



Whole of Community Engagement

Initiative

**The Whole of Community Engagement
initiative research and evaluation process:
both ways, together.**

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Office of Pro Vice Chancellor – Indigenous Leadership
Charles Darwin University

Acknowledgement



The team



WCE Background

Whole of Community Engagement (WCE) initiative:

- July 2014 - December 2016
- Multi-site Participatory Action Research (PAR) project

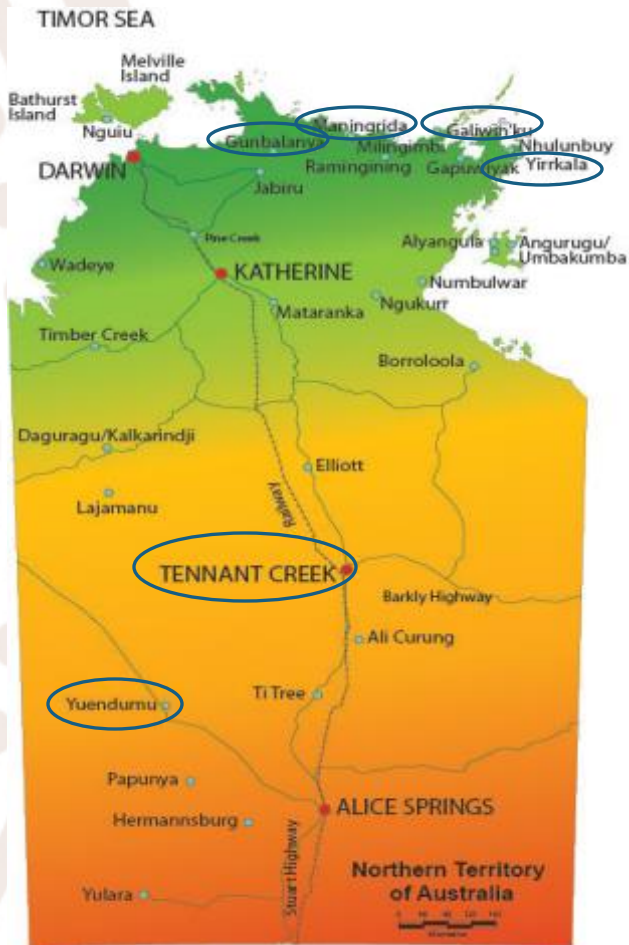
Objectives:

Using whole of community engagement strategies, inspire 6 communities to include higher education among their normal expectations by:

- Explore current community perspectives of higher education, and linking with existing strategies for achieving quality of life aspirations;
- Co-create ongoing opportunities for community, research, academic and public policy leaders to engage in mutually beneficial and critical relationships; and
- Identify means for making education relevant and culturally and physically accessible

... with a view to establishing strong and sustainable pathways from early childhood to lifelong post-secondary education.





- * Gunbalanya
- * Maningrida
- * Galiwin'ku
- * Yirrkalá
- * Tennant Creek
- * Yuendumu





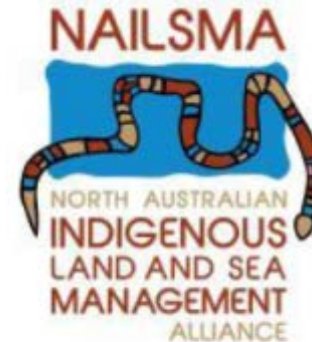
Whole of Community Engagement Initiative



**Australian Centre for
INDIGENOUS KNOWLEDGES
& EDUCATION**



**Batchelor
Institute**



WCE partnership approach



TENNANT CREEK STORY



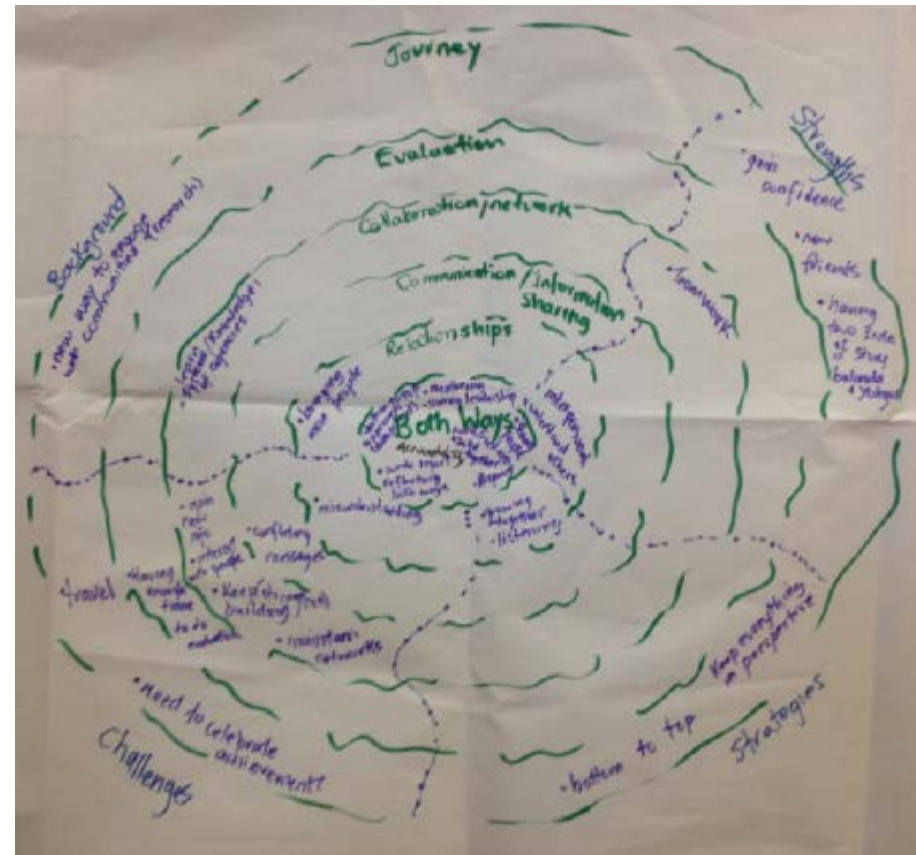
WCE evaluation process



WCE partnership approach: evaluation



WCE partnership approach: evaluation



WCE partnership approach to evaluation– What was good? What was hard?

VALDA



WCE partnership approach to evaluation– What was good?

- * Strong engagement
- * Solutions appropriate to local context
- * “Co-creations”
- * Interest from other communities
- * Community voice amplified (research & evaluation; Steering Group)
- * Articulation of a partnership model



WCE partnership approach to evaluation – What was hard?

- * *Uncertainty*
- * High demands on people in communities
- * Inherent tensions in a ‘bottom up’ innovation:
 - * Leadership
 - * Organisational demands
 - * Sticking to project aims/strategies
- * Project design
 - * Geography
 - * Communication challenges



WCE partnership approach to evaluation – What are the risks?

- * Slow to establish evaluation process
 - * Impacts on ‘development’
 - * Impacts on dissemination
- * Partnership model requires investment, time and patience
- * Timeframe – sustainability/outcomes in a 2 year project
- * ? Raised expectations

- * **Limitations to some parts of our evaluation**



WCE partnership approach - “Achievements”

** (evaluation not yet complete)

VALDA



WCE partnership approach - “Achievements”

**** (evaluation not yet complete)**

- * Increased awareness of/engagement in higher education space
- * Capacity building – Indigenous and non Indigenous staff
 - * Motivation to study again
 - * “You taught us, we taught you.”
- * Articulation of community perspectives re HE; enablers & barriers
- * Establishment of mentoring programs – early positive feedback
Reorientation of teaching models to include cultural learning in teaching curriculum
- * Input into/support for development of language resources
- * Local level partnerships and governance
 - * Eg. Yalu/school - Galiwinku
 - * Interagency meetings – West Arnhem
 - * Community governance – Tennant Creek
- * Beginning to influence systems change eg. LLN; HR & remote travel & employment



Conclusion

- * Evaluation not yet finalised
- * Separate reports for community level work; overarching WCE evaluation report
- * **WCE Evaluation Report** will be completed 31st March 2017



Funding Acknowledgement

We acknowledge that the WCE initiative is funded through the Australian Government's Higher Education Participation and Partnerships Programme



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