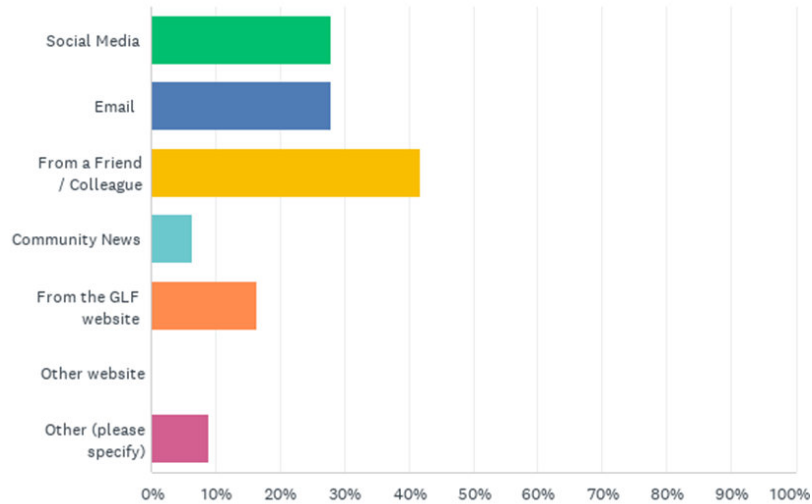
Were you offered the opportunity to interact with the hosts and participants during the event?



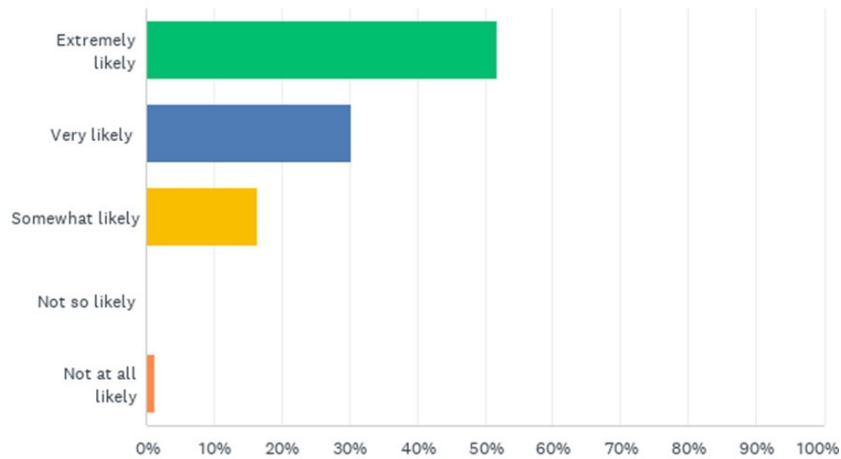
Did being involved in the GLF have any of the following impacts on you? (mark all answers that apply)

ANSWER CHOICES	RESPONSES	
Increased my confidence and empowerment	33.75%	27
Increased my knowledge of the Sustainable Development Goals (SDG's)	17.50%	14
Gave me hope during times of uncertainty	28.75%	23
Helped me celebrate Learning	46.25%	37
Allowed me to try something New	27.50%	22
Gave me new skills and knowledge	57.50%	46
Gave me new connections in the local community	20.00%	16
Encouraged me to Participate in Ongoing Learning Programs or Activities	48.75%	39
Encouraged me to make new connections across the globe	16.25%	13
Other (please specify)	3.75%	3
Total Respondents: 80		

### How did you hear of this event?



### How likely are you to be a part of the GLF in the future?



## Appendix 2: Feedback from Event Providers Post-Event

### How did you first hear about the GLF?

ANSWER CHOICES	RESPONSES	
I was approached directly by one of the festival co-leads (Wyndham City Council or MeltonCity Council staff)	48.28%	14
I saw it advertised through a Council mailout	0.00%	0
I saw it on social media	0.00%	0
I saw it advertised locally	3.45%	1
I was approached by a participant from a previous year (please say who in the comments)	13.79%	4
Other (please note in the comments)	34.48%	10
<b>TOTAL</b>		<b>29</b>

#### Other comments:

- Lara Pugh from Wollongong Council ran a workshop last year and recommended we run one too this year.
- ALCN meeting
- ALCN
- The first time that the Irish Network of Learning Cities heard about the GLF was an email of invitation to come to an exploratory meeting to be held mid-July 2020 - that we received from Diane in June 2020, and in conversation in the 'Chat' during an online International webinar event held for the Derry Virtual Learning Festival in July 2020.
- Via Lowell City of Learning and UNESCO Cities of Learning
- Leone
- SFU has connections with Pascal Observatory and there was a note about the GLF in the Pascal newsletter



- I heard from the Director of Resilio Marie Dunne who also delivered a Programme at GLF...see asked would I like to deliver my Programme there to which I said absolutely!
- University of Wolverhampton
- I was approached by local group members to contribute and was privileged to deliver our hope matters to the steering group
- Lara Pugh
- I was approached by Wollongong City Council
- An email was forwarded to me via the Director of IRIS.
- A. Raymer
- City of Canning informed me as I am one of their training providers

### **Tell us why or why not you feel your event was a success?**

- The event was open to a wider audience and encouraged knowledge sharing. I was disappointed that all the people that booked in didn't join in but later found that some who had joined were unable to access Teams, the platform we were using. This is a learning curve for us and we will try to work on that issue so more may be able to join in.
- It was a great success - lots of great feedback and interaction
- It was a great success - wonderful feedback: Thank you for your excellent notes and the research that went into them. I am a resident of Kingston but joined a few of the best libraries to enjoy online events during the pandemic. Just wanted to let you know that WML is one of only 2 libraries that do their own research and presentation, which is great. The other few outsource to tech education providers. Good on you and thanks WML for your hospitality over the last couple of years.
- It was well organised! Participants engaged well with the Menti exercises and asked lots of questions in the chat. There were relevant conversations taking place in the chat and speakers engaged with the questions even after their presentation was over.
- We did consider the event a success - most participants had positive comments during and after the event.
- Attrition was low and the presenter felt satisfied with everything

- It was a success for Wollongong as we had good attendance from the local university plus we had an opportunity to present our learning city plan to both local and international participants, raising the profile of the project.
- We considered the event to be a success as our five learners from the five cities in the Irish Network told their own learner story, in a short 3 minute recording each, and then participated in an interactive question and answer discussion with the moderator. The learners' diverse stories and the challenges that they have all overcome; and their passion and drive for lifelong learning and continuing their own learning journey was inspirational. Their stories will continue to be shared, on the five cities' social media platforms etc, but also through UNESCO, which we were particularly delighted about. The learners 'stole' the show for the event, as was only right; and were delighted and very proud to take part.
- It was a success because a genuine and fruitful conversation was had.
- I considered it to be a success as it was a very dynamic and interesting discussion. The participants were also quite involved
- It was a success due to the people that partook in the interactive facilitated event.
- It was successful as it was a great turnout, the event went smoothly and the participants were very involved and responsive
- We considered it a success because we spoke to 3 new people! :)
- Poor attendance despite large sign-up Difficulties with uploading the video to zoom
- I thought it was successful (for those who came) but it was a shame that over 50% didn't turn up - it would have been nice to have a mix of participants from both internal and external avenues
- I feel it was a success as people did attend and participate fully and interacted in everything and gave verbal feedback before we finished which was very positive and everyone learned something new.
- We received excellent feedback from participants. Examples below: "very friendly and helpful and informative" "The workshop host was very good and very clear and I had no issues at all with him. The workshop was pitched at too low of a level for my needs, unfortunately" "The host was clear and engaging, thank you. " "Yes all of the above" (helpful, friendly, informative) "The host was friendly and welcoming. He was also able to explain clearly and comprehensively." "The explanations and demonstrations of the host were very clear and informative. He was also very easy to talk to."





- Disappointing as it was so well advertised so participants turned up late others just left before the session was finished
- We reached new groups of people and were able to explain the work we do
- Mixed. There was great feedback but I had hoped for more attendees
- I considered the event to be a success for our group - although attendance was not large, we had a good degree of attendee interaction. We had a slight technical problem as my Zoom crashed and presented a blank screen which dropped off the slides we had prepared towards the end. This caused minimal disruption though as the last two slides were not essential and we could easily keep the discussion moving without pause. My co-participants enjoyed the experience and felt a sense of accomplishment as we presented 100% in English and I am the only native speaker. We had positive comments from attendees at the end.
- I considered the event successful because we had a third of registered attendees attend, the discussion was lively and I think paced well, we began and ended promptly and had some good audience engagement in the Q&A. I had planned for a greater degree of audience engagement throughout and there was a problem with a few people not receiving links (I had used the auto-email function in Eventbrite). On reflection, I should have assigned another person as the contact for email queries during the event and started off a little slower to allow for attendees to trickle in.
- Being online makes it accessible for people to join from wherever they are. It was a success as conversations about all types of lifelong learning were addressed.
- The event was a success in that it went well and without technical issues, but was not a success because a busy morning meant that we could not send out reminder emails earlier that morning, and far fewer people attended than registered.
- We had some technical difficulties but we attracted several people "new" to us. The content was particularly important to share. We may do a "Part 2" to continue the learning
- Success - participants were interactive and exchanged really good ideas. Non-success: - Attendance rate was way lower than expected (<50% of registrations)
- We did not promote it enough. it ran well for us but no one attended, which was not surprising since it required much more promotion from us than those talking.
- We did make the event a success and it was very inspiring

**Did being involved in the GLF have any of the following impacts on you? (mark all answers that apply)**

- Increased my confidence and empowerment 51.72%
- Increased my knowledge of the Sustainable Development Goals (SDG's) 20.69%
- Gave me hope during times of uncertainty 17.24%
- Celebrated learning 68.97%
- Tried something new 48.28%
- Developed new skills and knowledge 34.48%
- Made new connections in the community 68.97%
- Encouraged me to participate in ongoing learning programs or activities 58.62%
- Encouraged me to build partnerships across the globe 55.17%

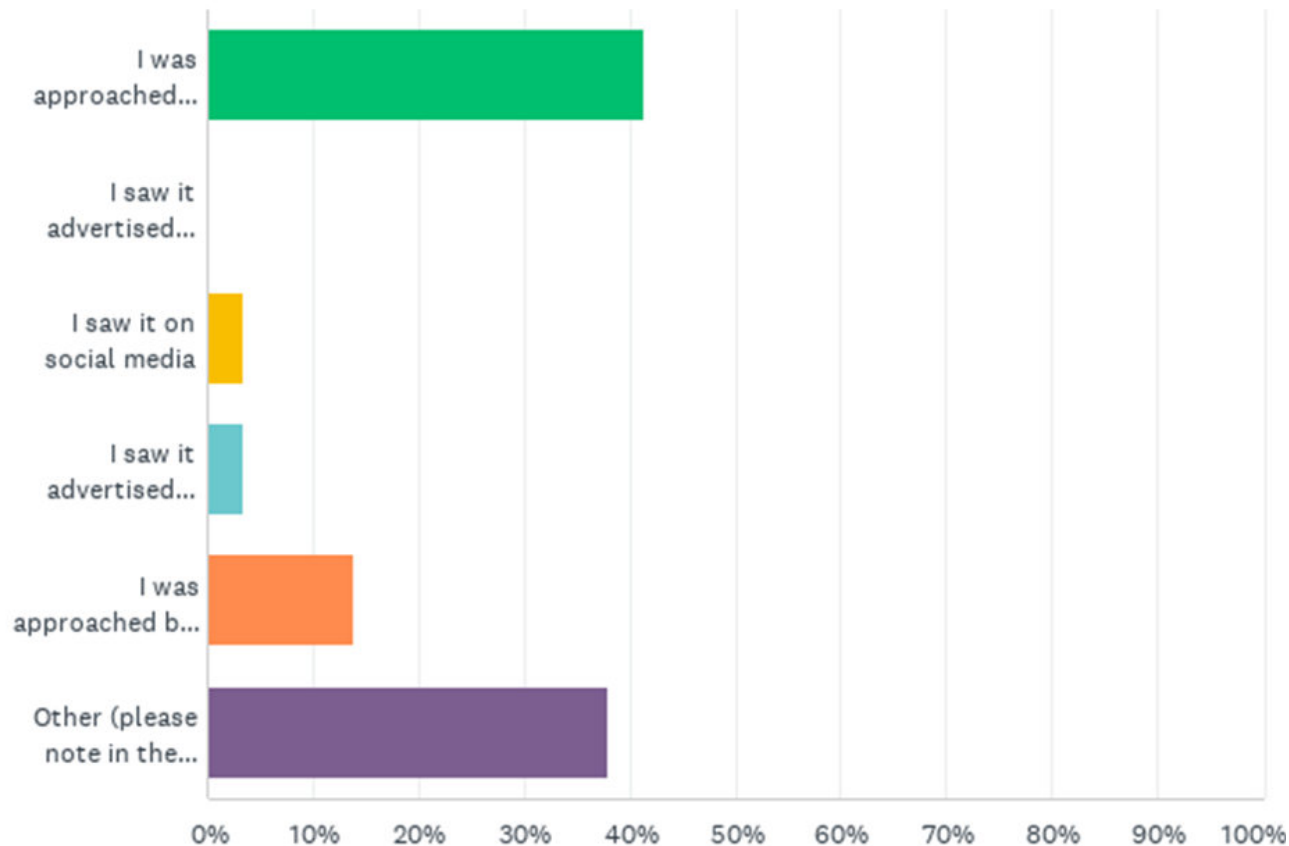
### **Comments**

My role was to introduce the webinar and to work with Lara Pugh, UOW to ensure that she got the information she required from the webinar. Lara conceived the idea for this webinar and I think it was a success because of the interest of the participants and the rich and engaging discussion.

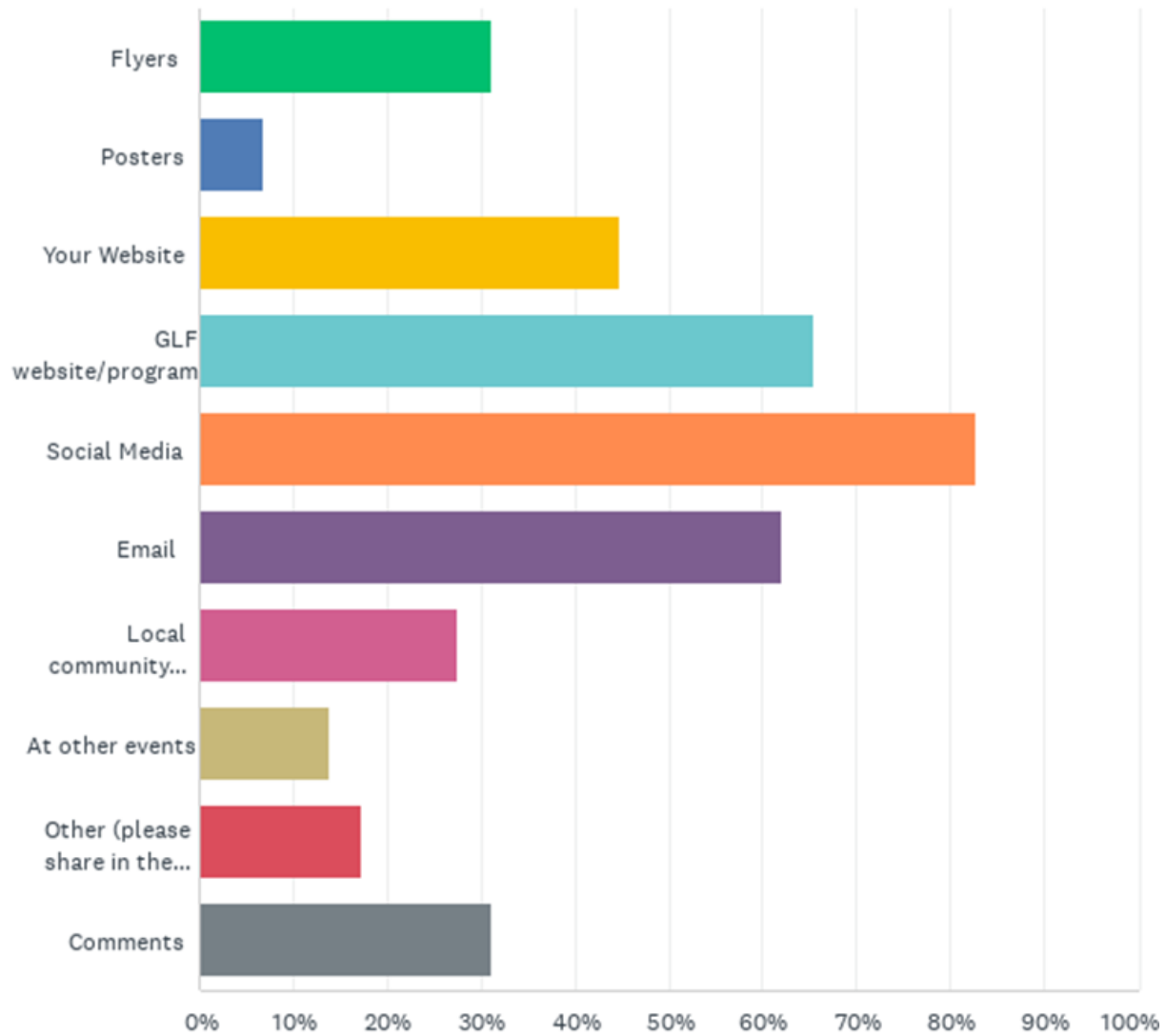
- I think that designing online programs that allow for community engagement and connection is the most successful strategy. Webinars, participatory workshops etc.
- Connected with local schools and the Home Education Association to promote this event.
- Understanding that the SDGs can be used as a common lens or language when dealing with partners who all have different goals/strategies/reward systems.
- The Irish Network of Learning Cities feel that this 'Conversations with Learners' has longer potential; and we may continue to collaborate on this theme.
- All of the above were benefits of involvement. To be specific, I feel an increase in confidence and empowerment because, yes, I CAN develop an idea and follow through with it. Moreover, I felt so much encouragement from all involved that this was a good and fruitful conversation to have, that we can and will have more conversations.

- I would love to be apart of GLF again with the Hope that some people from across the globe would attend...ones did register and i sent emails to all of them but unfortunately they didn't attend....so being given the opportunity again would be wonderful and Hopefully some my attend next time.
- It gave me confidence that what we as a small group can do to grow hope during these uncertain times
- this was a good event which connected people across the globe cheaply and sustainably and in engaging ways

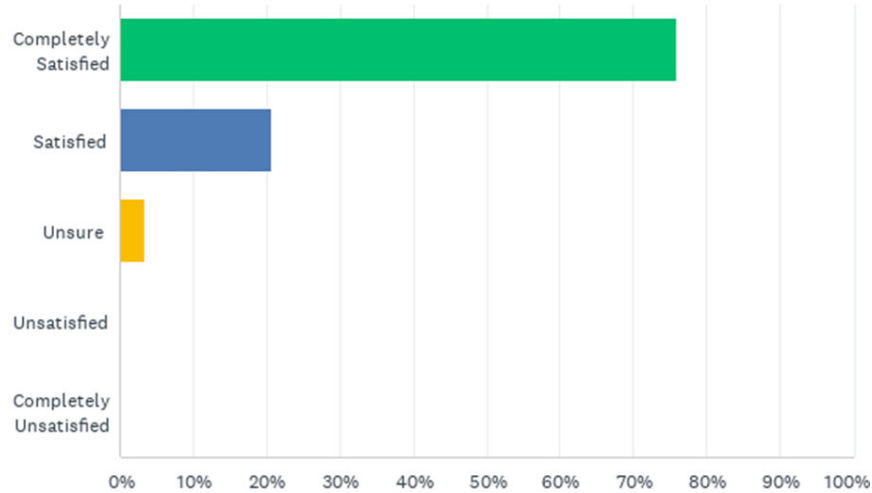
**How did you first hear about the GLF?**



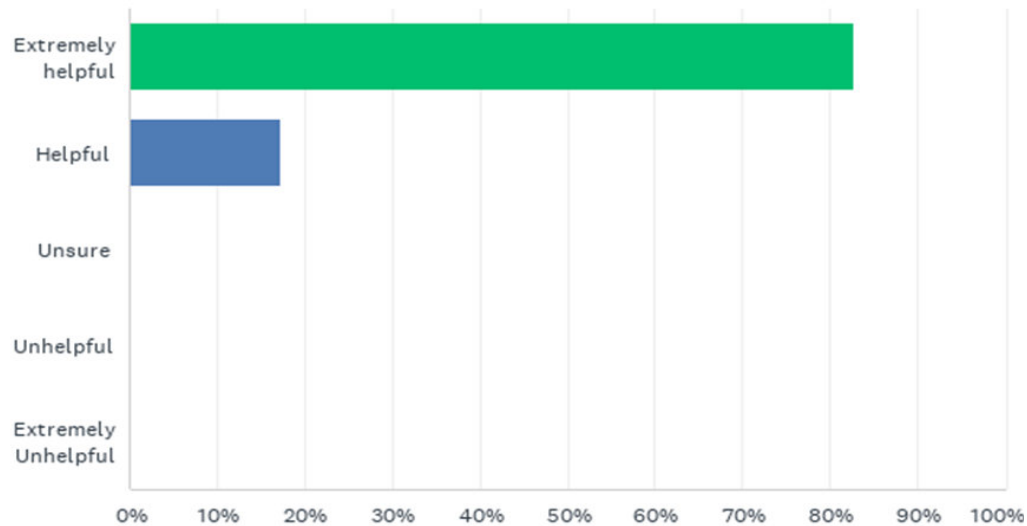
**How did you promote your event?**



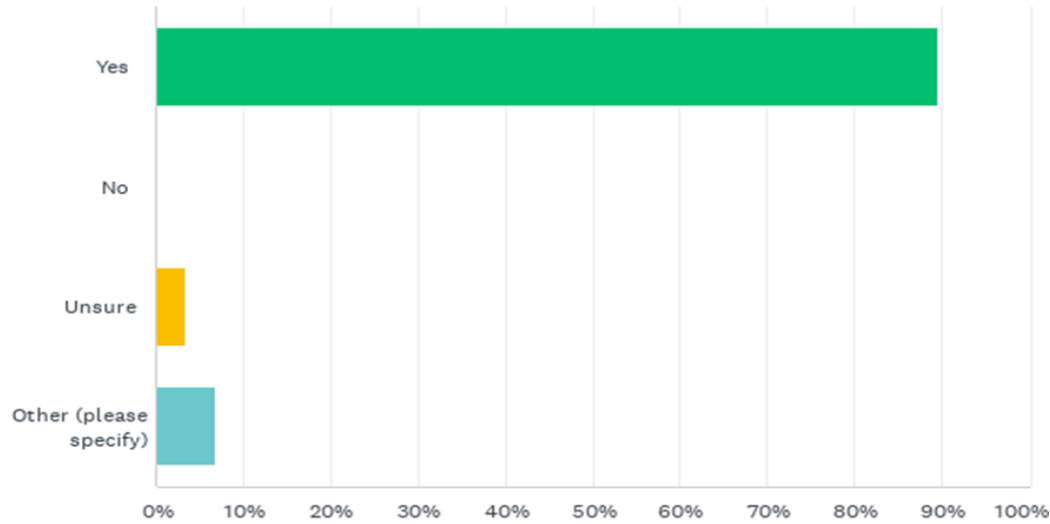
**How satisfied were you with the broader organisation of the GLF?**



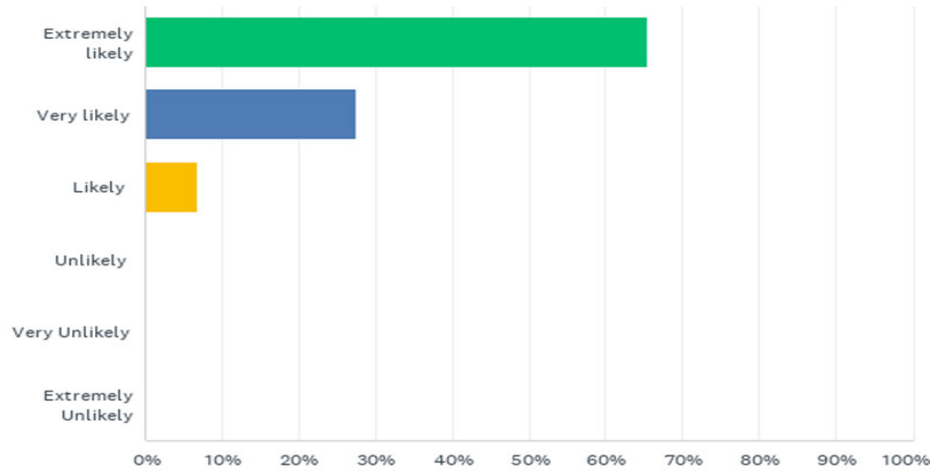
**Overall, how would you rate the Festival organisers in their support as you organised your event?**



**Would you be open to participating in the 2022 Global Learning Festival?**

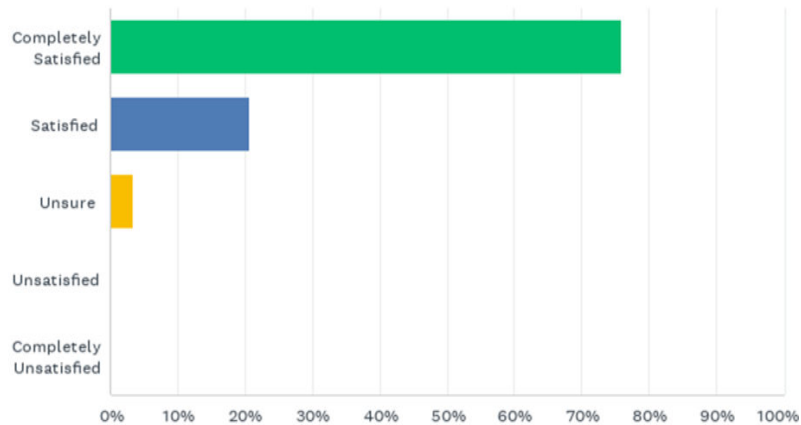


**How likely is it that you would recommend hosting an event in the next Festival to a friend or colleague?**



## Appendix 3: Feedback from Working Group

How satisfied were you with the GLF?



### Q5: When did you first hear about the GLF?

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES
I was approached directly by one of the festival co-leads (Wyndham City Council or MeltonCity Council staff)	53.33% 8
I saw it advertised through an organisational mailout	0.00% 0
I saw it on social media	0.00% 0
I saw it advertised locally	0.00% 0
I was approached by a participant from a previous year (please say who in the comments)	6.67% 1
Other (please note in the comments)	40.00% 6
<b>TOTAL</b>	<b>15</b>

Other:

- Not certain of first notice but believe I heard directly from Diane or Jac by way of a UNESCO learning city event.
- I am a co-lead
- Approached directly by emailed invitation by Diane Tabbagh in Wyndham.
- Linked to the festival co-leads by a former colleague now at PAE. Robert Kretschmer
- I am one of the co-leads
- ALCN meeting
- In 2020 through internal comms.
- A Raymer

### Q6: Did being involved in the GLF working group have any of the following impacts on you? (mark all answers that apply)

Answered: 15 Skipped: 0

ANSWER CHOICES	RESPONSES	
Increased my confidence and empowerment	60.00%	9
Increased my knowledge of the Sustainable Development Goals (SDG's)	53.33%	8
Gave me hope during times of uncertainty	33.33%	5
Celebrated learning	73.33%	11
Tried something new	53.33%	8
Developed new skills and knowledge	60.00%	9
Made new connections in the community	80.00%	12
Encouraged me to participate in ongoing learning programs or activities	66.67%	10
Encouraged me to build partnerships across the globe	73.33%	11
Other (please comment below)	13.33%	2
Comments	26.67%	4
Total Respondents: 15		

#### Comments:

- It was a great experience, all around. I have also begun to draw parallels between my work of framing the world around me in photographic formats and the strange and necessary participation and possibilities for creativity in the virtual meeting and

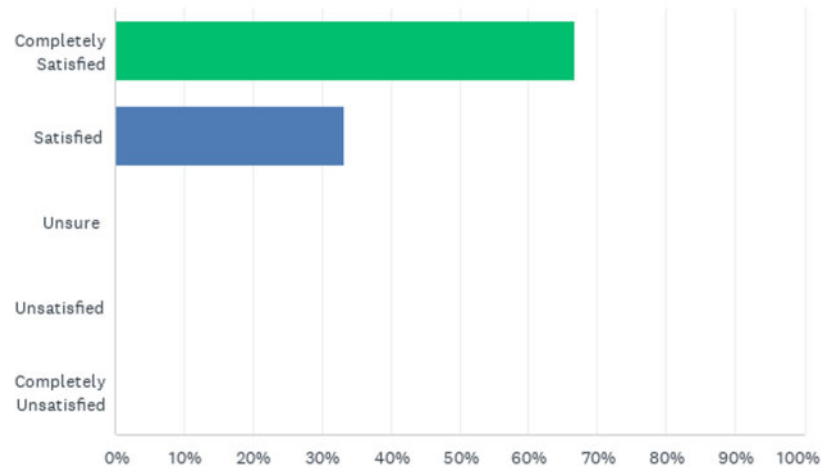


event world. Interesting to think about/realize that my skills as a photographer are being renewed and applied in a virtual format, ie., my ability to scan a room, read it, capture it, and weave a story. I can see how this gives me a certain basis for facilitating connection and conversation.

- The GLF, both participating in the Working Group and running a collaborative event for the festival has offered another great opportunity for the five city-region members of the Irish Network of Learning Cities. We enjoy running collaborative events and initiatives and working together, so this project is another key item on our annual work plan!
- Reassuring to know that event organisers all around the globe face similar challenges and use similar strategies to overcome them.
- What a wonderful network this is. This is truly one of the positives from COVID, pre COVID we probably would never have considered being involved in such a global network (well not via an online event!). Modern technology and connecting across the globe with other learning cities is the norm.

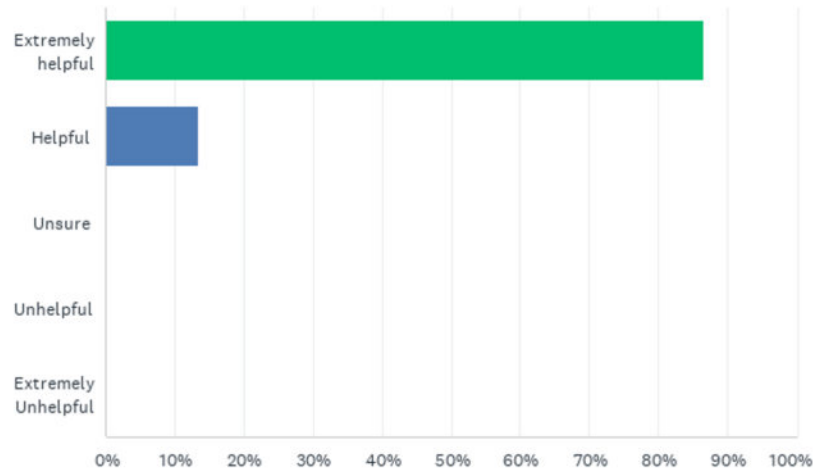
### Q11: How satisfied you were with the broader organization of the Global Learning Festival?

Answered: 15 Skipped: 0



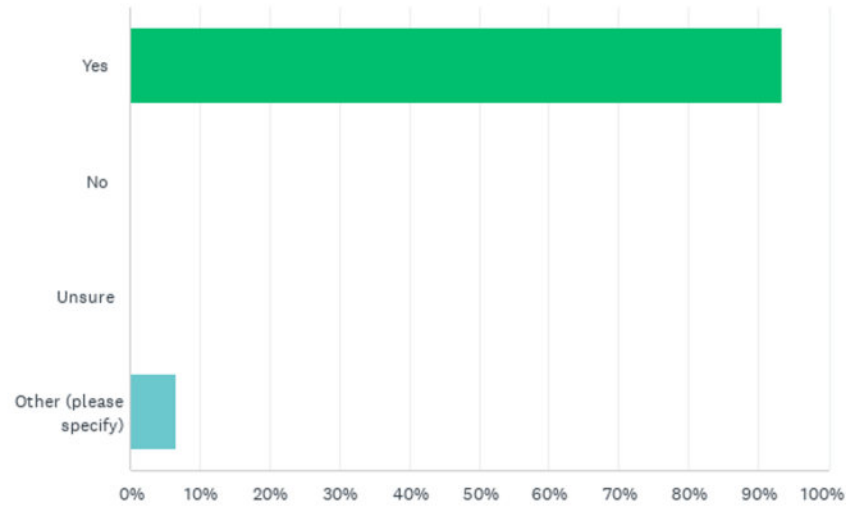
### Q12: Overall, how would you rate the support in the organization of your event by the Festival Organizers?

Answered: 15 Skipped: 0



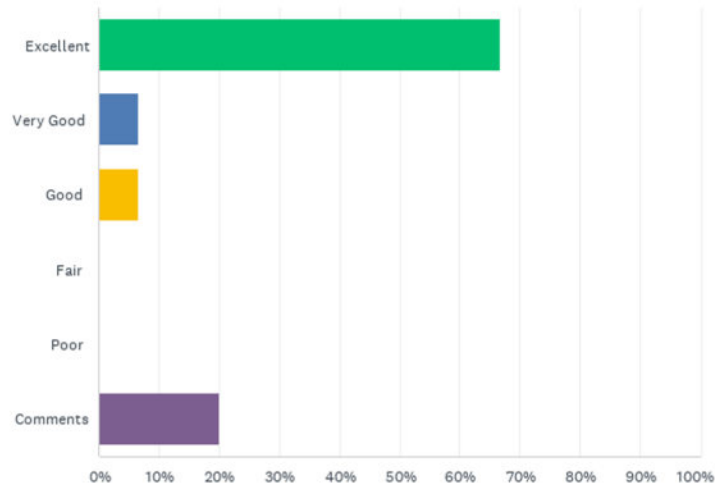
### Q13: Would you be open to participating in the 2022 Global Learning Festival working group?

Answered: 15 Skipped: 0



### Q14: How would you rate the 2021 festival working group as a whole?

Answered: 15 Skipped: 0



## Appendix 4: Significant Change Stories

### **‘Lifelong learning is a central magnet that brings everybody together’**

*Ashley’s Story - Event Provider and Participant*

Ashley is a pan educator who has worked in both high school and adult education settings. She is currently volunteering with the Australian Volunteers Program and recently moved to Melbourne to complete her Master of International Development at RMIT University. Ashley first learnt about the GLF through attending an ALCN webinar, which piqued her interest in being involved with the festival. She coordinated and ran the ‘Rethinking International Development Post-Covid’ event which was a panel led discussion with students and practitioners from the development sector.

Due to the combination of Melbourne lockdowns, ‘COVID malaise’ and having her support systems quite far away, Ashley found herself feeling less inspired and cut off from the global community. She found that the practicality of organising an event helped her snap out of that mindset and create connections to staff and students who she may have only passed by in normal circumstances. She found lifelong learning to be ‘a central kind of magnet that brings everybody together’. Ashley also attended the ‘Nyadol Nyuon: Lifelong Learning for Connection, Equality and Inclusion’ event which reminded her of the power in seeing different life experiences as learning opportunities. She found that this outlook on reality made her more compassionate and less critical towards herself especially in maintaining a growth mindset during the Covid lockdown.

### **The power of uniqueness and inclusivity**

*Silvia’s Story - Working group event provider*

Silvia is the Lifelong Learning Officer at Melton City Council and was part of the organising committee and working group of this year’s GLF. She also coordinated and facilitated the ‘Nyadol Nyuon: Lifelong Learning for Connection, Equality and Inclusion’ event where Nyadol shared her life story and how she found learning in places where you would



least expect it.

Silvia has found the festival to be a great learning opportunity as it came with many of her firsts. It was her first time working in local government as well as organising a festival in an online space. It came with many learning curves and challenges that Silvia intends on continually reflecting on to ensure next year's learning festival continually grows and prospers. One main aspect that Silvia wishes to focus on is better assisting the event providers in more effective ways to allow for the continual uniqueness and inclusivity of the GLF. She has found that ensuring the event providers have the creative freedom to design and organise their event to be very powerful as it allows everyone to share their ideas and thoughts in their own individualistic way. Silvia looks forward to taking the lessons she has learnt here to continually improve and develop the many future learning festivals to come.

## **Reading as a tool to lifelong learning**

*Renae's story - Participant*

Renae resides in the City of Melton and therefore heard about the GLF directly through the council in an email that was circulated to the community. Renae was interested in attending 'Nyadol Nyuon: Lifelong Learning for Connection, Equality and Inclusion' event as coincidentally, she and her daughter had recently discussed why many believe we stop learning after we finish formal education. They chose to attend the event together and learn about Nyadol's insight on lifelong learning.

From this event, Renae was reminded how powerful and impactful reading can be. It is a gateway that opens us to the world and other people's perspectives; perspectives we may never experience first hand. She finds that it is a way to 'practice different worlds' and experiences and to also practice our understanding, kindness and compassion by looking through the lens of others. It also allows us to create and imagine universes in ways that audiovisual media lacks to do. Renae also found the festival to reconnect her back with the community as the Melbourne lockdown left her feeling disconnected and unmotivated. It made her feel buoyant and hopeful again as she was reminded about the amazing people that are doing great things and that there are always things to value if you just get out there and have a look.



### **‘Collaboration can bring ideas into action’**

*Diana and Sandra’s Story - Working group event providers*

Sandra is the Coordinator of Educational Cooperation at the Secretary of Education in the municipality of Medellin, Colombia. Diana is leading the Partnerships and International Cooperation for the Teachers’ in the Innovation Center - Mova, which is also part of the Secretary of Education. Together, they created and ran the ‘Ser + STEM’ event where local students presented creative ways, they are utilising STEM to create positive change in their community.

Both Diana and Sandra have found the GLF to be a great opportunity to share their current projects and visions to the world but to also professionally learn and grow from other event providers and festival organisers. Sandra found that the event created an opportunity to bond more tightly with her team whilst also building new connections globally. In addition, she felt inspired from seeing students in the community be so passionate about STEM and want to create great change through throwing the first pebble that starts the ripple. Both Diana and Sandra felt that being a part of the working group was deeply gratifying as they were able to work with human beings, not just colleagues, who loved what they did and were invested in positively impacting the global community. Diana felt a deep comradery between the event providers and festival organisers and felt that their ‘collaboration can bring ideas into action’.

### **An opportunity to share similar lived experiences and challenges**

*Madeline’s Story - Working group event provider*

Madeline was a part of this year's working group and helped organise and co host several events. She previously worked as the Project Manager in the Lowell Centre for Sustainable Production at the University of Massachusetts and has since retired. Madeline heard about the GLF from a colleague at Cornell University and thought it was a great opportunity to represent the City of Lowell, alongside her colleague Margaret Shanahan, and connect with other



### Learning Cities.

Madeline felt that each event she attended brought great 'insights, reflections and connections', especially those that gave space and time for this to happen. In the 'First in Family' event that Madeline co hosted, she felt connected with other first in family members through having and sharing similar lived experiences and challenges. Being a grandchild to an immigrant herself, she felt like she never really fit in, and therefore having the chance to share and hear about other's experiences was very impactful. Madeline also felt that she was 'part of something larger' and was deeply connected to other parts of the world through participating in events and through being a part of the working group. She found that it was also a great opportunity to learn from others, especially from the Wyndham and Melton festival organisers, in regards to developing and sustaining networks of Learning Cities. She hopes to implement all she has learnt from this experience into Lowell's future learning festivals.

### **The GLF 'draws other communities in and binds us together'**

*Diane's Story - Working group event provider*

Diane is the Coordinator Learning Community at Wyndham City Council. She was the co-host and co-organiser of the GLF (along with Melton City Council) and chaired the larger working group. For this year's festival, she organised the 'WYNtalk Reconciliation: respecting and valuing Aboriginal history, learning and teaching' event and attended many events herself.

Diane found the festival to keep her quite busy but at the same time also felt very energised throughout the process. There was a longer lead time for this year's festival and therefore more time to brainstorm and throw ideas around in the working group. She also felt that the Wyndham and Melton City Councils were able to work very cohesively together and provide a learning festival they were both very proud of. Diane was also very excited by the array of events on offer this year as it gave her the opportunity to attend and learn from many different global actors. She was also excited and happy that she could assist with connecting people together, especially in the working group. New collaborations and





sparks were borne from people getting to know one another and supporting each other managing and collaborating on events. She believes it is something that 'draws other communities in and binds us together'. Diane feels that the learning festival continues to inspire her love of lifelong learning and working on such a project is an opportunity to continue spreading her passion for learning. She is excited to see the impact of the GLF right across the world.

### **Lifelong learning continually 'improve(s) my own life and existence'**

*Emmie's Story - Participant*

Emmie is 17 years old and currently studying their Bachelor of Arts (Indigenous Studies) at Macquarie University. They have always been interested in 'all things global' and therefore upon hearing about the festival through their mother, they were excited to sign up for two events; Nyadol: Lifelong Learning for Connection, Equality and Inclusion and How to Budget for Young Adults. Emmie is currently in a transitional period where they currently own a business, called Em's Badges, is working casually and are contemplating on moving out. Therefore, they were excited to learn new insights that could better assist them with the next stages of life.

Emmie found the events 'enlightening' for a few reasons. Firstly, they found Nyadol's story intriguing and different to any other life journey that they had heard before. Emmie, therefore, put aside time to reflect on the notions that Nyadol presented. They felt that Nyadol's insight on lifelong learning could 'improve their (my) own life and existence' and found great advice moving forward. In the budgeting event, Emmie felt more knowledgeable about saving and felt that the event was very rewarding. In addition, they felt 'less anxious' than they normally would in social settings, as the environment was 'relaxed', 'welcoming' and 'refreshing'. Due to the small, tight-knit event, Emmie felt a sense of community and 'familiarity' with the facilitator and other participants. They also felt encouraged by the facilitator to actively participate in discussion in a way that they did not feel forced.



### **‘A group of small people can change the world’**

*Jac’s Story - Working group event provider*

Jac is the Learning Community Officer at Wyndham City Council and was part of the co-organising team for this year’s GLF. Jac has a holistic and birds eye view of the festival as she is involved with many levels including the working group, supporting and attending several events and coordinating the overall evaluation of the festival.

The highlight for Jac was working with the many wonderful people involved with the festival. She was excited to work again with the partners from last year’s festival but to also meet ‘new people from different walks of life’. She found that they all had a common language of wanting to make a positive impact in the community and enhance hope and unity in this uncertain world. She felt deeply ‘connected, valued and motivated’ which made working the long hours in preparation for the festival worth it. She also felt deeply nourished by the festival’s ability to ‘invite people in’ and create space for people to ‘dream big and form ideas together’. The festival has further reinforced her confidence in running events like this as it is evidence that ‘a group of small people can change the world’.

### **Lifelong learning is inclusive**

*Shaniece’s story - Event provider*

Shaniece works as a Project Leader at a not-for-profit organisation called Beyond Empathy. The organisation aims to give those in disadvantaged communities a voice through art and a uniquely curated event called ‘Podformances’. Performances aim to bring podcasts to life through retelling podcast stories live and having young people actively discuss and share ideas about important topics such as lifelong learning. It encourages people from all different backgrounds and social status to have a voice and share their ideas. Shaniece and her team heard about the festival through Lara Pugh (Wollongong City Council), and were excited to participate as they found their values of lifelong learning and connection aligned perfectly with the festival’s values. They created an event called ‘Podformances: Lifelong Learning’.

Shaniece was excited about the challenge that the learning festival posed for her and her team as COVID lockdowns had disrupted the normal procedure of creating a podformance. Usually it would happen in-person where people could sit around a table and share ideas. She found that the challenge actually brought her team closer together and gave them confidence in continuing their work despite the barriers they faced. The event also created a different but equally dynamic environment where people were able to join in from their homes and still actively participate. The learning festival also further reinforced Shaniece's ideas of lifelong learning and its power to be inclusive no matter your social standing.

## Appendix 5: 2021 GLF Full Program

\*Please note the attendance figures have been interpreted from the event host feedback survey and event provider correspondence, and every care has been made to correctly note registration and attendance numbers of events.

Name of Event and Date of Event	*Registrations	*Attendees
Sharing our Culture, Language and Events Arts, History & Culture, Food & Cooking, Life Skills Goal 4: Education and Lifelong Learning 11 November 2021	11	5
Fiona McIntosh – The Spy’s Wife: Author In-Conversation grlc.vic.gov.au Arts, History & Culture Goal 4: Education and Lifelong Learning 11 November 2021	91	67 (plus 107 views)
The Power of Habits wml.vic.gov.au Life Skills, Technology Goal 4: Education and Lifelong Learning 11 November 2021	83	45
Forgiving the Unforgiveable – ‘Sakura & Pearls: Healing from WWII’, with Director G.K. Hunter and Prof Brien Hallett Arts, History & Culture, Human Rights, Life Skills Goal 16: Peace, Goal 4: Education and Lifelong Learning 11 November 2021	30	20
Improve Your Interview Skills Life Skills, Technology Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 11 November 2021	4	1



## global 2021 LEARNING FESTIVAL

Language Café wyndham.vic.gov.au Arts, History & Culture, Life Skills Goal 4: Education and Lifelong Learning 11 November 2021	<b>5</b>	<b>2</b>
Environmental Education featuring Captain Compost! wollongong.nsw.gov.au Gardening & Sustainability, Youth & Children Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 4: Education and Lifelong Learning 11 November 2021	<b>672</b>	<b>380</b>
Baby Bounce brimbank.vic.gov.au Youth & Children Goal 4: Education and Lifelong Learning 11 November 2021	<b>30</b>	<b>30</b>
Animation Week Family Trivia Night <a href="http://wyndham.vic.gov.au">wyndham.vic.gov.au</a> Arts, History & Culture, Youth & Children Goal 4: Education and Lifelong Learning 10 November 2021	<b>11</b>	<b>9</b>
Rachael Johns – Author Talk wyndham.vic.gov.au Arts, History & Culture, Life Skills Goal 4: Education and Lifelong Learning 10 November 2021	<b>24</b>	<b>11</b>
Reimagining the Future of Work and Developing Resilience in Learning Cities Human Rights, Life Skills Goal 11: Sustainable Cities and Communities, Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 10 November 2021	<b>13</b>	<b>15</b>



## global 2021 LEARNING FESTIVAL

Tips and inspiration on refreshing your wardrobe without breaking your wallet! wyndham.vic.gov.au Gardening & Sustainability Goal 11: Sustainable Cities and Communities, Goal 12, Goal 13: Climate Action 10 November 2021	<b>80</b>	<b>43</b>
Avery Bakes Pumpkin Bread and Jam Squares uml.edu Food & Cooking, Life Skills, Youth & Children Goal 3: Health, Goal 4: Education and Lifelong Learning 10 November 2021	<b>23</b>	<b>9 (plus 75 views)</b>
Join us for a virtual tour of Victoria's Parliament House! parliament.vic.gov.au Arts, History & Culture, Human Rights, Life Skills Goal 16: Peace, Justice and Strong Institutions 10 November 2021	<b>45</b>	<b>22</b>
Being Bulletproof Online HobStar Computing Solutions Life Skills, Technology Goal 4: Education and Lifelong Learning 10 November 2021	<b>14</b>	<b>9</b>
Who's Kelly? What Brooklyn 99 can teach us about language. wlv.ac.uk Arts, History & Culture, Life Skills Goal 4: Education and Lifelong Learning 10 November 2021	<b>0</b>	<b>0</b>
Lifelong Learning Through Advancement Via Individual Determination education.vic.gov.au Health & Wellbeing, Human Rights, Life Skills, Youth & Children Goal 4: Education and Lifelong Learning 10 November 2021	<b>13</b>	<b>13</b>



How to Apply Human Rights Law to Combat Racism Veohrc.vic.gov.au and Melton Human Rights, Life Skills Goal 16: Peace, Goal 4: Education and Lifelong Learning, Justice and Strong Institutions 10 November 2021	<b>38</b>	<b>26</b>
Careers in Peacebuilding Talk Story Series hawaii.edu Human Rights, Life Skills Goal 1: End poverty, Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 16: Peace, Goal 2: Zero Hunger, Goal 3: Health, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment., Goal 6: Water and Sanitation, Goal 7: Affordable and Clean Energy, Goal 8: Decent Work and Economic Growth, Goal 9: Industry 10 November 2021	<b>30</b>	<b>20</b>
Beginners Guide To Microsoft Excel access2business.co.uk Life Skills, Technology Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 10 November 2021	<b>10</b>	<b>5</b>
Sustainability Workshop by Expert Ella from Chooktopia maribymong.vic.gov.au Gardening & Sustainability, Health & Wellbeing Goal 13: Climate Action, Goal 2: Zero Hunger 10 November 2021	<b>9</b>	<b>7</b>
Growing Great Veggies the No-Dig Gardening Way wollongong.nsw.gov.au Gardening & Sustainability Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 4: Education and Lifelong Learning 10 November 2021	<b>76</b>	<b>24</b>
Victorian Gender Equality Act 2020 melton.vic.gov.au Human Rights Goal 5: Gender equality and women's empowerment. 10 November 2021	<b>36</b>	<b>30</b>



## global 2021 LEARNING FESTIVAL

Changing Careers & Returning to Work brimbank.vic.gov.au Life Skills Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 10 November 2021	<b>17</b>	<b>17</b>
Tour our New Urban “Gallery 51” modiin.muni.il Arts, History & Culture Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women’s empowerment. 10 November 2021	<b>4</b>	<b>N/A</b>
Sustainable Kitchen: Create More With Less melton.vic.gov.au Food & Cooking, Gardening & Sustainability, Life Skills Goal 3: Health 10 November 2021	<b>22</b>	<b>16</b>
What University is really like and how to choose which course to study wlv.ac.uk Human Rights, Life Skills Goal 4: Education and Lifelong Learning 10 November 2021	<b>N/A</b>	<b>0</b>
Discover Online Shopping wml.vic.gov.au Arts, History & Culture, Life Skills, Technology Goal 4: Education and Lifelong Learning 10 November 2021	<b>20</b>	<b>18</b>
Storytime and author talk – Karen Hendriks Melton.vic.gov.au Arts, History & Culture, Life Skills Goal 4: Education and Lifelong Learning 10 November 2021	<b>23</b>	<b>N/A</b>





## global 2021 LEARNING FESTIVAL

<p>Healing the Wounds of Divorce          Andrea Rodriguez          Health &amp; Wellbeing, Life Skills          Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment.          10 November 2021</p>	<b>N/A</b>	<b>N/A</b>
<p>Conversations with Learners          Paulpartnership.ie          Human Rights, Life Skills          Goal 11: Sustainable Cities and Communities, Goal 4: Education and Lifelong Learning          10 November 2021</p>	<b>39</b>	<b>32</b>
<p>Understanding Universal Basic Income (UBI)          sparkofhudson.org          Human Rights, Life Skills Goal 1: End poverty, Goal 4: Education and Lifelong Learning, Goal 9: Industry          10 November 2021</p>	<b>N/A</b>	<b>N/A</b>
<p>Dance Moves for Parkinson's Disease (PD)          uml.edu          Arts, History &amp; Culture, Health &amp; Wellbeing          Goal 3: Health          10 November 2021</p>	<b>N/A</b>	<b>N/A</b>
<p>Hope Matters          Health &amp; Wellbeing, Life Skills          Goal 4: Education and Lifelong Learning          10 November 2021</p>	<b>10</b>	<b>5</b>
<p>Ser + STEM          medellin.gov.co          Life Skills, Technology          Goal 11: Sustainable Cities and Communities, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment.          10 November 2021</p>	<b>12</b>	<b>4</b>



## global 2021 LEARNING FESTIVAL

Universities as Partners in Learning Cities and Learning Communities ALCN & wollongong.nsw.gov.au Arts, History & Culture Goal 11: Sustainable Cities and Communities, Goal 4: Education and Lifelong Learning 9 November 2021	<b>56</b>	<b>27</b>
Aspiring Writer's Group wyndham.vic.gov.au Arts, History & Culture, Life Skills Goal 4: Education and Lifelong Learning 9 November 2021	<b>12</b>	<b>10</b>
'Speechie Library Talk' Presented by Aleesha Clifford. moreland.vic.gov.au Life Skills, Youth & Children Goal 4: Education and Lifelong Learning 9 November 2021	<b>28</b>	<b>14</b>
Will you be an ambassador for Be the Voice of Girls? Health & Wellbeing, Technology Goal 11: Sustainable Cities and Communities, Goal 3: Health, Goal 4: Education and Lifelong Learning 9 November 2021	<b>9</b>	<b>N/A</b>
Learning To Remember: Memory Training With Tansel Ali melton.vic.gov.au Health & Wellbeing, Life Skills Goal 3: Health 9 November 2021	<b>24</b>	<b>24</b>
You've got an idea for a business ... but how do you actually get started? maribymong.vic.gov.au Life Skills Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 9 November 2021	<b>67</b>	<b>30</b>



# global 2021 LEARNING FESTIVAL

<p>“Courageous Conversations” with Carol Li, Laura Rouse, &amp; Jinny Wang hawaii.edu Life Skills Goal 16: Peace, Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>30</b>	<b>20</b>
<p>Information Dissemination Strategies to increase Community Engagement polaron.com.au Life Skills Goal 11: Sustainable Cities and Communities, Goal 3: Health, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women’s empowerment., Goal 8: Decent Work and Economic Growth 9 November 2021</p>	<b>2</b>	<b>2</b>
<p>Lessons from Supporting our Community During a Pandemic Melton Health &amp; Wellbeing, Life Skills, Technology, Youth &amp; Children Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>29</b>	<b>21</b>
<p>The Key to Effective Online Learning wolvcoll.ac.uk Life Skills, Youth &amp; Children Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>11</b>	<b>6</b>
<p>Social Media For Business access2business.co.uk Life Skills, Technology Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 9 November 2021</p>	<b>6</b>	<b>4</b>
<p>Inclusive and Equitable Education Pathways: a ‘Podformance’ be.org.au Life Skills, Technology Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>9</b>	<b>12</b>

<p>Toddler Storytime brimbank.vic.gov.au Youth &amp; Children Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>29</b>	<b>29</b>
<p>An Introduction to Mental Health, Self-care and Wellbeing vu.edu.au Health &amp; Wellbeing Goal 3: Health 9 November 2021</p>	<b>12</b>	<b>6</b>
<p>Challenging Racism in U.S. National Policy: Lessons from Grassroots Advocacy hawaii.edu Arts, History &amp; Culture, Health &amp; Wellbeing, Human Rights Goal 16: Peace, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment. 9 November 2021</p>	<b>30</b>	<b>20</b>
<p>Covid-19 Stories of Hope and Resilience from Early Childhood Professionals in Australia wollongong.nsw.gov.au Health &amp; Wellbeing Goal 11: Sustainable Cities and Communities, Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>51</b>	<b>51</b>
<p>Improving your wellbeing in Covid19 times Andrea Rodriguez Health &amp; Wellbeing Goal 3: Health, Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>4</b>	<b>N/A</b>
<p>The Magic of Mentoring wlv.ac.uk Life Skills Goal 4: Education and Lifelong Learning 9 November 2021</p>	<b>19</b>	<b>19</b>



## global 2021 LEARNING FESTIVAL

Alternate Dispute Resolution Marilyn Waugh Human Rights, Life Skills Goal 16: Peace, Justice and Strong Institutions 9 November 2021	<b>2</b>	<b>N/A</b>
Unlearning Sustainability canning.wa.gov.au Gardening & Sustainability, Health & Wellbeing Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 4: Education and Lifelong Learning 9 November 2021	<b>39</b>	<b>N/A</b>
Hope and Attachment Matters: John Bowlby's Theory of Attachment mandy@resilio-ni.org Health & Wellbeing, Life Skills, Youth & Children Goal 4: Education and Lifelong Learning 9 November 2021	<b>26</b>	<b>9</b>
Practical tips and tools to reduce the stress experienced during COVID-19 uml.edu Health & Wellbeing, Youth & Children Goal 3: Health 9 November 2021	<b>13</b>	<b>8</b>
Connecting Conversations: English classes during COVID-19 ames.net.au Arts, History & Culture, Human Rights Goal 4: Education and Lifelong Learning 8 November 2021	<b>15</b>	<b>N/A</b>
Werribee Park Food Project ames.net.au Food & Cooking, Gardening & Sustainability, Health & Wellbeing Goal 2: Zero Hunger 8 November 2021	<b>32</b>	<b>22</b>



## global 2021 LEARNING FESTIVAL

<p>First in Family: A Conversation Across Continents An all-inclusive conversation led by past and present First in Family students who discussed their ideas of belonging, barriers and challenges and strengths they bring to their tertiary education. uml.edu Human Rights, Life Skills Goal 3: Health 8 November 2021</p>	<b>37</b>	<b>22</b>
<p>Contradictory Place: Cotton Mills Alongside Anti-Slavery Efforts in Lowell, Massachusetts, USA uml.edu Human Rights Goal 16: Peace, Justice and Strong Institutions 8 November 2021</p>	<b>43</b>	<b>21</b>
<p>How to Budget for Young Adults: Asset Building vs Liquidity empower2free.com Life Skills, Youth &amp; Children Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>15</b>	<b>4</b>
<p>WYNtalk Reconciliation: respecting and valuing Aboriginal history, learning and teaching wyndham.vic.gov.au Arts, History &amp; Culture, Human Rights Goal 11: Sustainable Cities and Communities, Goal 16: Peace, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment., Goal 8: Decent Work and Economic Growth, Justice and Strong Institutions 8 November 2021</p>	<b>191</b>	<b>98</b>
<p>Teaching in the 21st Century wolvcoll.ac.uk Life Skills Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>13</b>	<b>9</b>



## global 2021 LEARNING FESTIVAL

Liu Qinggang: an Overview Datong.org.tw Arts, History & Culture Goal 4: Education and Lifelong Learning 8 November 2021	<b>14</b>	<b>1050 and 207 views</b>
Living Sustainably: A How-to Guide green-connect.com.au Food & Cooking, Gardening & Sustainability, Health & Wellbeing, Life Skills Goal 11: Sustainable Cities and Communities, Goal 3: Health, Goal 4: Education and Lifelong Learning, Goal 6: Water and Sanitation 8 November 2021	<b>49</b>	<b>22</b>
Be Your Own Boss: An Introduction to Entrepreneurship and Self Employment access2business.co.uk Life Skills Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 8 November 2021	<b>2</b>	<b>0</b>
The Story of the Burnaby Festival of Learning sfu.ca Arts, History & Culture, Life Skills Goal 11: Sustainable Cities and Communities, Goal 4: Education and Lifelong Learning 8 November 2021	<b>7</b>	<b>6</b>
Deadly Science – Celebrating Australia’s First Scientists Maribymong.vic.gov.au Arts, History & Culture, Life Skills, Technology Goal 4: Education and Lifelong Learning 8 November 2021	<b>13</b>	<b>4</b>
Nyadol Nyuon: Lifelong Learning for Connection, Equality and Inclusion Melton Goal 4: Education and Lifelong Learning 8 November 2021	<b>109</b>	<b>90</b>



## global 2021 LEARNING FESTIVAL

<p>Digital overload: A guide to staying sane whilst working in a digital age wlv.ac.uk Health &amp; Wellbeing, Life Skills, Technology Goal 3: Health, Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>37</b>	<b>22</b>
<p>Co-understanding SDGs in Bangladeshi neighbourhoods: The potentials of creative learning tools for recognizing urban challenges ku.ac.bd Health &amp; Wellbeing, Human Rights Goal 11: Sustainable Cities and Communities, Goal 3: Health, Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>44</b>	<b>N/A</b>
<p>How long term partnerships deliver long term impact for a community. westernbace.com Life Skills, Technology Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment., Goal 8: Decent Work and Economic Growth, Goal 9: Industry, Innovation and Infrastructure 8 November 2021</p>	<b>18</b>	<b>12</b>
<p>Family Storytime brimbank.vic.gov.au Youth &amp; Children Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>25</b>	<b>25</b>
<p>Re-thinking International Development in a Post-Covid-19 World rmit.edu.au Arts, History &amp; Culture, Gardening &amp; Sustainability Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>56</b>	<b>20</b>
<p>The Benefits of Developing Practical Online Learning irisconsulting.net.au Technology Goal 4: Education and Lifelong Learning 8 November 2021</p>	<b>15</b>	<b>15</b>





## global 2021 LEARNING FESTIVAL

Youth Empowerment wlv.ac.uk Health & Wellbeing, Life Skills, Youth & Children Goal 1: End poverty, Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 3: Health, Goal 4: Education and Lifelong Learning, Goal 5: Gender equality and women's empowerment. 8 November 2022	N/A	N/A
CPR and Use of the Defibrillator Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	37 views
The Benefits of Volunteering Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	26 views
Monoprint and Line drawing Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	24 views
Improving Internet Safety Awareness Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	26 views
Lip Reading & Useful Sign Language: Deaf Awareness Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	50 views



## global 2021 LEARNING FESTIVAL

How to Create a Floral Envelope Design Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	23 views
How to Create a Based Wreath Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	19 views
How to Create an Envelope Style Cushion Cover Melton Arts, History & Culture, Gardening & Sustainability, Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	N/A	22 views
(Mis)Representing Gendered Violence – Is crime fiction dealing in caricatures? wlv.ac.uk Arts, History & Culture Goal 4: Education and Lifelong Learning 8 November 2022	N/A	6 views
The Lockdown Lowdown Tour Melton Life Skills, Technology Goal 3: Health, Goal 4: Education and Lifelong Learning, Goal 8: Decent Work and Economic Growth 8 November 2021	N/A	N/A
Walking Down, Waking Up – Travel and Place in Lockdown wlv.ac.uk Arts, History & Culture Goal 4: Education and Lifelong Learning 8 November 2021	N/A	N/A



# global 2021 LEARNING FESTIVAL

<p>Recorded Video Series beaconvision.org Health &amp; Wellbeing Goal 4: Education and Lifelong Learning Across All Days of the Festival</p> <p>65DC67A4 – This video demonstrates how people with visual impairments can use Voiceover to navigate the Home screens on a Mac computer. <a href="https://youtu.be/GXL7NiK96gl">https://youtu.be/GXL7NiK96gl</a></p> <p>720A39E1 – This video demonstrates how to turn on the built in Voiceover screen reader to assist blind and visually impaired users to navigate and interact with an iOS device. Voiceover Screen Reader Assist iOS - YouTube <a href="https://www.youtube.com/watch?v=wxDebDx28x8">https://www.youtube.com/watch?v=wxDebDx28x8</a></p> <p>D2356AEZ – This video demonstrates how to navigate the Home screens on iOS devices using the built in Voiceover screen reader. Voiceover Screen Reader Home Screen Help - YouTube <a href="https://www.youtube.com/watch?v=lfi6SBjx4oY">https://www.youtube.com/watch?v=lfi6SBjx4oY</a></p> <p>DB8E9B02 – This video demonstrates how to use the Voiceover Rotor tool in different settings on an iOS device. Voiceover Rotor Tool iOS - YouTube <a href="https://www.youtube.com/watch?v=lvnpzeUEIU0">https://www.youtube.com/watch?v=lvnpzeUEIU0</a></p>	<p><b>N/A</b></p>	<p><b>2 Views</b> <b>16 Views</b> <b>7 Views</b> <b>17 Views</b></p>
<p>YMCA Black Country's Online Learning System: an overview ymcabc.org.uk Life Skills Goal 3: Health, Goal 4: Education and Lifelong Learning 8 November 2021</p>	<p>No registrations taken</p>	<p><b>7 views</b></p>
<p>Words and Deeds – The Fiction of Suffragette Leader Constance Nina Boyle wlv.ac.uk Arts, History &amp; Culture Goal 4: Education and Lifelong Learning 8 November 2021</p>	<p><b>N/A</b></p>	<p><b>32 views</b></p>
<p>What Makes Someone a Good Language Learner? wlv.ac.uk</p>	<p><b>N/A</b></p>	<p><b>31 views</b></p>



# global 2021 LEARNING FESTIVAL

Life Skills Goal 4: Education and Lifelong Learning 8 November 2021		
The Shropshire Dialect Studies – Looking Back to Look Forward wlv.ac.uk Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	<b>5</b>	<b>9 views</b>
The Role of Religion in Modern Britain wlv.ac.uk Life Skills Goal 4: Education and Lifelong Learning 8 November 2021	<b>N/A</b>	<b>10 views</b>
How to Make a Wildlife Nesting Box cityofpae.sa.gov.au Gardening & Sustainability, Life Skills Goal 11: Sustainable Cities and Communities, Goal 13: Climate Action, Goal 4: Education and Lifelong Learning 8 November 2021	<b>N/A</b>	<b>118 views</b>
A Night at the Observatory: Mbo.org.au Goal 4: Education and Lifelong Learning 11 November 2021	<b>18</b>	<b>52</b>
Wolverhampton Music Service Pre-recorded videos  A collection of videos aimed at children aged 4 – 6 encouraging participation through music and movement. Recorded during the Covid 19 pandemic to support Wolverhampton schools.  YouTube Link: <a href="https://www.youtube.com/watch?v=KAYQf18amr8&amp;list=PLpVYSPDaGnMltExPaVaf8jhO1TBkUBz5h&amp;index=10">https://www.youtube.com/watch?v=KAYQf18amr8&amp;list=PLpVYSPDaGnMltExPaVaf8jhO1TBkUBz5h&amp;index=10</a>  <b>Music for children with additional needs</b>		<b>219 views</b> <b>79 views</b> <b>144 views</b> <b>84 views</b> <b>708 views</b>



# global 2021 LEARNING FESTIVAL

In this video, recorded during the Covid 19 pandemic, our partners Inclusic recorded an interactive sing a long video for children with Moderate Learning Difficulties (MLD) to support special schools in Wolverhampton YouTube Link:

<https://www.youtube.com/watch?v=jRuCUTLXv7o&list=PLpVYSPDaGnMltFxPaVaf8jhO1TBkUBz5h&index=13>

### Music for whole classes

This playlist features 16 videos to support musical learning in children aged 6-10. Recorded during the covid 19 pandemic to support Wolverhampton schools. YouTube Link:

[https://www.youtube.com/playlist?list=PLpVYSPDaGnMJ34KNvgRkTMXGdCT\\_M\\_FT8](https://www.youtube.com/playlist?list=PLpVYSPDaGnMJ34KNvgRkTMXGdCT_M_FT8)

**Singing in the Rain** This interactive sing-a-long event was recorded during the Covid 19 pandemic to support Wolverhampton schools with singing together. Led by Paul Wilcox, you will be taken through a full warm up and concert experience. Suitable for children aged 6-10.

**Download the lyric sheet to sing along** <https://wolverhamptonmusicservice.org.uk/download/singing-in-the-rain-2020-lyric-sheet/>  
YouTube Link:

<https://www.youtube.com/watch?v=28xniVwk8c>

<b>Registrations TOTAL</b>	<b>2761</b>	
<b>Attendance TOTAL</b>		<b>2691</b>
<b>Pre-recorded views TOTAL</b>		<b>2105</b>
<b>TOTAL attendance plus views</b>		<b>4796</b>

## Appendix 6 - GLF Working Group Reflections Session

### **Question 1 - Share your thoughts on the new GLF website including any suggestions for change.**

Great, easy to navigate. Very colourful and accessible

For a fully-packed program - the website was easy to view and navigate  
easy to navigate

Needed a Time Zone converter

Much better than last year, but needed a Time Zone converter and easy transfer into your calendar

The front end was functional and looks great

Was easy to use! Having a timezone converter would be great

Easy to navigate

Really clear and easy to navigate

Didn't see it last year so can't compare it but found it functional. Would be helpful to have timezone options. Thanks, Alison!

have the search button on the home page rather than browse a list

Does not need any new pages - what it has now is enough

A nice clean and light look and feel

Need to consider a widget or plug-in as a time zone converter to avoid confusion around event day and time  
time zone converter would have been really handy

Looks good adding the partners

Time Zones converter would be amazing

The website is a great improvement from last year, but the functionality from the user perspective can be improved by: the ability to make a wish list, integration with calendar, automatic time zone conversions, more browsing options.

The back end was a bit challenging

More training for hosts to maintain and upload links.

agree with a wish list to narrow things down

Needed a better browsing function on events



Reporting capabilities for evaluation

Found the back end easy to access

More training for hosts

Integrated with the beginning - from the first expression of interest onward

Reporting - how many registrations per event, being able to track days and times for planning for engagement.

The graphic look of the site is very appealing - well done Alison

Curate via themes

More refinement in categories/ themes

How would it work for non-English speaker hosts?

Could we link participant surveys to events?

### **Question 2 - Feedback on the timing of the GLF: 8-11 November. Is there a better time for the Festival in your opinion?**

Timing is good

Would not make it any longer than 4 days

Timing good for us

It worked for us

Accessibility improves if all sessions are recorded

4 days is good

This time suited us greatly in Ireland. It is a quiet time of year for us so we were happy to have a project to focus on

The timing seems ok

no issue with the timing, wonder whether going into the weekend would be beneficial or not? something to consider

I don't think uni students would be very engaged as it is assessment/end of the semester.

Four days is a good time frame for this event to take place

Would having a weekend day work?

It's a fine time but for the northern hemisphere (European) participants it adds in uncertainty around times as it's just about the time we move to 'daylight saving' - the clocks move back an hour

Can we have time slots on EOI so we do not double up on events at the same time?



It is fine. Fall here, in the USA. Anytime is good for learning  
Wouldn't go any later in the year.  
Very hard to navigate daylight savings differences!  
I second the suggestion to take steps to avoid doubling up  
Allocate a max no of events at a time on the EOI

### **Question 3 - With your learning community in mind, do you have suggestions for change to the Festival?**

More events in community languages for our learning City  
More languages other than English  
Definitely events in Spanish and French to link to UN languages  
More events that allow for new connections/ participation - workshop type events.  
More global representation  
A Timezone changer on the website!  
More events delivered in divers languages spoken within our community  
Just a thought - maybe a gimmick -24 learning festival where something is happening across the day. It might be already happening.  
more languages and countries represented  
More collaborative events between councils  
curating events by themes and a more coordinated approach to marketing so that there is greater reach for hosts  
I would put a cap on how many events - don't go above 100 and make it curated to save the team from burnout!  
Outline the impact of the festival at a local level  
More collaborative events between countries  
balance academic vs sessions for the 'layperson.  
Sharing of marketing tasks across the working group.  
Avoid events that are about self-promotion - focus on collaborations for the good of all  
Identifying audiences in a more targeted way.  
Maybe fewer meetings before the festival. Collaboration would also be fantastic. Overall, ye did an incredible job  
A how-to market guide for hosts and working group





Incentives to survey responses  
learning from each other

**Question 4 - Given that generating ideas, connections and promotion are key parts of the working group, was there anything else important to you?**

Generated lots of ideas and connections beyond the festival

Understanding lifelong learning concepts and practice

learning about different evaluation tools

I would like to see the working group able to participate more in the organisational/operational tasks - maybe we can set up smaller teams for specific tasks.

I found it difficult to commit to the number of meetings required for full participation in the working group

Extending the partnerships beyond the festival

Way too many meetings

The number of meetings was fine. Check-in and feedback were important, helpful, encouraging. All good.

a meeting that could everything keep on track and drive things forward

Extending partnerships beyond the meetings and festival

Collaborating on the selection of events, curating thematically and more tightly

Learning how these festivals work

Smaller diverse working groups to feedback to the full working group

Sharing the load a bit more across the group, leverage the skills and synergies that exist within this group

**Question 5 - As a member of the working group, what steps did you take to promote the GLF as a whole?**

Emails with global networks, cold calling various people

Encouraged event hosts and attendance at events

Word of mouth and posting in personal and work networks, emails to colleagues.

Using Linked posts and tagging people

Direct emails of relevant programs to colleagues

Shared on personal FB and WOM

General public promotion via posters, website, event calendar and social media

Sent a curated list to various networks and contacts

email to local councillors

Reaching out to random people I heard or saw as guests on the ABC who might like to be involved ;)

Social media posts, local newspaper articles, internal communications within the organisation and ask other teams to share GLF info with their networks

shared the GLF social media content

Encouraging colleagues & friends to attend

In the Irish Network, we all used our separate social media platforms and websites. In Dublin, we submitted our event to Dublin City Council Inclusion and Integration week. Emailed all partners

Doing a media release early to get buy-in

Resharing posts

Twitter

two Media releases but they weren't picked up by local radio or tv; LinkedIn posts tagging partner hosts; Facebook posts via 3 different channels across Council; Information note to Councillors; Email flyers to schools and Home Education Assoc.

Sharing our draft media release with other partners to use and adapt!

Added events to all local cultural calendars

Wish there was a way to track how many connections attended

### **Question 6 - What ideas do you have to improve the promotion of the GLF in the future?**

council\_leadership\_buy\_in

time for marketing

Promotion\_on\_Glf\_fb\_page

university\_networks U3A\_direct\_contact

Get\_Mayors\_to\_run\_events

Curated\_lists

local\_partnerships

Don't\_extend\_EOI\_deadline Curate\_events\_and\_promote Promote\_via\_networks  
Build\_USA\_network  
targeted\_push\_interest\_gp  
involve\_schools  
students\_presenting  
competitions  
Get\_the\_ABC\_involved Have\_schools\_run\_events  
Council\_buy\_in More\_student\_voices  
Engage\_local\_celebrities  
include\_disability\_groups  
SBS  
interactive\_discussion grassroots\_messages  
Events\_beyond\_English  
More\_learner\_voices

**Question 7 - Are there other organisations or individuals that you can suggest to join the working group?**

African\_continent\_members  
One\_rep\_per\_continent  
Schools\_TAFE\_Uni Local\_Businesses Media-\_SBS  
more\_cultural\_diversity  
UNESCO\_LC\_award\_winners  
Schools\_representative Business\_representative Youth\_representative  
school\_principals\_assoc  
Cultural\_groups Tech\_school  
Active\_retired\_groups Sports\_organisations  
Prioritise\_1\_continent  
Climate\_change\_groups  
LGBTQI\_group



Improve\_participation  
Incentivise\_participation  
consistent\_commitment task\_oriented  
Alternate\_meeting\_times  
tasks\_for\_everyone commitment everyone\_marketing

**Question 8 - Is there anything you would change about the GLF working group?**

Change\_meeting\_time  
Delegate\_more\_tasks  
Sub\_committees  
Rotate\_chair  
more\_structured  
Give\_the\_group\_actions  
Less\_meetings  
Alternate\_meeting\_time  
easier\_use\_virtual\_space training\_on\_use\_website More\_collaborations

**Question 9 - Are there suggestions for change for the GLF?**

Theme next year: climate action  
yes, climate action is urgent  
More chocolate bribes  
Mayors run climate action events!  
"Thinking about how to increase access for people who have low digital skills.  
More ideas around how to do offline participation for people who cannot join virtually."  
one day as a conference for providers  
Yes a key theme - but also a marketplace of ideas  
Mayors give out chocolate and run events!  
Promote take up in other countries by having one rep host local meetings in their own language



Run meetings in alternate languages :)

Leverage the skills and experience that exist within this group and share the load. All members have actionable tasks to assist with planning and promotion