LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE, VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS

Chapter 6 Session 6.8:

Productive Partnerships: Putting organisations and people together

'*People and organisations working together productively and efficiently can achieve much more than the sum of their parts.*'
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 6 Session 6.8:

Productive Partnerships: Putting organisations and people together

Session outline: The different sectors and stakeholders within a city or region have a great deal to offer to each other in terms of experience, knowledge, personal and organisational assistance help, and the sharing of human, intellectual and physical resources. This session therefore explores the advantages and disadvantages of partnerships in cities and regions. Assignments and exercises unlock the creativity of the learner and examine the nature of good partnerships in cities and who might be responsible for initiating them and making them work productively. Case Studies of schools/industry and public-private partnerships are examined for what can be learned locally for the future.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space**: A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue

- ✓ **The Learning Kitbag**: A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

**Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9**

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences
The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

➢ Elected representatives and Mayoral staff

➢ Managers, Professionals and staff from all departments in local government as part of a continuous development programme

➢ Community and Voluntary organisation leaders

➢ Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces

➢ Industrialists and Business people as stakeholders in the local authority

➢ All Citizens with an interest in the development of their community

➢ Students in universities, adult education institutions and teacher training establishments

Further Reading
 Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

➢ 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

➢ 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on http://europa.eu.int/comm/education/poledu/tels.pdf

Ideas for treatment particular to this session: *For seminars and courses with several participants* **it is suggested that assignment 1 might first be completed as an exercise for individuals with the answers consolidated and debated in open session afterwards, facilitated by a learning leader. Assignments 2 and 3 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignments 4 to 9 can also be small group exercises in the same way – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 10 is another opportunity for individual creative expression, which should be discussed in plenary session after completion. The last assignment should provide the feedback that will enable you to improve the session next time round.**

For *self-learning individuals* all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading chapter 6 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Write down a few ideas of your own about intersectoral partnerships between organisations within a city and what they might contribute to each partner if organised properly. Consolidate your list with that of others.

Assignment 2: Make a list of 5 formal intersectoral stakeholder partnerships that you know exist between organisations within your city or region – these may involve schools, industry, universities, adult education colleges, community organisations or whatever.

Between	And	Purpose of partnership

Assignment 3: Look at the TELS questions on Actionsheet 1 of the learning kitbag and the results obtained. Complete the exercises which follow them.

Assignment 4: Discuss your observations with others

Assignment 5: Let's look the organisations for which your local authority encourages partnerships. Actionsheet 2 of the learning kitbag shows two tables – one a list of organisations and institutions that some cities and regions actively encourage to contribute to the growth of a learning city or region through fruitful partnerships, and the other some components of a strategy. Complete the last columns for your own city or region.

Assignment 6: Discuss your findings with others

Assignment 7: What would you say are the characteristics that make good partnerships work. Try for 5.

1 _____

2 _____

3 _____

4 _____

5 _____

Assignment 8: Look at the 'Engines of organisational change diagram on Actionsheet 3 of the learning kitbag. Complete columns A and B as shown. Then discuss your results with others

Assignment 9: Read the Case Study on Actionsheet 4A of the learning kitbag below and the list of activities which resulted on the following Actionsheet 4B. Then complete the exercises on Actionsheet 4C.

Public Private Partnerships

Assignment 10: Actionsheet 5 in the learning kitbag describes the essentials of public-private collaboration in building learning communities. Please read the piece and answer the following questions and exercises.

A: Complete the end columns with a tick. New housing developments may also include the regeneration of existing neighbourhoods.

		Yes	No
	Public-private partnerships are used to develop new communities in my city or region		
	New housing developments in my city or region follow the guidelines on Actionsheet 5 for creating learning communities whether or not they are public-private		
	New developments always infuse the community with a range of integrated learning services, programs and activities		
	Partnerships and alliances with and between learning providers are encouraged in new communities in order to maximise learning opportunities		
	Local companies are encouraged to ally themselves with learning in new housing developments		
	New housing developments include a manager with responsibility to develop learning services		
	New housing developments in my city or region always take into account the following		
	Environmental design of the built environment for lifelong learning		
	The disposition of the facilities/buildings/residences etc in relation to each other in order to maximise learning effectiveness		
	The provision of networking and email/internet facilities, broadband/cable availability		
	distance learning development, delivery and feedback tools		
	two-way communication techniques		
	built in learning opportunities for Formal Learning – eg schools, universities, adult education and others		
	built in learning opportunities for Informal Learning - Liberal arts, leisure, life-based, family, cultural activities etc		
	Creating opportunities for cooperation among learning providers		
	Creating opportunities for interaction among the receivers of learning		
	Ensuring easy access to courses, facilities and experts – however they are delivered		
	The development of innovative, attractive and enjoyable learning methodologies		

	Easy participation in learning with few academic or structural barriers		
	Giving ownership of learning to the learner		
	Home-school interaction		
	Effective publicity, marketing, communication, and information strategies		
	Opportunities to present of learning as an attractive option to all ages		
	The international and national attractiveness and possibilities of the facilities		
	The promotion of volunteering opportunities		
	The organisation of volunteering opportunities		
	development of an ambience of 'learning community'		
	Discovery of, and response to, real learning needs		
	The provision of Learning Counsellors		
	Family learning initiatives		
	Wealth Creation in the community		
	Internationalism and an outward-looking population		

B: How many neighbourhoods in your city or region have built-in facilities as above? _____

C: What, in your opinion, are the advantages and disadvantages of such public-private partnerships in new housing developments

A1 _____

A2 _____

A3

A4

D1

D2

D3 _____

Assignment 11: Consolidate these and discuss with others

Assignment 12: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 13: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

_____

_____

_____

The

LEARNING

KITBAG

TELS Extract – Developing Partnerships for Learning and Resources

Rationale: Effectively operated partnerships between the different sectors of the city can create a win-win situation for all partners. They can increase the resources available to each partner by sharing and tapping the skills and knowledge of people and organisations. These questions therefore concern the establishment of such partnerships and the way in which they operate for the common good. They focus on whether there is a formal policy in the city for encouraging certain types of organizations to establish partnerships and if so, which features characterize them.

1. Is there a formal policy in the city for encouraging the following types of organisation to establish partnerships between sectors - please tick in the matrix where appropriate

	Schools	Universities	Teacher Training	Industry	Voc-ed	Adult Ed
Schools						
Universities						
Teacher Training						
Business and Industry						
Vocational Education						
Adult Ed - non-voc						

2. In the partnerships which exist in the city which of the following are a feature?

		In some	In all	In none
2.1	Formally identifying the resources each can provide for the other			
2.2	A Coordinator to make most effective use of resources			
2.3	The physical exchange of people into each others' organisations			
2.4	The sharing of existing learning resources			
2.5	Frequent meetings between staff to break down stereotypes			
2.6	Active encouragement to involve as many people as possible in the partnership			
2.7	Specific project(s) with specific outcomes			
2.8	Mentoring relationships between the organisations			
2,9	Identifying financial advantages and sharing resources			
2.10	Development of a proper business plan for the partnership			
2,11	Does the city have partnerships with other cities– eg twinning			
2,12	If yes, does the Learning City concept play a role in this?			

Part 2 Results

Question 1	Schools	Universities	Teacher Training	Industry	Voc Ed	Adult Ed
Schools	20	11	11	16	21	10
Universities		8	7	12	9	7
Teacher Training			9	4	6	6
Industry				13	15	9
Voc Ed					14	11
Adult Ed						11

Figure 16. Inter-sectoral learning cooperation in cities (sample 80 cities/regions)

Actionsheet 1B

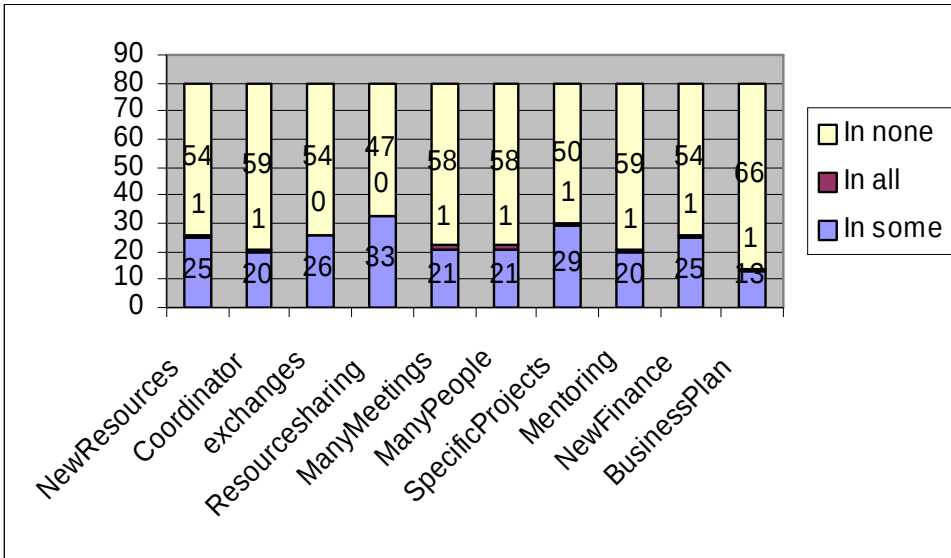Figure 17 Uses of Learning partnerships (sample 80 cities/regions)

Exercise 1: Make some comments about what these figures tell you about :

A: the incidence of partnerships in the cities

_____

_____

_____

B: The uses made of those partnerships

_____

_____

_____

Exercise 2: Make some observations about the state of inter-sectoral stakeholder partnerships in your own city or region

_____

_____

_____

Actionsheet 2   **The authority's involvement in establishing partnerships**

A Learning Region will encourage and enable its stakeholders to participate in the construction of the Learning Region. Stakeholders in this sense means any organisation which has a capability to contribute to the future of the learning authority and/or an interest in making it happen – ie just about every organisation in the authority. We therefore explore together the extent to which the authority activates organisations to use their creative energies in partnership with each other

1. Which of the following organisations has your local authority actively encouraged to form partnerships in order to improve relationships, increase sharing of resources or contribute to the growth of a learning city or region.
1= all these organisations 2= some of these organisations, 3= none of these organisations

		1	2	3
1.1	Schools			
1.2	University(s) if any			
1.3	Adult Education Colleges			
1.4	Small Businesses			
1.5	Large companies			
1.6	Neighbourhood Community Centres			
1.7	Voluntary organisations			
1.8	The Police department			
1.9	Social Services department			
1.10	Hospitals and the Health Departments			
1.11	Libraries			
1.12	Museums			
1.13	The Chief Executive's Office			
1.14	The Education Department of the Local Authority			
1.15	Financial Services department of the Local Authority			
1.16	The City/region Publicity and Information Department			
1.17	The City Development Board			
1.18	Other (please state in the boxes below			
1.19				
1.20				
1.21				

2. Please say which of the following activities for which your authority has included in its strategy to encourage these organisations to contribute more effectively.

		Yes	No	In plan	Don't know
2.1	Actively enabling Schools-industry partnerships				
2.2	Actively creating a structure for partnerships in the authority				
2.3	Developing guidelines for partnerships in each sector				
2.4	Encouraging local schools to link with other organisations in order to enhance their social curriculum				
2.5	Encouraging and aiding organisations to allow people to spend a proportion of their working time to contribute to the effectiveness of partnership				
2.6	Including partnerships in the Learning City development plan				
2.7	Developing Cases Studies of successful partnerships in the city or region				
2.8	Developing literature for each stakeholder in the learning authority on partnerships and how they can enhance the organisation				
2.9	Developing an exhibition on partnerships (which might be shown in the library etc)				
2.10	Organising a stakeholders seminar on partnerships				
2.11	Organising mentoring schemes between partners				
2.12	Developing guidelines on how to organise international partnerships.				
2.13	Appointing someone with responsibility for developing partnerships				
2.14	Including partnership concepts on in-service training courses for teachers				
2.15	Organising a Learning Festival in which all stakeholders can participate				
2.24	Other (please say below)				

Partnerships - Engines of Organisational Change

The following are 10 guidelines for effective partnerships.
A – in column A put a mark out of 5 for your opinion on its importance 1= crucial, 2= very important, 3= quite important, 4= some importance, 5= not important,
B – in column B put a mark out of 5 which describes how partnership in which you have been involved (or know about) conforms to the guidelines? 1= fully conforms, 2= mostly conforms, 3= conforms in some respects, 4= little conforming, 5= not at all

		1	2	3	4	5
1	Partnerships should provide benefits for all partners. A one-way flow of information or service will lead to a loss of motivation					
2	Partnerships should involve as many people as possible in the respective organisations in its activities					
3	All people in the organisations should be informed about the partnership's objectives and progress					
4	People in the organisations should be free to suggest improvements to the partnership and its activities					
5	Each partnership should have clear objectives and goals, with time-scales and benchmarks for achieving them					
6	At least one high level person from each organisation should be responsible for ensuring the success of the partnership					
7	Regular meetings of the partnership should be held, at least once per term					
8	The partnership should have a manager with secretarial support and ownership of making it happen					
9	Partnership management should be pro-active, encouraging people to contribute and participate					
10	The partnership should be celebrated as frequently as appropriate to maintain interest and commitment					

Actionsheet 4A.

<u>**Productive Partnerships - An Example from London**</u>

Woodberry Down, an inner city school, had a rich ethnic mix within its catchment area and a high proportion of one-parent families. It was situated in a difficult area of inner London with an unenviable local crime record, where only the suicidal policemen patrol alone at night and where there is very little background of learning, never mind lifelong learning. By contrast, the city location of the mighty IBM, 3 miles away is situated in one of the richest areas in the world, employs 700 highly trained professional people – systems analysts, salesmen, managers, experts on all aspects of computing, many of them commuting in from their four-bedroomed houses with large garden in the more affluent suburbs of London.

At the suggestion of the school's go-ahead young Headteacher, Michael Marland, and the Public Affairs professional of IBM, Norman Longworth, these two apparently incompatible organizations began to explore how one could help the other. So meetings were held at both places and a social evening arranged. As a result of this a coordinator, actually the wife of one of the IBM managers and a former social worker, was employed to see what could be done. She talked at length with the staff of the school and with the managers in the IBM location and how the skills and knowledge of one could be used to improve the situation of the other. The results of this collaboration produced 30 different projects affecting individuals in both establishments.

For example, a trust fund for school visits was started, so that the handicapped children in the school could spend a week at a study centre in the countryside in mid-Wales. In return those same children created a huge collage from cuttings and computer pieces, which was installed in the foyer of the IBM location, and used as a talking point for visitors to the company. One such visitor was the then Prime Minister of the UK, which, as an unintended spin-off from the scheme, certainly did the company no harm to its image. The collage also engaged the children from the less academic classes in a purposeful activity combining skills of design, development teamwork, creative discussion and activity and communication – (at a formal presentation ceremony).

Example two concerned the unlikely subject of opera. IBM was sponsoring a new production at the Covent Garden Opera House, so it arranged with the company to run an opera workshop for children at the school. The children were bowled over. They committed suicide like Tosca, they fought with the soldiers in Aida, they swooned like Mimi in La Boheme, they ascended into heaven like Marguerita in Faust – and in that unlikely school an opera club was formed which lasted until the school was closed 10 years later.

The third example is the interviewing scheme. Teams of IBM people went in pairs to the school to run mock interviews with senior pupils to help make them more employable and to give them some hints on how to get a job. Again this was a fun event much appreciated by the students and much enjoyed by the participants from IBM, who also learned a great deal.

No-one can expect a 100% response to such schemes. In total 10 percent of the 700 IBM people, that is 70 sets of additional skills, talents, knowledge and experience, became involved in partnerships with teachers and staff on such items as curriculum reform, management and leadership, language and computer education. Mentoring and coaching relationships were set up and sports expertise passed over. The school became a focus for management development exercises. It is an example of what a productive partnership can do for both school and company. This was a two-way communications exercise breaking down stereotypes between two apparently incompatible organisations under the umbrella of lifelong learning. A fuller list of activities is shown on the next page.

In the USA similar schemes under the title 'adopt a school' exist between business and schools and are very popular. School certainly gains from such collaboration and pejorative stereotypes are broken down. But why would a company wish to get involved in the community in this way? How does it help the bottom line? The answer to these questions depends very much on the ethos of the company. IBM's policy of encouraging its employees to involve themselves with the local community, and giving them the time to do so, certainly helped in this example. Moreover there are possible economic advantages to be had in fostering goodwill, a more fulfilled workforce and creating a stage for staff development. But increasingly the rationale is connected with the more humanitarian one of making a positive contribution to the community and society in which the company resides, and the fact that business and industry operates much better in a stable, prosperous and happy community at ease with itself and confident about the future. 'Enlightened self-interest' it may be, but it is also the sort of win-win situation that business and industry is always seeking.

Actionsheet 4B

The IBM Woodberry Down Schools-Industry Twinning Scheme

Staff and student visits to IBM to study curriculum areas - eg commerce students to administration departments; maths and business studies to computing department.
School pupils spent one week work experience in IBM, shadowing employees and fulfilling work schedules.
Reciprocal visits to the school by staff of IBM to give lessons on business, mathematics and computing. IBM staff invited to contribute to debates on curriculum
Social events - each organisation entertains the staff of the other - usually accompanied by a short talk on a topic of mutual interest and snacks
A trust fund established for voluntary contributions from staff of both organisations for new careers centre and for children to visit Welsh study centre
Cultural development - workshop for children given by IBM-sponsored Covent Garden Opera company at the school - children's opera visits.
Scrap computer/typewriter parts and obsolete paper donation to the school
Contacts established in Spain to assist in Spanish exchange scheme
School staff attended IBM management and personal development courses
IBM staff organised interviewing scheme for older pupils at the school
Woodberry Down children joined the IBM sail training programmes;
Termly debates, attended by the joint staffs, alternately at each location.
IBM staff contributed to English, Maths and Science lessons and assisted with sports - high level players of tennis, cricket, soccer and rugby
'Understanding Education' sessions at IBM by Head and Senior staff
Joint seminar for government ministers on industry/education partnerships
Frequent exhibitions of childrens' art and written work at the IBM location – paintings purchased for school fund with permission of the painter
Collage commissioned for display in the central foyer of the IBM location
Mentoring programmes between children and IBM people eg help with A level mathematics (Social mentoring was not allows by law)

Actionsheet 4C: Some exercises on twinning

A: What are the advantages to companies in involving themselves with local communities in this way?

B: Make a list of some of the talents, expertise, experience and knowledge that exists in your own workplace. Include non-work examples

Person	Knowledge, expertise etc

C: Now make a list of ten activities and projects that might be established with an educational establishment using all the human, intellectual, physical and financial resources of the workplace

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

D: Consolidate this list with those of others.

E: Write down the ingredients of an Action Plan and the steps to be taken to help make it happen - this might be presented to senior management in both organisations. It may be in the form of a PowerPoint or other presentation.

PUBLIC-PRIVATE PARTNERSHIPS AND LEARNING COMMUNITIES

Public-Private learning development ventures at local and regional authority level are proliferating at an exponential rate. In Australia, for example, the Delfin-Lendlease company involves itself with local, regional and state authorities to create model learning communities. As well as architects, planners and builders, it employs educationists to advise on the learning aspects of estate planning, and to liaise with local and regional educational organizations. Learning has become a marketable commodity. In new housing developments near to Brisbane, Melbourne and Adelaide, learning opportunities for both adults and children are a powerful attraction to prospective house buyers. Stan Salagaras, who works in this capacity on the Mawson Lakes development near Adelaide, is totally immersed in the concept of lifelong learning there. In his final report to the PALLACE project (see chapter 8) he suggested several outcomes that will be of interest to local and regional authorities. '*Collectively,*' he says, '*The South Australian PALLACE project initiatives signal a number of key roles for schools in building their surrounding region and environment as a learning community:*

✓ *Infusing the community with a range of integrated learning services, programs and activities that can be brokered through a range of public and private educational providers.*
✓ *Incorporating partnerships and alliances with other institutions and the private sector to increase the potential for on-going activity and the sharing of resources.*
✓ *Creating a collaborative and sharing environment, conducive to joint development and innovation and one which has an outward focus.*
✓ *Developing linkages between education and training, and research and development to sustain the economic growth of the community – education and industry are mutually supportive.*
✓ *Broadening the range of educational services offered through more flexible management and administrative arrangements.*

These themes are considered fundamental to the success, sustainability and affordability of the development of an integrated learning community.'

The ways in which both planners and educationalists in cities and regions can understand more about lifelong learning in the built environment, and how they can work together to build it into the construction of new and renewed include the following:

1. Environmental design of the built environment for lifelong learning

2. The disposition of the facilities/buildings/residences etc in relation to each other in order to maximise learning effectiveness

3. The effective installation and use of **Technology** – including
      networking and email/internet facilities,
      broadband/cable availability,
      distance learning development, delivery and feedback and
      two-way communication techniques

4. The built in learning **opportunities** and their scope – including
      Formal Learning – schools, universities, adult education and others
      Informal Learning - Liberal arts, leisure, life-based, family, cultural activities etc

5. The focus on **cooperation** within the community - including
      The opportunities for inter-sectoral cooperation among providers
      The opportunities for interaction among receivers

6. The **Facilitation** of learning - including

Easy access to courses, facilities and experts – however they are delivered
Development of attractive and enjoyable learning methodologies
Easy participation in learning with few academic or structural barriers
Development of personal learning skills eg learning to learn
Ownership of learning by the learner

7. Awareness of the importance of learning in the population - including
Effective publicity, marketing, communication, and information strategies
Pro-active encouragement to learn
Attractiveness of the presentation
The tailoring of learning to meet individual needs
The international and national attractiveness of the facilities ands courses

8. Active Citizenship and Volunteering to mobilise help and counselling - including
The promotion of volunteering opportunities
The facilitation of volunteering opportunities
The organisation of volunteering opportunities

9. The development of an ambience **of 'learning community' - including**
Productive partnerships between learning providers
Discovery of, and response to, real learning needs
The provision of Learning Counsellors
Family learning initiatives
Frequent celebrations of learning
Effective rewards for, and recognition of, learning

10. The **roles** of the Public/Private Partners - including
The role of the public services – governmental, regional, local, other
The role of the private partners
Communication and facilitation between Public and Private

11. The **contexts** in which the partnership works
The use of Innovative tools and techniques
The Rewards for each public/private partner
The importance of effective management and leadership
The development of Social, Human and Intellectual Capital
Wealth Creation for both partners
Awareness of learning community characteristics in the workforce of both partners
Internationalism and an outward-looking population

LEARNING MATERIALS ON CITIES AND REGIONS FOR THE FUTURE – A REMINDER

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk