Guide to Community Auditing

Unleashing the learning needs and assets within your community

This project has been funded with support from the European Commission.
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Education and Culture DG
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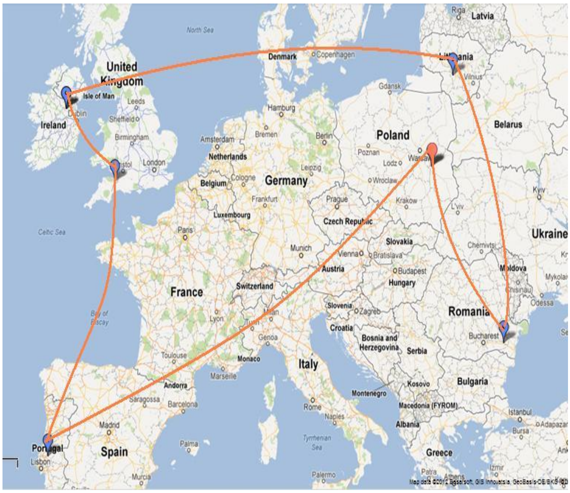
1. Welcome to NetBox

NetBox is a community led lifelong learning initiative funded by the European Commission under the Lifelong Learning Programme 2007 -2013. For the first time, NetBox aims to develop a micro-social network in rural communities that focus on identifying all the educational assets and needs within these communities in order to build new learning partnerships, generating educational resources relevant to local residents. NetBox offers a new and exciting approach towards facilitating learning opportunities and networking between different stakeholders in rural areas. Six rural towns across Europe, have been chosen to participate in the pilot phase, and will be supported in developing and strengthening a social network for 'self-learning'; creating a new model for educationally self-sufficient rural communities by tapping into and showcasing the known and tacit learning assets and skills within.

The fundamental hypothesis behind the NetBox project is that there is a wealth of knowledge in any community that is often hidden from collective view. By making this more visible, by supporting existing community interactions and by facilitating new connections, there is potential for people to learn from each other closer to home and in new ways. NetBox aims to offer a resilient, cost-effective model for community-based learning that supports a diversity of livelihoods and a deepening of community cohesion.



NetBox is being piloted in the following six European communities:

- Oldcastle, Meath, Ireland
- Wiveliscombe, Somerset, UK
- Vale de Figueira and São Vicente do Paúl, Portugal
- Gina, Ryki, Poland
- Stefan cel Mare, Romania
- Kulautuva, Lithuania

To find out more about the people behind the NetBox Project, visit www.netboxproject.eu

2. The Community Audit

2.1 Background to the NetBox Community Audit

As a first step in achieving the NetBox project aims and objectives, it is necessary to design and implement a comprehensive community audit schematic, drawing on the most appropriate elements of Asset-Based Community Development and Needs-Based Community Development approaches in the six pilot communities. In keeping with best practice in community development, the community audit sets out to avoid a 'doing to' or 'doing for' approach to proposed actions and instead focuses on a methodology that will build capacity within local communities pursuing a 'doing with' approach. Within the NetBox project, conducting the community audit is the first opportunity to encourage local residents and businesses to take the initiative in the project's development process and eventual ownership of the project outputs. In keeping with this philosophy, a 'Participatory Action Research' methodology is central to engaging a local group of research volunteers and supporting them to complete the asset and needs based audits cultivating positive attitudes among the selected communities while simultaneously collating valuable data regarding learning in their communities.

Purpose of this Audit Guide

The purpose of this Audit Guide is to introduce a step-by-step process to Participatory Action Research approaches underpinning an asset based and needs based auditing method. It is strongly recommended that the Audit Guide be used in conjunction with the NetBox Induction Programme - a short training programme explaining the benefits and processes of Participatory Action Research, to be implemented with the members of the local audit teams, prior to the commencement of the auditing process. All of the resources for the Community Audit process can be downloaded, free of charge, by visiting www.netbox-project.eu.

2.2 Explaining the Theories behind the NetBox Audit

Asset Based Community Development (ABCD) is a growing movement that considers local assets as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, ABCD draws upon existing community strengths to build stronger, more sustainable communities for the future. It is a very positive outlook on community work, it seeks to activate and energise local residents who care about the future of their town or community. It is asset based - this means that it starts from the principle that future change is best achieved by working with assets 'in the room' and with experiences of success. At the same time, it challenges community members to go beyond familiar ways of thinking; it uses dialogue to transform thinking and therefore change systems. ABCD has an approach to capacity building, which encourages changes in organisations, communities and individuals.

Needs Based Community Development (NBCD) is perhaps the most widely used approach for supporting the development of sustainable communities. NBCD focuses on identifying the needs of groups at risk of disadvantage or living in disadvantaged communities and providing appropriate resources, supports and responses to these needs.

When addressing people's learning needs, it is helpful to consider what learning needs they have at present, what needs they will have in the immediate future, and what structures and plans they need to put in place for potential learning needs that may arise further down the line. This approach will ensure that the results of the audit are sustainable and will remain relevant into the future.

Participatory Action Research (PAR) in its simplest terms, enlists those who are most affected by a community issue, typically in collaboration or partnership with others who have research skills, to conduct research within the community. The main aim of a Participatory Action Research approach is to conduct research which will lead to a plan being devised by the local community to resolve any issues or needs of their community, in a way that involves all members of the community. In other words, Participatory Action Researchers are added to or replace academic and other professional researchers with research done by community members, so that results both come from and go directly back to the people who need them most and can make the best use of them.

2.3 Getting the Community Audit Underway

2.3.1 Assembling the Community Audit Team

At the heart of the NetBox Community Audit process is the local team of people from the community who have volunteered to get involved, and have been trained and supported to undertake the audit and the initial promotion of the project. Some people may be very involved, while others may volunteer to do one particular activity. In each community, induction sessions are held in order to bring local team members through the audit process as well as familiarising them with the questionnaires they will be completing with local residents, businesses and service providers. At these induction sessions, capacity building workshops are held in order to enable this team to conduct interviews professionally and confidently.

2.3.2 Roles and activities

The following table gives an indication of what roles and activities are needed to carry out this audit. Much activity will take place at the same time and it is useful to be clear who is taking which role. You may discover more roles and jobs as the audit unfolds including some that are particular to your community, or your team.

Gathering Data	**Project Managing**	**Event organising**
Delivering questionnaires or flyers to people to fill in themselves (door to door)	Attending team and project meetings	Help creating posters, promotional materials etc.
Interviews and filling questionnaires	Attending community events and meetings to support research	Hosting community events and workshops
Translating audit-related material where necessary	Writing reports	Setting up for Consultation Events
Reviewing and analysing the gathered information	Inviting and publicising - including flyer and poster distribution	Facilitating public events
Collating, cataloguing and filing data in different forms as it comes in	Disseminating - telling people about the project	Note taking and summing up key points

2.3.3 Understanding the Key Terms

Before a community can begin asset mapping through the NetBox Community Audit, it must be clear what is meant by the terms ‘asset’ and ‘asset mapping’.

An **asset** is anything which can be used to improve community life. Assets can be people, places, or businesses within the community. For the purposes of NetBox we are focusing on the learning assets within a community.

Asset Mapping is the process of identifying these assets and their location in the community. It is important that those living in the NetBox pilot communities conduct the asset mapping and community audit process themselves so that they build new relationships, and learn about the learning assets and learning needs present in their communities.

Learning Asset relates to the educational assets, such as knowledge and skills, within a community but also learning resources such as venues, computers and time to attend or deliver training.

Types of Learning Asset	Examples for Consideration
Knowledge	Of local area, ecology Chemistry, history, geography Current affairs Other cultures
Skills	Practical (e.g. building, food growing) Technical skills (e.g. IT, mechanics) Communication in mother tongue or foreign languages Mathematics Entrepreneurship Childcare or working with teenagers Cultural awareness and expression
Resources	Space (indoor, outdoor) Tools, materials Time
Access	Transport Technology (e.g. access to computers)
Educational resources	Existing courses, schemes, tutoring Existing professionals Educational practice (from lecture style to coaching, hands on apprenticeship to transformational personal development) Approaches from holistic to topic specific
Human capacities	Qualities, values Attitudes, approaches

A **Learning Need** can be identified as any skill that people feel they need to learn. Some obvious examples of learning needs include learning to use a computer for using the internet or email, or book-keeping and accounting.

2.3.4 Opportunities for Learning Partnerships

Throughout the community audit process, the NetBox team are looking to draw out and initiate opportunities for learning exchange within the community. The NetBox online social network will act to facilitate these exchanges through matchmaking the assets and needs in various ways.

As the audit gets underway, take note of any opportunities for this type of asset and need matching that arise during the community consultation, as this will be the basis for the development of learning partnerships in the future.

2.3.5 Who do you want to talk to?

In order to obtain comprehensive and accurate research results, each local audit team should seek to engage an adequate cross section of people in the chosen community area from the age of 16 years and up, covering all social and business groupings. Throughout the auditing process, the aim is also to create intergenerational, intercultural and cross-sectoral networking opportunities.

The audit is divided into three sectors, typically found in rural communities:

- Residents: the people living in the selected town or community
- Businesses: profit making enterprises in the area
- Service providers: public service providers and community organisations.

We recommend that local teams engage with 20% of residents, 40% of businesses and 33% of service providers through the auditing process in each pilot community to ensure a comprehensive research sample upon which to base future NetBox activities and actions.

3. Data Collection methods and approaches in NetBox

In keeping with the spirit of NetBox and the principles of ABCD, the community audit should be conducted from a positive perspective within the rural communities. The Community Audit Team should be encouraged to look at the things that are working in their communities and, through conversations with others, build upon them. In some situations this can be very powerful because, by focusing on the positives, it is possible to build the unique strengths of a community which bring real success. A positive energy approach to community auditing helps build on the local strengths and assets identified in a community in order to define the learning needs and discover how best to achieve them. In order to complete the community audit there are a series of questions that researchers need to ask the local community. These include questions:

- About themselves including their use of the internet and social networking
- About their learning assets
- About their learning needs as individuals and as a community
- About existing patterns and new opportunities for learning within the community

These questions will be asked by conducting interviews with local members of the community, completing questionnaires, both face-to-face and online, and through focus group sessions and community workshops.

The following section offers information and advice on how best to conduct this audit using some well-known methods of data collection and information gathering. This information is to help you create your own strategy as appropriate to your community, resources and interests. Alongside one to one interviews with the questionnaires please use at least three, but no more than six, other methods or approaches for hosting data collection activities. When creating your research strategy, bear in mind how you will collate the data, as the more approaches you use the greater the level of data and information you will collect and need to analyse. Use questions that relate directly to the questionnaires to be able to capture direct data more easily.

3.1 Interviewing

Appreciative Inquiry is a method often used as part of Asset-Based Community Development. It consists of asking people open questions and while they answer, you write down all the assets that you hear in the story. Once they have finished, you give them feedback by listing the assets mentioned in the story. While people you interview will not necessarily think of them of as assets, you know the kind of things you are listening out for. This is a direct and effective means of ascertaining community assets.

Interviewing tips

- Give yourself and the interviewee time to settle in and feel comfortable.
- Make an agreement about how much time they have to give and pace yourself accordingly.
- Find a balance that feels good between letting people speak uninterrupted and bringing people back to focus on the question if needed.
- Sometimes people need encouragement with certain questions or for you to show appreciation or curiosity in what they are saying.

3.2 Using visual tools to encourage participation

Using images and objects, and providing a welcoming atmosphere can help to stimulate discussion and build a vibrant relationship between the NetBox team and the community as a whole. These elements can be used to ask questions in ways that engage a person's interest and encourage a fuller response than interviews and questionnaires alone. They can be used independently or as an ice-breaker with people before their interview begins.

3.2.1 Invitations to Join In

These are a series of simple activities using props and simple facilitation to invite engagement. For example, group participation can be encouraged by displaying a map of the local area in a prominent location at a group meeting with an invitation for people to write a memory on a tag and pin it to the map. Alternatively, a blackboard can be used instead of a map, where people are invited to write their answers to some questions which the facilitator will write up about the local area. By this means, people are often encouraged by what others have already written.

3.2.2 Graffiti Wall or Blackboard

A 'graffiti wall' is a large surface (often a roll of paper pinned to the wall) where people are encouraged to write, draw or stick up post-its in response to a particular question or set of questions. These are both great for stimulating group involvement and story-telling and for getting less active members of the community involved, as people simply need to write their thoughts on the wall in order to get involved and share their experiences.

3.2.3. Story (Post) Cards

People are invited to tell each other stories, prompted by selecting one or more of a set of postcards that say 'Tell me a story about…' on side A, and then ask for specific feedback from the story-teller on side B, as well as asking the participant to leave their contact details. This activity helps to stimulate discussion and make more contacts in the community.

3.2.4 Maps

Using a map of the local area on a large display board (or on a wall or a table) you can invite people to pin tags to the map where they write stories about certain landmarks, historical sites, community facilities or organisations from around the local area, or to share their experiences or memories of any significant events that may have happened locally in the past. This helps to encourage a sense of ownership over the local area.

3.2.5 Tablecloths and Napkins

This method of community activation and data collection should be used at small or large gatherings, for drop-in spaces and more structured events, for example, World Café, or coffee mornings. Use paper table cloths; rolls of lining paper or flip chart paper to cover the tables your participants are using. Many smaller tables or one long 'banquet'-style table can work.

Similar to a Graffiti Wall, this can be used generally to get people talking and sharing their experiences and aspirations for their local area, or to ask specific questions for direct data.

Note: These activities work well at events or alongside interviews, focus groups and questionnaires. However, they are not suitable to be used as the sole method of data collection method for this type of community audit.

3.3. Cultural Probes

The Cultural Probes are given out as a pack containing various tasks to take away, use and return after a given time. Activities and questions may be personalised for a specific user or sub-group, or the same probes may be given to a wide selection of users. As the participant takes these probes home, there is an opportunity for them to discuss some of the questions and topics with others, to sleep on it and reflect in more detail on the question being asked, resulting in a more considered response to the questions.

For NetBox, this approach lends itself in particular to our questions about assets and needs such as qualities, attitudes, learning styles, cultural awareness, etc. and for information around the community's use of technology, local amenities and networks.

3.3.1 Camera

People are given a disposable camera with a small notebook as their photo diary. They are given a date by which to hand them in. Instructions are printed on a label on the camera. Sample instructions include:

Take photos of:

- Areas in your town that you think are underdeveloped
- Areas in your town where people can be proud of

Participants are then encouraged to make notes in their photo diary about the photo taken and the project team will develop the photographs in order to use them in visual exercises and displays.

3.3.2 Postcards

Similar to the 'Invitations to Join In', these postcards act as a prompt for participants to start sharing their views, opinions and experiences through suggesting discussion topics based around the key themes of the NetBox project. For example: Tell a story of something you learnt while living in this community.

3.3.3 Local Map

The local map has a similar purpose to the 'Invitation to Join in' map, but on a smaller and more individual scale allowing the participant to add to their map over time with pens and tags.

Instructions are printed on the map and can include the following:

- Tell us where adult learning happens in this area?
- What is there to learn in the local area?
- Mark on the map any physical assets and resources you know in the area.

3.3.4 Shopping List

The Shopping List tool is a specifically designed note page to stick on the fridge at home (for residents) or the office pin-board (for business and services) to add ideas to over time. You can include a magnet and drawing pins in the kit. Participants can use this list to give feedback on certain themes, such as 'what I want to learn now…in the next twelve months… in the next three years…? This is a useful tool to get people thinking about building a sustainable learning environment for their community.

3.3.5 How to use the Cultural Probes

- Feel free to use your own ideas, related to the core questions from the questionnaires or about specific areas where you want to get more detail and data as the research moves forward.
- Once returned and developed the pictures and other 'probes' can be used to create displays at future events to elicit further discussion.
- Make sure things are filed well so they can be referred to later by the team and possibly at the online design stage.

Tips for using Cultural Probes

- When handed out or offered for collection, be clear when you want the probes returned by. Make it simple for the participants to return the instruments by setting the drop-off point at a central drop off box or café or for smaller groups you might collect them by hand from office or home.
- It is likely that you will not get all the kits back and that some will not be used exactly as expected. Allow for this in designing your packs and in how many you use.
- You may decide to use just one of these 'probes' to send out rather than a 'kit' or collection.

4. Focus groups, events and drop in opportunities

4.1 Focus groups

Focus groups consist of approximately 4 to 10 people who are brought together to talk about the NetBox project and discuss the questions for the Community Audit. This is particularly useful in considering themes that arise specific to your local area, and to talk with key people from the different sectors of businesses, community services and local residents. Within the focus group take the opportunity to explain and clarify the aims of the project and the specific purpose of this focus group. The format can be a simple group discussion followed by each filling out a questionnaire.

Tips for interviewing in a focus group:

- You will need a facilitator and someone to take notes during the discussion.
- If hosting a focus group or event, the key is to make sure everyone is heard, but also to make sure you allow time for each person to flow in their conversation while keeping a boundary if people are talking too long or others need to go.
- Be clear on timeframe and pace the discussion and data gathering accordingly. Two hours is a good average time for a focus group.

4.2 World Café

This method involves a group of people discussing questions together while seated at café style tables. A facilitator introduces the session and asks everyone to sit around 3 tables (this number can be increased as needed for larger groups). At the end of 5 minute intervals, the facilitator asks each participant of the group to move to a new table. One person stays behind as the 'table host'. This volunteer will also give an overview to the group of the outcomes of the table discussion. At the end of this exercise, these key themes and insights are gathered and shared with the whole group. This method is a great way of involving a larger group (from 12 to 200) in discussion, networking and data collection. The Café format is flexible and can be adapted to many different circumstances.

As a team you will design a World Café event appropriate for sector groups in your community or a cross sector community gathering. You will need to decide the core purpose of the event and therefore what type of questions you should ask. Once you know what you want to achieve and the amount of time you have to work with, you can decide on the appropriate number and length of conversation rounds, the most effective use of the questions and the most interesting ways to share the group's ideas.

Suggested topics for NetBox World Café events include; Community Assets; Community Challenges and Problems; Ideas on how to engage the Community or Wish List for the Community

4.3 Coffee Mornings

Invite people to come along to a local meeting point in the community for a coffee morning. You can ask people to bring some homemade cakes, or you can provide everything. In this relaxed environment, try to stimulate discussion about the community.

4.4 Piggy-back on other events: Working with what's already there

You should take note of research meetings, events or gatherings that are already happening in your community during the audit period, so that you can request a short time at these events to present the project and to ask for volunteers to complete the questionnaire. For example, you might book a slot on the agenda of a local Chamber of Commerce meeting to speak directly with businesses, or set up a stall at a local festival to network with other service providers and residents.

Be creative and make use of groups that already meet and talk within the community. This approach can be helpful in accessing groups within your community who might not attend a project specific event due to time constraints or access to information.

4.5 The Practical Parts

4.5.1 Venues and Promotion

- Identify local venues where you might hold meetings and events.
- Make use of public and business notice boards to display flyers, posters, maps and other visual tools
- Local newsletters, parish bulletins, newspapers, websites, flyers and posters are all useful and existing resources which you can use to promote the NetBox project.
- Book the venue well in advance to allow enough time to promote the event and set up the room.

4.5.2 Getting people to turn up

Make it clear why you are inviting them and how the event is interesting for them. You should present the background to the project as well as the project aims, and describe the potential of the community audit phase for their town. Follow up invitations with a phone call or send reminder notices the week before the event for group invitations.

4.5.3 Materials you may need when hosting an event

- Refreshments (even if it's only water and cups). You might invite people to bring snacks and drinks to share.
- Make sure you have enough tables and chairs for your expectant crowd.
- Bring materials such as paper (flip charts or rolls of paper), paper for notes, sticky notepads, pens and markers, blue-tac, sellotape, pins.

4.5.4 Other things to consider

- Are there enough volunteers recruited to set up the venue and clean up after the event; to take notes and to welcome people so those facilitating have time to prepare and be relaxed.
- Recording: Delegate someone to record the minutes of the meeting or event, and to take photos of the event. If publishing photographs on a social media site or website, a release form may be needed.
- Time of day, length of session.

5. Professional Conduct and Ethics

In conducting the Community Audit process, you will be working and engaging with a wide range of people from different backgrounds, cultures and life experiences, so we have prepared a simple set of guidelines to be used by the local research team throughout the audit process, to ensure everyone works in a professional and proficient manner. We recommend that you familiarise yourself, and your team, with the following terms and practices.

- *Informed consent:* Prospective interviewees must be fully informed about why you are collecting the information and must give their consent to participate.
- *Respect for privacy:* The interviewer must be respectful of a person's decision not to answer a question.
- *Confidentiality:* The interviewer should state that information will not be made available to anyone who is not directly involved in the study.
- *Anonymity:* As the interviewer will be asking people to give their email address, this is not an anonymous study; however, should the participant choose to, they can remain anonymous throughout the study.
- *No harm to researchers or interviewees:* Ethical standards require that researchers should not put participants in a situation where they might be at risk of harm as a result of their participation.
- *No deceit or false claims:* Do not make any false claims or promises during the course of the research and do not be afraid to admit that you don't know something or to refer someone to the website or another member of the research team.
- *Voluntary participation:* This requires that people cannot be coerced into participating in research.

5.1 Top tips and words of caution for the Community Audit

- Don't promise too much. At this stage the community audit is just looking to gather data.
- Designate clear delivery points for questionnaires and Cultural Probe items. Be aware of opening hours, peoples' access options, working hours, etc.
- Make it as easy as possible for people to join in.
- Along the way, meet with your team regularly to review and clarify next steps for the project.
- Enjoy the process - Share something of your own interest with the project team and audit participants, like what inspired you to get involved.

6. Next steps

Report Guide: Inputting, analyzing and making recommendations

It is essential that having conducted the community audit process, that the local research team prepare a short summary of the key findings of the audit and present these back to the local community for consideration, reflection, prioritisation and action. A report template is included in Appendix 1 to assist you in writing and formatting your audit report. This includes space for questionnaire data, photos, graphics, group feedback and recommendations.

6.2 Frequently asked questions you might come across

What's in it for me?

By participating in the audit, you are contributing to the mapping of all the learning assets and needs in the community, as well as helping to plan for the future educational sustainability of your town. In the second phase, a user-friendly website will help the community to engage in learning exchanges. When you register on the website, you will be able to search the available courses to see if any of them fit with your learning needs. If there is no suitable online course, you will also be able to search and see if the course you would like can be taught by someone within your community or if several people want to learn the same thing and are willing to form a peer group for an online course. The end result is a community that organises its own learning, and hopefully a happier, more resilient community.

What will happen to my information?

Your details will not be passed on to any external parties. However we need them to keep record of your contact details, in order to keep you updated on the project progress and research outcomes.

Can I see the data included in documents such as the final reports?

Yes, of course. The report will be made available on the website www.netboxproject.eu

I don't use the internet, so how is this project interesting to me?

Your feedback on that aspect is useful as we want to know what the internet usage in the community is. Also, not all the interactions need to be online, we are hoping for synergies and exchanges to be made within the community.

What's going to happen to all this information and the stories you are gathering?

All data will be collected by the local research team and a community audit report summary will be published and available to all members of the community. As much as possible, the community will be included in the process of analysing the gathered data. There will be invitations to public events where the findings will be discussed.

Appendix I

NetBox Community Audit Report Template

Notes on preparing Local Community Audit Reports

- Where data from questionnaires is used, we are not asking for demographic characteristics in these reports as this will be misleading (imbalanced) when used alongside other methods where this info has not been collected.
- However, where quotes from stakeholders are used, use the data available as appropriate for reference e.g. "I'm inspired to share what I know about computers and get to know my neighbors at the same time" Male, age 22, unemployed

Executive Summary

This summary should be prepared at the end, after the report has been completed, and it should provide an overall description of the purpose and objectives of the report, a brief overview of the community engagement and data collection methods, and a brief presentation of the main findings as they pertain to the selected area. Include key conclusions and reflections here.

Introduction

In this section, a general introduction to the report needs to be given, outlining the main scope of the project and the general objectives that the report addresses. Also background information on community and of survey base (number of businesses, service providers, and residents).

(150-250 words)

Methodology

Engaging Stakeholders

Describe here something of NetBox's introduction to the overall community and of the 3 sectors; and how stakeholders were engaged with; how local teams formed and anything particular to the stakeholder engagement with the project.

- Local Team (s)
- Residents
- Businesses
- Local Services and community groups

Please insert between 2 and 6 quotes from local stakeholders in this section.

- How did you communicate / describe the project? Elevator pitches, narratives, strap-lines, images etc
- What materials were used? brochure, posters, pull up etc
- Where they designed in house locally / lead partner / local designers or team
- Public presence – Describe any displays, locations, radio, newspaper presence etc
- Where was it easy / challenging to communicate the project, its intentions and its potential?

(200-400 words)

Data Collection

- How did you carry out your community audit?
- What meetings were held, attended etc?
- How interviews and questionnaires were carried out?
- What other methods did you use from the Audit Guide?

How many engaged and by what method, i.e. how many filled out questionnaires, how many filled out 'invitations to join in' or 'cultural probes', how many attended community conversations, meetings or focus groups?

- In this section, the procedures followed in order to collect the research data should be described. The data collection methods should be presented as well as a brief description of the participants for each one. For example, if interviews were held, it should be stated how many interviews were conducted and their format (face-to-face, phone, etc.), and with how many stakeholders, providing for each one information on what type of stakeholder he/she was (e.g. resident in the community, service provider, business owner, etc.), his/her gender, and any additional information that might have been collected (e.g. years of residence, type of business, etc.).

- There should also be a brief overall summary of stakeholders engaged in each sector (resident in the community, service provider, business person).

- There should also be description of community members involved in the process (data collection team, people or organisations that assisted or got involved in part or the entire audit as hosts, advisors etc.)

- There should be some images here of the community audit activities.

Note here any references used from the Audit Guide and elsewhere and recommendations.

(500-700 words)

Data Analysis

In this section, a brief overview of the data analysis methods that were used should be provided for both quantitative and qualitative data (e.g. how were interviews analysed in order to extract information pertaining to the thematic research areas? In reviewing other methods, how was the data reflected on?). Some reference to the participatory nature of the process should be outlined here. Some questions to support this section are

- Once you collected the data, what did you do with it to reflect on results?
- How did you reflect on it with the community? Who was involved?
- How did you make sense of it? How did you start pulling out the results?
- What did you notice during the process?
- Did you do anything different for different sectors?
- Which questions were most revealing?
- Where were you surprised?
- What themes or topics did you focus on specific to your community?

(200-400 words)

Results and reflections
This is the most important section of the report, as it presents the results of the community audit. The results should provide both qualitative and quantitative data collated and findings as analysed from the whole experience.

Results should be presented per thematic research area (as outlined below) and per sector. The information collected through these questions should be provided here in a narrative and coherent form. That is, the questions should only be used as a guide with respect to the content that is expected to be presented for each thematic area; they should not be answered individually, rather the answer pertaining to each question should form part of the holistic content provided for each thematic area. If no data were collected for a specific thematic area due to lack of such available data for the selected area/community, then the specific sub-section should be removed.

Communication of results should include charts +/ tables +/ narrative +/ photographs +/ graphic illustration.

Thematic areas should include:

1. Community Learning Assets
    a. Human
    b. Physical
    c. Other
2. Community Learning Needs
    a. Human
    b. Physical
    c. Other
3. ICT skills, web access and on-line activity
4. Information on the use of, searching for and marketing of learning services
5. Potential opportunities, partnerships and collaborations
6. The community's thoughts on methods of exchange and sharing (fee/free/barter)
7. Comments on the community as a whole

These results should be given for each sector (resident, service provider or community group, business) as well as an overall summary for the community as a whole.

Sector summaries
This section should contain a short summary on general findings, reflections, challenges and opportunities arising in each sector. This should include information and findings on cross sectoral opportunities, challenges, etc.

Other
What else is interesting to report? What else did you find out? What was surprising, challenging, and useful for next steps of the project? What useful for future NetBox community groups elsewhere

Please include comment on in this section
- Local team looking forward
- Opportunities and partnerships of interest

- Challenges looking forward
- General reflections

Stakeholder voices
There should be a good selection of quotes, questions, ideas from stakeholders here. These can be woven in to the text or offered as a separate section. Also include a selection of any images gathered by the stakeholders as part of data collection process.

(1000-1300 words)

What Now? Strategy Moving Forward: Implications, Recommendations and Next Steps
A brief conclusion should be provided outlining the key points that emerged from the data collection and any general comments that need to be addressed especially questions from the community. If any limitations were noted, they can also be pointed out in this section.

Reflect on what you have learnt, linking findings to next stages of NetBox in your community; for example,

- IT abilities poor so we will run some workshops on computer skills, or
- Local groups concerned about the project alongside existing community activities – we will prioritise focus groups to allow transparency, questions and planning

Comments on how to generate interest in NetBox in the community – where are the opportunities and open doors, where are the challenges? Make reference to any sector specific observations where relevant.

Identify elements of sustainability / matchmaking the existing assets and needs (or the “supply” and “demand”): Looking for ‘opportunities’.

This section should include:

1. Recommendations for your local NetBox design and content
2. Recommendations for community engagement once NetBox is online
3. Recommendations / questions for partnership opportunities and project scope / remit.
4. Recommendations and visions for the learning community in your area
5. Recommendations for community audit process for future NetBox communities

Images

- Please illustrate your report with images of the process
- Please give brief caption and photo credit as appropriate

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Notes: