

Subtheme 1.1:

Learning City/Region Development Policy Content.

Here we explore the learning initiatives your city/region has taken in order to help create wealth. Give a mark out of 5 for each in your city/region

1= First priority – top of the agenda, 2= very important – strategies to address it are now in place 3= Important – now developing strategies to address it 4 = interesting but not important enough for strategy development, 5= of no interest

| | | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1. | Developing a socio-economic strategy for local wealth creation | | | | | |
| 2 | Increasing the general employability of people in the region? | | | | | |
| 3 | Increasing the proportion of 16-19 year olds in education, work or training | | | | | |
| 4 | Increasing support to 16-19 year olds from low-income families to stay on at school and/or college, raising participation and retention rates | | | | | |
| 5 | Increasing graduates as a proportion of the workforce | | | | | |
| 6 | Increasing the proportion of people in employment undertaking training | | | | | |
| 7 | Increasing educational links with other regions nationally | | | | | |
| 8 | Increasing educational links with other regions internationally | | | | | |
| 9. | Carrying out regular surveys of skills needs for the region | | | | | |
| 10 | Special courses on the learning region in adult education colleges | | | | | |
| 11 | Encouraging business and industry to invest in training | | | | | |
| 12 | Linking the development board with local industry to identify new business opportunities | | | | | |
| 13 | Entrepreneurial skills courses in schools | | | | | |
| 14 | Entrepreneurial courses in local adult education colleges | | | | | |
| 15 | Creating a city/region-wide database of learning opportunities | | | | | |
| 16 | Advertising the benefits of lifelong learning in the region | | | | | |
| 17 | Lectures/sessions/seminars in schools about the learning region and its role in helping it happen | | | | | |
| 18 | Lectures/sessions/seminars in adult education colleges about the learning region, the knowledge economy and its role | | | | | |
| 19 | Encouraging development of personal learning plans and learning audits for all employees | | | | | |
| 20 | Appointing someone to manage the region's links with industry and other regions | | | | | |
| 21 | Special educational grants for new business start-ups | | | | | |
| 22 | Support for universities developing advanced courses for industrialists | | | | | |
| 23 | More schools/industry links | | | | | |
| 24 | Encouraging business and industry to form links with other educational organisations | | | | | |
| 25 | Other Initiatives (please let us know) | | | | | |
| 26 | | | | | | |
| 27 | | | | | | |

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| 30 | | | | | | |

Sub-theme 1.2

Resources for Learning Cities

1. Is there a formal city plan to examine how new resources for Lifelong Learning can be created?

Yes/No/Don't know

2. In which of the following is your own local authority making active efforts to release new financial and/or human resources

| | | Ye s | N o | Don' t Kno w |
|------|--|---------|--------|-----------------------|
| 2.1 | raising increased revenue from the citizens | | | |
| 2.2 | Encouraging partnerships for sharing resources between organisations | | | |
| 2.3 | Combining budgets (eg Full service) | | | |
| 2.4 | Increasing volunteering in the community | | | |
| 2.5 | redistributing existing budgets to take into account the wider applicability of Lifelong Learning? | | | |
| 2.6 | increasing the budget of the education department generally | | | |
| 2.7 | By focussing on the lifelong learning aspects of education and cutting back on others | | | |
| 2.8 | By identifying new, previously untapped, human and physical resources within the community? | | | |
| 2.9 | Increasing Business and industry involvement | | | |
| 2.10 | Organisations (eg schools) tapping into the human resource pool of local communities | | | |
| 2.11 | Applying to National and European projects | | | |
| 2.12 | Tapping into Regional Funds | | | |
| 2.13 | Increasing cooperation between companies and educational organisations | | | |
| 2.14 | Introduce a voucher scheme for learning | | | |
| 2.15 | Privatising the lifelong learning effort | | | |
| 2.16 | Centralised Management Facilities | | | |
| 2.17 | Opening schools to the community | | | |
| 2.18 | Higher-Further-Adult Education Cooperation | | | |
| 2.19 | Neighbourhood Learning Centres used by a variety of organisations | | | |
| 2.20 | Combining Vocational and Upper Secondary education | | | |
| | Other (please state | | | |
| 2.21 | | | | |
| 2.22 | | | | |
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Sub-theme 1.2 : Service Credit – alternative community currencies (from lifelong learning at work)

Not everyone is happy with the concept of doing something for nothing, and sometime even volunteers like to be rewarded in some way. In the USA, the 'Service Credit' scheme offers a kind of pay-back system for community contribution. In a story originating in 'the Independent' of June 1998. 'Taking your elderly neighbour to a hospital appointment might soon be an investment rather than just a good turn' it said. 'A scheme to 'pay' volunteers who take part in charitable work is to be launched next spring. Instead of cash, they will be paid in time. If they spend an hour taking a grandmother to hospital, they will be entitled to an hour of another volunteer's time. The 'service credit' programme originated in America and is a key element in a presidential effort to rebuild fragmented communities in inner cities. There are more than 200 schemes in the US and one in Japan.'

The system is spreading. Edgar Calm, the inventor of service credit, gave a talk to 20 Local Government Chief Executive Officers in Britain to explain how the system works. It is said to be an important plank in the Government's plans to rescue some of the worst areas in Britain. When the social exclusion unit starts work next month, one of its major tasks will be to motivate people to 'turn around' problem estates and localities, starting with a 'Fair Shares' project in the Forest of Dean, Gloucestershire. It will work in conjunction with the Barnwood Trust, a voluntary charity.

In the USA, participants earn one 'time dollar' for each hour spent helping someone else. A simple computer programme records every dollar earned and spent and volunteers receive regular statements. The administration has ruled that time dollars are tax-free. This is important for volunteers who use them to 'pay' for health care. Several companies have agreed that time dollars can be exchanged for goods. Credit accounts can also be used as a form of old-age insurance. People do voluntary work now to qualify for help when they become infirm. Time dollars can also be traded for such services as meals-on-wheels, house cleaning, nursing care, neighbourhood security patrols and computer training work. In Chicago, teenagers who agree to mentor' younger pupils can 'cash in' their dollars on computer software.

Young people in Washington DC are paid in time dollars for participating in youth courts. Young delinquents are tried by their peers and, if convicted, face community service punishments. The offenders are then paid in time dollars for their community service. In Brooklyn, time dollars fuel an alternative economy for the aged. They can be spent on telephone bin, bereavement counselling and in reducing health insurance costs.

While ideas such as these may not be universally possible, or even desirable in some places, the concept of an alternative 'community currency' is well worth exploring in learning terms. Already learning card credit systems exist in several parts of the UK and Europe. It would not be too difficult to create a 'learning credits account' in the 'learning bank', earned through a variety of voluntary activities.

Question 1: What do you think might be the advantages of service credit schemes in your city or region?

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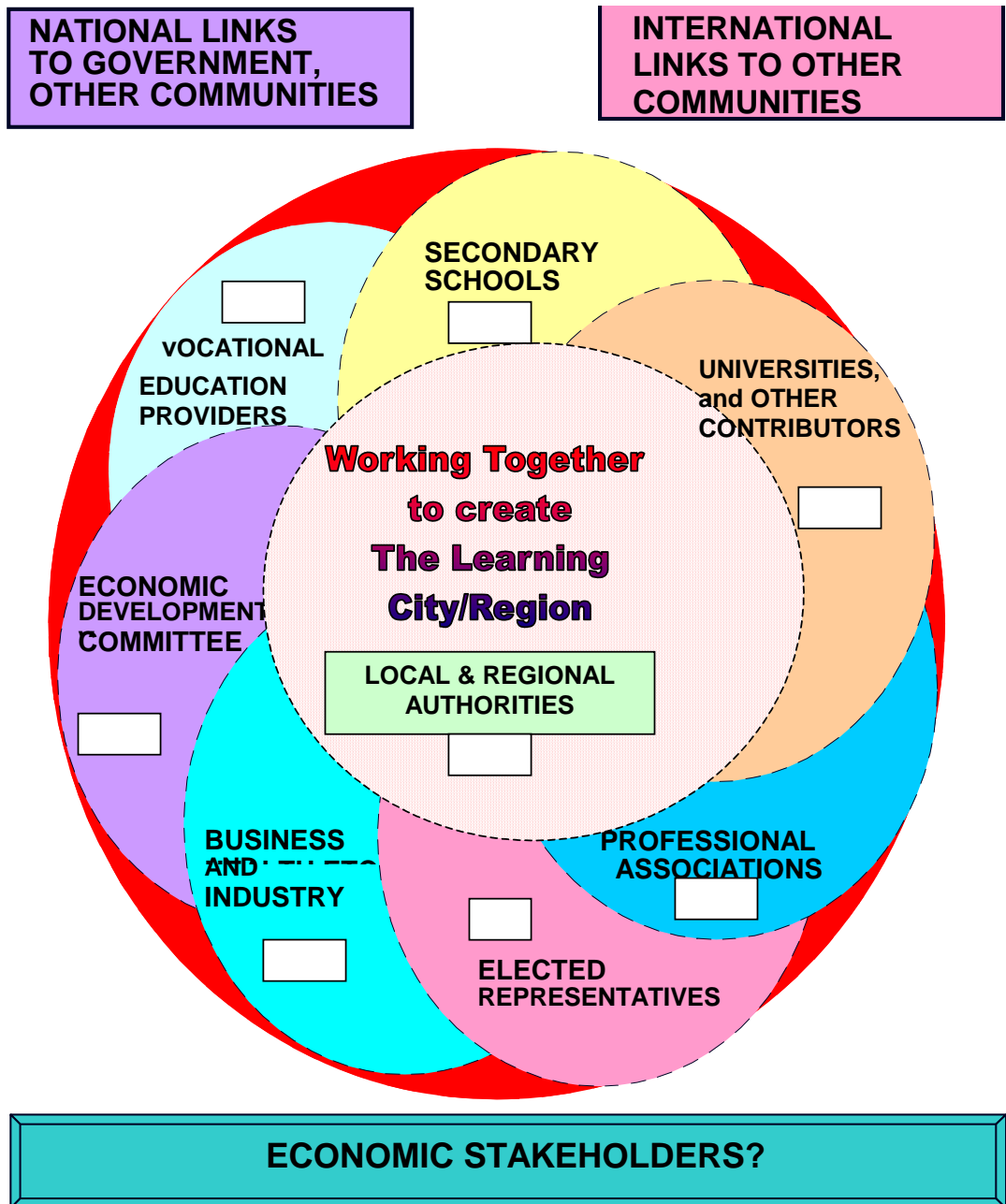
Question 2 What are the possible drawbacks in your city or region?

| |
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Sub-theme 1.3:

Stakeholders and Economic Development

Look at the simplified diagram below. By each stakeholder name put your estimate (%) of the extent to which it contributes to the economic growth of your city/region as a learning city/region at present. Then insert arrows to show which stakeholders can offer the links to national and international organisations. Underneath add any other sector or organisation which in your opinion can contribute to economic growth



Sub-theme 1.3**Stakeholder partnerships**

Please say which of the following activities for which your authority has included in its strategy to encourage the following organisations 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) | | | | |
| | | | | | |

In the last column write in a mark which denotes your perception of the extent to which the local university has seized this opportunity. 1= fully, 2= mostly, 3= half, 4= partly, 5= not at all

| University Opportunities in the Learning City and Region | | |
|---|---|--|
| 1 | Carrying out commissioned Research, Surveys and Studies into all aspects of Learning in Cities and Regions in order to give a deeper insight into needs and strategies. | |
| 2 | Designing and delivering tailored courses, conferences, seminars and workshops for people in all walks of city and regional life in order to increase the lifelong learning leadership base. | |
| 3 | Managing and/or evaluating Local, National, European and International projects in the field of Learning cities/regions | |
| 4 | Developing Case Studies of Good Practice and writing them up | |
| 5 | Carrying out Learning Needs Audits and identify new resources for cities and regions | |
| 6 | Developing personal learning action plans for administrators and citizens to use, and acting as mentors/counsellors | |
| 7 | Advising on the effective use of electronic networks and the internet for lifelong learning in cities and regions | |
| 8 | Developing indicators for lifelong learning development in local institutions and measuring and monitoring their progress | |
| 9 | Developing booklets, leaflets and brochures for the city | |
| 10 | Including the city or region in international projects with other cities | |
| 11 | Providing facilities for city people to study | |
| 12 | Developing/delivering degree courses in lifelong learning city matters | |
| 13 | Encouraging post-graduate research and study in the subject | |

. If you have any comments to add about the above exercise please write them in the following box



Sub-theme 1.5

Is your City or Regional Administration a Learning Organization?

Put a mark from 1 to 5 denoting the extent to which your own city/region meets the requirement

1= fully, 2= mostly, 3= 50-50, 4= partly, 5= not at all

| | | |
|--|--|--|
| 1. Management/Leadership | All employees of the city/region administration are consulted frequently and fully | |
| 2. Organizational Decision-making | Decisions are made and acted upon at the most appropriate point in each department | |
| 3. Rewards | A sophisticated reward system exists and is applied to all people in the city/region administration | |
| 4. Organizational Management | Non-hierarchical – each employee is a colleague and treated with equal respect | |
| 5. Feedback | Feedback on all matters is welcomed, acted upon and always replied to | |
| 6. Grievance Channels | There is a sophisticated confidential system of airing grievances with no come-back to the complainant | |
| 7. Contribution to policy-making | Every city/region employee is encouraged to contribute to policy-making. Suggestions always replied to. | |
| 8. Continuous Improvement | All members of the city/region administration have continuous improvement programmes and an implementation plan | |
| 9. Lifelong Learning | Everyone in the city/region administration is encouraged and given help to take learning inside and outside of the organization | |
| 10. Learning Support | Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every employee can be directed towards learning relevant to his/her own needs | |
| 11. Learning Facilities | Has its own in-house learning facilities made available to all | |
| 12. Use of Learning Technologies | Full use made of new learning technologies | |
| 13. Displays of learning values | Prominent displays in all departments and building of the value of learning and encouragement to take it | |
| 14. Displays of results | Prominent displays of the performance of the organization | |
| 15. Time off for Activities | At least 10% of Working time can be taken off for learning and community contribution (0% = 1, 50%=3) | |
| 16. Personal development | Personal skills development courses available for all as and when required | |
| 17 Learning Targets | Everyone has a personal daily, weekly and monthly Learning target | |
| 18. Customer Focus | Everyone in the city/region administration has received training on satisfying the customer | |
| 19. Quality | Everyone in the organization has been on a quality improvement course and is constantly trying to improve performance | |
| 20. Mission | Everyone has a hand in defining the mission of the department and is given a copy of the mission statement | |
| 21. Strategies | Everyone in the city/region administration knows, and acts upon, its strategy for the present and the next five years. | |
| 22. Celebration | Learning Success is celebrated tangibly and frequently and shared with others | |
| 23. Information-giving | Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities | |
| 24. Community Contribution | Encourages and supports every person to contribute to the community | |
| 25. Organizational Culture | Every member of the city/region administration feels to be a part of it and is eager to contribute to its success | |
| 26. Promoting the Learning Organization | Promotes and publicises its achievements as a learning organization to the community and the wider world | |
| 27. Helping others | Actively helps other organizations to become Learning Organizations | |
| 28. Helping minorities | Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality | |
| 28. Citizenship | Sets an example in good and responsible citizenship | |
| 29. The Environment | Encourages all people to understand and take good care of the city/region environment | |

Sub-theme 1.6

Communicating the message of Learning

The consent of its citizens is important and so modern, innovative strategies for keeping them informed and involved need to be utilised. These questions therefore relate to the way in which the City and Region not only keeps its citizens informed but also actively empowers their thinking. Try to keep the don't knows down to a minimum by finding out.

1. Use of the Media -

Does the city actively promote and publicise itself as a Learning City by any of the following means?

| | | Yes | No | Don't know |
|------|---|-----|----|------------|
| 1.1 | Television Advertising about the city as a learning city | | | |
| 1.2 | Developing a Video specifically publicising the city as a learning city | | | |
| 1.3 | Radio Advertising about the city as a learning city | | | |
| 1.4 | Frequent radio or TV programmes on the subject | | | |
| 1.5 | Local Press Advertising about the Learning City | | | |
| 1.6 | Posters about lifelong learning or the learning city in visible places | | | |
| 1.7 | Special regular articles on lifelong learning in the Local Press | | | |
| 1.8 | Special Promotional Events for Learning in the city | | | |
| 1.9 | A Lifelong Learning or Learning City logo usable by Learning Providers | | | |
| 1.10 | Internet pages specifying the city as a Lifelong Learning City | | | |
| 1.11 | Information points in Shopping Centres and other public places | | | |
| 1.12 | Other – please specify | | | |
| 1.13 | | | | |

2. Literature

Is there a generally available leaflet which proclaims the city as a Learning City? Yes/No/Don't know

If yes, which of the following have received it or can obtain it ?

| | | Delivered | Can obtain on request | Not available |
|------|---------------------------------------|-----------|-----------------------|---------------|
| 2.1 | All households | | | |
| 2.2 | Some households | | | |
| 2.3 | Schools | | | |
| 2.4 | Adult education colleges | | | |
| 2.5 | Community centres | | | |
| 2.6 | Community and voluntary organisations | | | |
| 2.7 | Companies | | | |
| 2.8 | All Local Authority employees | | | |
| 2.9 | Others? (please say) | | | |
| 2.10 | | | | |

3A. Marketing of Lifelong Learning – Seminars/workshops

| | | Yes | No | Don't know |
|------|---|-----|----|------------|
| 3A.1 | Are workshops/seminars on learning city matters available to: | | | |
| 3A.2 | Local Authority employees? | | | |
| 3A.3 | Teachers/Lecturers? | | | |
| 3A.4 | Local elected representatives? | | | |

| | | | | |
|------|---------------------|--|--|--|
| 3A.5 | Other City leaders? | | | |
| 3A.6 | Students? | | | |
| 3A.7 | The general public? | | | |
| 3A.8 | Others (please say) | | | |
| 3A.9 | | | | |

Sub-theme 1.6

Marketing of Lifelong Learning – Other aspects

| | Yes | No | Don't know |
|---|-----|----|------------|
| Where have courses on the learning city been held in your city? | | | |
| Schools | | | |
| Community centres | | | |
| Universities | | | |
| Adult education colleges | | | |
| Company education departments | | | |
| Local authority premises | | | |
| Other (please say) | | | |
| | | | |
| Has the message of the learning city been given in any of the following? | | | |
| Advertising literature about the city | | | |
| Information leaflets to citizens | | | |
| Information literature for parents of schoolchildren | | | |
| Community Centre brochures | | | |
| Information literature for adult education colleges | | | |
| Display Boards in council offices | | | |
| The city webpage | | | |
| Display Boards in shopping centres | | | |
| Display Boards outside the City Hall | | | |
| Display Boards in Companies | | | |
| A full page advert in the local newspaper | | | |
| Literature attracting investors into the city | | | |
| Estate agents literature | | | |
| Other Literature attracting people to come and live in the city | | | |
| Other (please state) | | | |
| | | | |
| Is there a learning city logo that any organisation can use? | | | |
| Has there been a Learning City Festival in your city? | | | |
| Has there been a launch of the city as a Learning City? | | | |
| Are there learning centres in public places where people are eg shopping centres? | | | |
| If so where? | | | |
| | | | |
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Please give details of any innovative initiative, project or plan to improve the distribution of information about the learning city, the joy of learning or its provision in your city.

Sub-theme 1.7 - Learning Region Development Policy.

Let's explore the learning initiatives your city or region has taken in order to create wealth.

2. How much are the following actively included in your learning region policy?

1= First priority – top of the agenda, 2= very important – strategies to address it are now in place

3= Important – now developing strategies to address it 4 = interesting but not important enough for strategy development, 5= of no interest

| | | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 2.1 | Regular surveys of skills needs for the region | | | | | |
| 2.2 | Special courses on the learning region in adult education colleges | | | | | |
| 2.3 | Encouragement of business and industry to invest in training | | | | | |
| 2.4 | Links between the development board and local industry to identify new business opportunities | | | | | |
| 2.5 | Entrepreneurial skills courses in schools | | | | | |
| 2.6 | Entrepreneurial courses in local adult education colleges | | | | | |
| 2.7 | City/region-wide database of learning opportunities | | | | | |
| 2.8 | Advertising promoting the benefits of lifelong learning in the region | | | | | |
| 2.9 | Lectures/sessions/seminars in schools about the learning region and its role in helping it happen | | | | | |
| 2.10 | Lectures/sessions/seminars in adult education colleges about the learning region, the knowledge economy and its role | | | | | |
| 2.11 | Encouragement of personal learning plans and learning audits for all employees (see annexe 2) | | | | | |
| 2.12 | Appointment of a person to manage the region's links with industry and other regions | | | | | |
| 2.13 | Special grants for new business start-ups | | | | | |
| 2.14 | Support for universities developing advanced courses for industrialists | | | | | |
| 2.15 | More schools/industry links | | | | | |
| 2.16 | Encouragement of business and industry to form links with educational organisations | | | | | |
| 2.17 | Other Initiatives (please let us know) | | | | | |
| 2.18 | | | | | | |
| 2.19 | | | | | | |
| 2.20 | | | | | | |
| | | | | | | |
| | | | | | | |

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| Core Skills and Competencies for Employability in the Lifelong Learning Age |
|--|

| Generic | ❖ Skill/Competency | A | B | C |
|--|--|---|---|---|
| Self-management skills | <ul style="list-style-type: none"> ❖ Being determined to fulfil personal potential ❖ Continuously developing personal skills and confidence ❖ Setting and achieving realistic personal targets ❖ Purposeful introspection ❖ Maintaining perspective and a sense of humour | | | |
| Handling and interpreting information | <ul style="list-style-type: none"> ❑ Using information technology tools and techniques ❑ Collecting, storing, analysing and combining information ❑ Recognising patterns and links and acting appropriately | | | |
| Applying new knowledge into practice | <ul style="list-style-type: none"> • Seeing the connection between theory and practice, • Transforming knowledge into action • Continually wanting to improve procedures, processes and situations | | | |
| Learning to learn | <ul style="list-style-type: none"> ➤ Staying open to new knowledge and new learning techniques ➤ Identifying and using sources of knowledge ➤ Relating learning to personal objectives | | | |
| Questioning, reasoning and critical judgement | <ul style="list-style-type: none"> ✓ Knowing the difference between good, bad and indifferent ✓ Analysing information and seeing through false argument ✓ Never being satisfied with the status quo ✓ Sorting out the substance from the verbiage | | | |
| Management and Communication skills | <ul style="list-style-type: none"> ▪ Expressing oneself clearly orally and verbally in formal and informal situations ▪ Persuading others ▪ Listening to others ▪ Helping others to help themselves | | | |
| Thinking skills and Creativity | <ul style="list-style-type: none"> • Using Creativity and Imagination to solve problems • Thinking ‘out of the box’ • Anticipating situations and developing forward vision | | | |
| Adaptability, flexibility and versatility | <ul style="list-style-type: none"> ✓ Facing change with confidence ✓ Adapting to new situations and tasks ✓ Being ready to change personal direction | | | |
| | <ul style="list-style-type: none"> ➤ Sharing information and knowledge, ➤ Receiving and acting upon information and knowledge ➤ Participating with others in goal-setting ➤ Achieving common goals | | | |
| Lifelong Learning | <ul style="list-style-type: none"> ▪ Continuously upgrading personal skills and competence ▪ Cherishing the habit of learning ▪ Contributing to the learning of others | | | |

Ssub-theme 2.1 Recommendations from the European Policy on the Local and Regional Dimension of Lifelong Learning

Tick if you've been there, done that.

| | | |
|--|--|--|
| | 1. Establish a Lifelong Learning Partnership Committee comprising people from all parts of the city, private and public. Be bold - invite unconventional people on to it eg unemployed. Establish the guidelines for this Committee and give it powers to initiate activities, and set targets for each of these activities. | |
| | 2. Establish a sub-committee for each action area - Involve as wide a selection of people as possible in each group. Set targets and goals for people and organisations. | |
| | 3. Appoint a Champion of Lifelong Learning - one of the most influential figures in the City. Give him/her powers to get things done. | |
| | 4. Hold a one-day conference of 100 key people and hire key Lifelong Learning experts to deliver the Lifelong Learning message to them. Make the conference bi-directional - during the day hold a series of guided brainstorming sessions in several aspects of Learning City activity to obtain their commitment and ideas. Give someone the responsibility to collect and act upon these ideas. | |
| | 5. Create an electronic Learning City Forum to which these people and others can contribute. Give them access to national and international forums (eg the TELS Forum) to allow them to communicate with sources of expertise in other cities. | |
| | 6. Develop a leadership plan. Hire experts to run a series of Lifelong Learning City workshops, seminars and conferences for people from all parts of City life in order to create as quickly as possible a core of committed workers. Make this a cascade process - require the experts to provide the materials and train participants to train others. | |
| | 7. Join a Learning Cities organisation - more than one if there is value-added. Some offer more than others. For example, the NewTELS network can offer access to experts for workshops and seminars, electronic forums between professionals and councillors in many cities, the facility to develop good practice Case Studies, information and knowledge on-line and a core of like-minded cities with which you can work. | |
| | 8. Organise a Learning Festival. Involve many organisations in the city. Link it to other activities taking place eg Adult Learners Week, Achievement Awards etc | |
| | 9. Audit the Learning Needs of all your citizens. Devise a questionnaire administer it in companies, shopping centres, pubs etc Use the Universities to carry out and analyse the research results. | |
| | 10. Hold a (bi)-annual conference for organisations in your, and others', city. Set your targets to be reported back at this. Set new targets based on these. | |
| | 11. Encourage the use of the tools and techniques of Lifelong Learning in all your educational and business establishments- personal learning plans, mentorship programmes etc | |
| | 12. Develop a City Charter outlining the actions you will take to improve learning in the city. | |

| | | |
|--|---|--|
| | 13. Make a database of the talents, skills, knowledge, experience and creative ideas of the citizens and discuss with them how they can contribute to the learning of others | |
| | 14. Involve people in designing strategies for, and monitoring, their own environment. | |
| | 15. Put as many people as possible, from all walks of life, in touch with others in different cities, towns and countries through electronic networks. | |

SUB-THEME 2.2

ATTITUDES TO LEARNING SURVEY (PART)

Some people enjoy learning and do it for fun, others do it because they have to and yet others take no pleasure out of it for whatever reason. And yet learning is one of the most natural things human beings do – we wouldn't be able to function if, as very young children, we had not learned. And we do it all the time in an informal way. So there must be reason why many of us stop learning or don't enjoy it. It's this we are trying to find out.

So this short questionnaire is designed to find out what you think about learning and where, when, how and if you prefer to learn. Please answer the questions as honestly as you can.

5. Which of the following adjectives describes your attitude to learning. (Insert your own if you wish)

| | | | | |
|--------------|--------------|-------------|---------------|--|
| enthusiastic | reluctant | indifferent | resigned | |
| diligent | uninterested | resistant | conscientious | |
| intelligent | immature | | | |

6. Do you enjoy learning new things? Yes/No

7. Do you think that any of the following will mean that learning will become more important in this century?

| | | A lot | A little | Not at all |
|-----|---|-------|----------|------------|
| 7.1 | People will need to change jobs more frequently | | | |
| 7.2 | New technology changes the way jobs are done | | | |
| 7.3 | Manufacturing jobs go to countries with cheaper labour – jobs in my country will be at a higher level | | | |
| 7.4 | New ways of doing things in a global economy | | | |
| 7.5 | We all need to be more informed about new developments such as cloning, climate change, | | | |
| 7.6 | So that the politicians can't pull the wool over our eyes | | | |

8. Choose the 3 most important things (in order 1,2,3) that would most influence you in deciding to learn?

| | | order |
|-----|--|-------|
| 8.1 | Employer/work/improving career | |
| 8.2 | Friends doing it | |
| 8.3 | Attractive brochures from the local college | |
| 8.4 | Pressure from Parents/relatives/children | |
| 8.5 | Keeping up to date with developments in my hobby/sport etc | |
| 8.6 | Personal pride and motivation | |

11. How likely is it that you will take up formal learning in the next year

Certain Very likely uncertain unlikely definitely won't

12. Which of the following barriers to learning apply to you? Mark each one, then put the 3 most important to you in order 1,2 3 in the last column.

| | | yes | no | Rank |
|------|--|-----|----|------|
| 12.1 | I can't afford it | | | |
| 12.2 | No facilities to study at home | | | |
| 12.3 | Long distance from courses | | | |
| 12.4 | Family pressures allow no time | | | |
| 12.5 | I'm physically disabled | | | |
| 12.6 | Not the sort of thing they do in my family | | | |

| | | | | |
|-------|---|--|--|--|
| 12.7 | School put me off learning | | | |
| 12.8 | Learning has a low priority for me | | | |
| 12.9 | I'm not intelligent enough | | | |
| 12.10 | Never seen anything I would want to learn in the brochure | | | |
| 12.11 | Never seen a brochure | | | |
| 12.12 | I would lose my benefits | | | |
| 12.13 | My friends would laugh at me | | | |
| 12.14 | | | | |

Sub-theme 2.2

A Learner's Charter

1. In column A mark from 1-5 to indicate the priority you would give this in your city/region
2. In column B put a similar mark to indicate the extent to which it happens in your city/region

In each vase 1= very high and 5 no priority

| <u>A LEARNER'S CHARTER</u> | <u>A</u> | <u>B</u> |
|---|-----------------|-----------------|
| GOOD FOOD, GOOD HEALTH AND GOOD LEARNING ARE INTERDEPENDENT PARTS OF THE HUMAN BIO-SYSTEM | | |
| | | |
| AS A CITIZEN YOU HAVE THE RIGHT TO LEARN AND TO DEVELOP YOUR OWN FULL POTENTIAL THROUGHOUT LIFE | | |
| | | |
| YOUR RIGHT TO LEARNING EXISTS IRRESPECTIVE OF YOUR RELIGION, ETHNIC BACKGROUND, AGE, NATIONALITY OR GENDER | | |
| | | |
| AS A CUSTOMER FOR LEARNING YOUR NEEDS TAKE FIRST PRIORITY | | |
| | | |
| AS FAR AS POSSIBLE, LEARNING WILL BE PROVIDED FOR YOU WHERE, WHEN AND HOW YOU DESIRE IT | | |
| | | |
| THE VALUE OF LEARNING WILL BE ACTIVELY PROMOTED AND ENCOURAGED THROUGHOUT YOUR LIFETIME | | |
| | | |
| YOUR INDIVIDUAL LEARNING STYLE WILL BE RECOGNISED AND CATERED FOR | | |
| | | |
| WHETHER OR NOT YOU HAVE LEARNING DIFFICULTIES YOU HAVE THE RIGHT TO RECEIVE EXPERT HELP WITHIN SOPHISTICATED SUPPORT AND GUIDANCE SYSTEMS AT ALL TIMES | | |
| | | |
| YOU WILL HAVE ACCESS TO MODERN RESOURCES FOR LEARNING WHEREVER THEY MAY BE | | |
| | | |
| AS FAR AS POSSIBLE, YOU WILL BE GIVEN OWNERSHIP OF, AND CONTROL OVER, YOUR OWN LEARNING | | |
| | | |
| WHATEVER LEARNING YOU CHOOSE TO DO WILL BE TREATED WITH | | |

RESPECT, RECOGNITION AND REWARD

Sub-theme 2.2

Barriers to Learning

'In Britain, only 1 adult in 4 describes him/herself as a learner, 1 in 3 has taken no part in education or training since leaving school, at any one time only 14% of employees are taking part in job-related training, only 5% of the workforce has obtained an NVQ and over 40% of 18 year olds are not currently in any kind of education and training'

Fryer (Education for the 21st Century)

1 Please mark your perception of the barriers to learning in your own city/region on a scale of 1 to 5. Add some of your own observations in the blank spaces

1= affects all people, 2= affects most people, 3= affects half the people, 4= affects only a few people 5= not in our city/region

| | | 1 | 2 | 3 | 4 | 5 |
|------|---|---|---|---|---|---|
| 1.1 | Poor family culture of learning | | | | | |
| 1.2 | Insufficient personal and emotional support from the home | | | | | |
| 1.3 | Insufficient support services to catch reluctant learners early | | | | | |
| 1.4 | Low aspiration - perception of learning as irrelevant | | | | | |
| 1.5 | Low self-esteem – think they can't learn | | | | | |
| 1.6 | The school curriculum was seen as irrelevant | | | | | |
| 1.7 | Lack of facilities to study at home | | | | | |
| 1.8 | Poor standard of teaching | | | | | |
| 1.9 | Competition from television and the media | | | | | |
| 1.10 | Peer group pressures to conform to other priorities | | | | | |
| 1.11 | An anti-learning culture in the neighbourhood | | | | | |
| 1.12 | Poverty – cannot afford to take learning | | | | | |
| 1.13 | Lack of opportunity – right courses not available locally | | | | | |
| 1.14 | Lack of ownership of own learning | | | | | |
| 1.15 | Methods of teaching seen as old-fashioned | | | | | |
| 1.16 | Too many other distractions | | | | | |
| 1.17 | Ineffective publicity | | | | | |
| 1.18 | Learning seen as finishing after formal education | | | | | |
| 1.19 | Other – please mention other perceived barriers in your city region | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

2. Now put a cross against the 5 which, for you, are the most prevalent in your city or region

3. Which of the following strategies is the city/region adopting to remove the barriers? Add some of your own into the blank spaces.

| | | |
|------|---|--|
| 3.1 | Displaying eye-catching publicity for learning in public places | |
| 3.2 | Making more computers and education technology available | |
| 3.3 | Encouraging employers to foster learning | |
| 3.4 | Carrying out learning audits in the city to find out what people might want to learn | |
| 3.5 | Using tools that persuade more people to become more involved in the learning process | |
| 3.6 | Catching learning reluctance early in the schools | |
| 3.7 | Concentrating on removing feelings of failure from the schools – building confidence | |
| 3.8 | Adopting new learning methods based on new knowledge of how people learn | |
| 3.9 | Adding the development of personal learning skills into the curriculum | |
| 3.10 | Reducing class sizes | |
| 3.11 | Developing a charter for learners | |
| 3.12 | Rationalising the qualifications system | |
| 3.13 | Making learning a more pleasurable activity | |

| | | |
|------|--|--|
| 3.14 | Spreading the message of lifelong learning | |
| 3.15 | Putting more resources into adult education | |
| 3.16 | Increasing the number of Learning Counsellors for adult learners | |
| 3.17 | Initiating mentoring programmes | |
| | | |
| | | |

4. Now put a cross against the 5 you think may be the most effective

Sub-theme 2.3

Schools as Stakeholders in the Community

St Columba, a mixed Anglican and Catholic school in South Australia, participated in the PALLACE project and re-examined its relationship with the community in which it existed. This is the charter it drew up as a result. In column A put a figure from 1 to 4 denoting the extent to which you think each action is desirable in your city or region

1= wholly desirable, 2= mostly desirable, 3= partly desirable, 4= Not at all desirable

In column B put an estimated figure for the extent to which schools generally in your city or region have implemented the action.

| We believe the facilities at St Columba offer the wider community opportunities to experience lifelong learning | A | B |
|--|----------|----------|
| 1. The courses that could be offered will be for a variety of age groups. | | |
| 2. Our facilities will be available for Community use where appropriate. | | |
| 3. We seek to nurture in the wider Community a life long love of learning. | | |
| 4. We seek to build partnerships with Local Council, Further Education Providers, The Business Enterprise Centre, Service Providers and our local Parishes. | | |
| 5. We seek to provide courses of training that are needed in the wider community. | | |
| 6. We seek opportunities to be a “Satellite” Centre for programs offered in other Regional Centres. | | |
| 7. We see our Library/Resource Centre/ Careers Centre/Recreational facilities as practical dimensions of a <i>St Columba Learning Centre</i>. | | |

Sub-theme 2.3

Universities as stakeholders

A CHARTER FOR THE NEW LIFELONG LEARNING UNIVERSITY - AT THE HEART OF THE COMMUNITY

In column A put a Y (yes) or N (No) to denote your opinion of whether universities *should* become involved in this way. In column B put a mark out of 4 to denote your perception of how much your local university sector becomes actively involved in the construction of the learning city or region in each statement. 1= it takes enthusiastic action in this matter 2= it is thinking about taking action 3= it would like to but cannot find the resources 4= It isn't really interested

| | <u>A</u> | <u>B</u> |
|--|----------|----------|
| <u>U</u>nlocks the doors to Higher Learning for more sections of the population through universal university strategies that widen participation | | |
| <u>N</u>etworks with other universities globally to import and export new knowledge, experiences and research on behalf of local learning cities or regions | | |
| <u>I</u>ncludes itself in creative and fruitful partnerships with local government, schools, industry and other stakeholders to help build learning communities, cities and regions | | |
| <u>V</u>olunteers dynamic leadership to the communities within which it resides by remaining at the forefront of innovative developments | | |
| <u>E</u>nergizes learning city/region development through commissioned research, development and consultation activities that include the whole community. | | |
| <u>R</u>eleases its resources and the creativity and energy of its students and staff in the service of learning city development | | |
| <u>S</u>atisfies the needs and demands of people by delivering courses wherever, whenever and however people want them and providing a continuous updating service for graduates and local workplaces | | |
| <u>I</u>mproves local decision-making and empowerment by keeping both city management and citizens informed of research progress and results | | |
| <u>T</u>ransforms itself into a true Learning Organizations through continuous improvement and quality management programmes for all students and staff | | |
| <u>I</u>ncreases the employability of graduates and others through modular courses that include the obligatory development of language, entrepreneurial, management and personal skills | | |
| <u>E</u>nlivens learning city development through the development and application of tools and techniques that create a culture of learning | | |
| <u>S</u>timulates the message of learning city and regional development by | | |

| | | | |
|--|--|--|--|
| | becoming involved in celebration events such as learning festivals, fairs, open days etc and representing the city in projects, missions and other events nationally and overseas | | |
|--|--|--|--|

Sub-theme 2.4

Consultation and Democracy

Which of the following happens in your city's community consultation enabling strategy? Mark each one in column A from 1-4 where 1= fully implemented in our city 2= more than 50% implemented, 3= only partly implemented 4= not at all implemented. In the blank row underneath it give an example of the action from your own city. If there is no city strategy or you don't know, mark in column A your opinion of the action as 1= crucial 2= important. 3= of limited interest 4= no importance

| | | A | B |
|----|--|---|---|
| 1 | All Community organizations have a voice at city-level. | | |
| 2 | Community organisations influence the policy-making-process through participation of, consultation with and monitoring by, communities of policies affecting them at City and National level | | |
| 3 | Communities' organizations are networked to enable exchange of models of good practice and consultation | | |
| 4 | Service deliverers become part of the consultation process | | |
| 5 | Individual Focus groups are organized by the city to help consultation eg young people, third age etc | | |
| 6 | A comprehensive and sustainable range of community facilities and supports is provided to meet the needs of the different communities of interests | | |
| 7 | Displays and visual aids are used in community centres to aid the consultation process | | |
| 8 | A range of initiatives exists to empower the community and voluntary sector to negotiate on an equal footing during the policy-making- process or when delivering its services | | |
| 9 | Every affected citizen receives a leaflet explaining the issues pro and con and the repercussions of proposals for change | | |
| 10 | Targeted actions are implemented to ensure that the most vulnerable communities participate in community decision-making. | | |
| 11 | Social audits and social finance initiatives are developed to help promote a social economy | | |
| 12 | Research on needs in the City is carried out with citizens via the city website | | |
| 13 | Volunteerism is encouraged, celebrated and promoted as a way for citizens to participate, learn skills and articulate their interest in matters that affect them | | |
| 14 | Incentives/rewards etc are developed to support community participation | | |
| 15 | New means of engaging communities in consultation and discussion are used - for example on the city website, TV and radio channels | | |
| 16 | A wide variety of appropriate media (e.g. community media, TV, internet, lectures, neighbourhood centres etc) is used to promote discussion on community matters | | |
| 17 | Increased co-operation between agencies and community groups helps the process of community engagement and consultation | | |
| 18 | New Neighbourhood/community centres have been developed and are used as a focus for community information and consultation. | | |
| 19 | All information needed to make effective decisions is available on-line through the city web-site | | |
| 20 | The City explores, promotes and develops a proper legal and economic | | |

| | | | |
|----|--|--|--|
| | framework (e.g. legal status, contracts etc) for consultation with communities, based on models of good practices internationally | | |
| 21 | Community leaders and community action groups are trained, encouraged and nurtured to campaign on behalf of their local community | | |
| 22 | Communities are assisted to develop a mission, an identity and a vision | | |
| 23 | Social audits are developed as a management tool for social economy initiatives and as a way of measuring their social and environmental impact. | | |

e) In column B above tick them in order of importance for you 1= crucial 2= important 3- of limited importance 4 not important in this city

Sub-theme 2.5 The IBM Woodberry Down Schools-Industry Twinning Scheme

This is a list of the major joint projects carried out in a schools-industry twinning scheme between an IBM location in London and an inner-city school. Tick the box if any of these activities have happened in your city/region

| |
|--|
| 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 allowed by law) |

Sub-theme 2.5

The Universal Declaration on Volunteering

Volunteering is a fundamental building block of civil society. It brings to life the noblest aspirations of humankind – the pursuit of peace, freedom, opportunity, safety, and justice for all people.

In this era of globalization and continuous change, the world is becoming smaller, more interdependent, and more complex. Volunteering – either through individual or group action – is a way in which:

- ***human values of community, caring, and serving can be sustained and strengthened;***
- ***individuals can exercise their rights and responsibilities as members of communities, while learning and growing throughout their lives, realizing their full human potential; and,***
- ***connections can be made across differences that push us apart so that we can live together in healthy, sustainable communities, working together to provide innovative solutions to our shared challenges and to shape our collective destinies.***

At the dawn of the new millennium, volunteering is an essential element of all societies. It turns into practical, effective action the declaration of the United Nations that “We, the Peoples” have the power to change the world.

This Declaration supports the right of every woman, man and child to associate freely and to volunteer regardless of their cultural and ethnic origin, religion, age, gender, and physical, social or economic condition. All people in the world should have the right to freely offer their time, talent, and energy to others and to their communities through individual and collective action, without expectation of financial reward.

**Question 1: To what extent do you believe the following to be true:
1= wholly true, 2= mostly true, 3= half true, 4= partly true, 5= not at all true**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In this era of globalization and continuous change, the world is becoming smaller, more interdependent, and more complex | | | | | |
| Volunteering is a fundamental building block of civil society | | | | | |
| We, the peoples, have the power to change the world. | | | | | |
| All people in the world should have the right to freely offer their time, talent, and energy to others and to their communities without expectation of financial reward. | | | | | |

Question 2: What, in your opinion, are the main obstacles to progress in the 3rd and 4th of these?

We seek the development of volunteering that:

- *elicits the involvement of the entire community in identifying and addressing its problems;*
- *encourages and enables youth to make leadership through service a continuing part of their lives;*
- *provides a voice for those who cannot speak for themselves;*
- *enables others to participate as volunteers;*
- *complements but does not substitute for responsible action by other sectors and the efforts of paid workers;*
- *enables people to acquire new knowledge and skills and to fully develop their personal potential, self-reliance and creativity;*
- *promotes family, community, national and global solidarity.*

Sub-theme 2.6

Learners at Large in Hokkaido

A report on the Sapporo Learning festival

As a bi-product of opening a conference of Teacher Educators at the Educational University of Hokkaido in Asahikawa, I was privileged to spend a couple of days with Yoshihiro Yamamoto at the Sapporo Learning Festival. Yoshihiro is one of the Lifelong Learning luminaries in the National Institute of Educational Research, a division of Monbusho, the Japanese Ministry of Education. He is also doing sterling work in raising awareness of Lifelong Learning in Japan and South east Asia.

The festival was a fascinating experience. Its first impact was its size - the impression was of a Pacific Ocean of stands and demonstrations promoting every conceivable facet of Lifelong Learning for all sectors of national and community life and for all ages. It was not simply an exhibition of learning products, though IBM, Toshiba, Intec and the rest were certainly all there in force. Learning visitors could find, in addition, leisure products and pursuits of all kinds from fishing to fiddling, from sailing to skiing, from knitting to networking. It seemed that the whole of life was there. The second impression was one of fun – learning *is* fun isn't it, when so many are gathered together to promote its virtues.

The spiritual side of Lifelong Learning was not neglected either - several religious groups were strongly represented - the sacred and the secular co-habiting under the flag of learning. There was a stand representing the 25 public Lifelong Learning Centres in Japan (there are also many private ones) and a large exhibition area promoting the virtues - economic, personal, familial, communal - of Learning. A telephone hot line was available to any who still harboured doubts.

On the central stage 3rd age choirs sang anything and everything from traditional Japanese folk ballads, through American glee club numbers to classics; magicians and fire-eaters plied their trade and fast-talking presenters involved the passing public in games and quizzes and activities. The ectoplasm of vitality and energy were phenomenal, and smiling faces showed how much this was a fun occasion - a celebration of the Learning condition.

I saw visiting classes of schoolchildren, including a set of 5 year olds, mesmerised by the 'magic of learning' stand, complete with magician. A constant procession of visitors of all ages, all backgrounds and all interests mixed and mingled and meandered, ever, it seemed with a smile. Sapporo is a provincial city with a population of about a million souls, akin perhaps to Bordeaux, Newcastle, Thessaloniki or Dusseldorf, and the organisers expected to attract 600.000 of these during the 5 days.

In the evening more cultural events connected with the festival were held at the city hall. My host had managed to obtain tickets for the opening musical event and we arrived just five minutes before the start. This was impressive to say the least and it was played to a packed audience. The overture comprised a 5 minute film depicting the considerable natural beauties of the island of Hokkaido - and then faded out to a darkened stage containing a group of 4 people - 2 instrumentalists playing a primitive flute and a two stringed sitar respectively, and 2 singers - a mother and a child. Together they produced some of the most remarkable and evocative folk sounds I have ever heard. It was an epiglottal tour de force - all throat and lungs - a vocal tone poem describing the mystical sadness of the sea, the majesty of the mountains, the symbiotic maternal link between man and his environment, the joys and the

sorrows of community and conflict in the natural world. These were sounds not heard outside of this area of Japan - a celebration of a thousand years of Ainu aboriginal culture, reminiscent of a Hebridean folk song, an Irish step dance, an Auvergnian mountain call, a Catalan lament or a Portuguese fado. To say the least it was an event which one experienced as much as heard, felt as much as saw.

The evening continued with 3 speeches from the Minister of Education, the head of the Hokkaido prefecture and the Sapporo city boss, all of them extolling the virtues of learning and the opportunities in the locality and all of them, mercifully for both stranger and citizen alike, not more than 5 minutes long. After that, further music from the city's close harmony group which rivalled the King's Singers in purity of sound, though not in breadth of output, and the City of Sapporo Symphony Orchestra.

For a provincial orchestra the quality was surprisingly high - it confined itself on this occasion to selections of light music, though one had the impression that it would have been equally at home with Bach, Beethoven, Brahms, Berg and Birtwhistle (well, OK, perhaps not Birtwhistle). In between whiles the local television personality interviewed the performers and extracted from them how learning had contributed to their success.

Every citizen received 2 attractively coloured pamphlets - one produced by the city and another by the island prefecture. These were 16 pagers describing the rationale behind the joys of lifelong learning and explaining where, why, how and when the citizens of Sapporo could take advantage of them. They were surprisingly sophisticated and, in some ways, quite visionary. They dealt in simple terms with every facet of Lifelong Learning - networks, open and distance learning, the interaction between sectors of the community, integrated learning, qualifications etc and on an age by age basis from pre-school to third age. Their purpose was to broaden the horizons of the populace and even to encourage a strong international outlook. Each brochure contained a feedback form of questions that would help administrators understand the learning needs of citizens, and hopefully allow them to satisfy them.

There was a festival mascot - a disneyesque character called the manabee (Honey bee) This was omnipresent whether as a huge blowup balloon, a print on festival products, a picture on shop windows and public notices, as badges to wear, on t-shirts. It was the symbol of the festival - a sort of learning Mr Blobby. Manabee could hold a honey pot or a computer screen or walking stick or indeed could be adapted to help to market each product individually. Who said the Japanese are not creative? - the over-riding impression of the whole festival was exactly that - creativity and the enjoyment of learning.

How can I summarise this experience. Yes, of course it was a product of the Japanese culture and of course we are aware that there are cultural differences. It was a Japanese festival for Japanese people. It was one of a series planned on an annual basis for different parts of Japan - rather like the European cities of culture. Yes, of course we have to take into account cultural differences between nations. But there was an atmosphere about this event which transcended these. It was not brash or authoritarian - its aim was to stimulate, sensitise and coax rather than to exhort - to celebrate the joys of learning and the personal benefits to be gained therefrom. Perhaps 50,000 people, perhaps more, perhaps less, came back into the learning fold for the first time.

We in Europe have much to learn about the marketing of learning, its representation as a way of life. This festival was an example of what happens in Japan - there are other beacons of

lifelong learning activity there - such as the establishment of 25 lifelong learning research departments in Japanese universities, and the Lifelong Learning Centres springing up in each prefecture.

Perhaps Europe can design equally stimulating and creative ways in which its peoples can become learners for life, perhaps by establishing annual cities of learning, perhaps by a competition to find the European learning city, perhaps the use of modern technologies to link people and organisations into learning networks between cities, perhaps the carrying out of a learning audit of the learning needs of whole populations and the establishment of a city by city database of these. The possibilities are endless, and perhaps more to the point in a world of structural unemployment, the creation and satisfaction of learning opportunities is in itself a huge job creation scheme involving designers and planners, counsellors and councillors, researchers and promoters, and teachers and learners. Sounds good - let's do it.

Norman Longworth

Sub-theme 2.6: Celebrating by Festival

1: Has there ever been a Learning Festival in your city? Yes/No

2 Make a list of the various ideas incorporated into the Sapporo Festival which you think might be replicated in your own city or region.

| |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |

3 Now add a few bright ideas of your own for inclusion in a Learning Festival in your own city or region.

| |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |

4 Which organisations in your city would you invite to participate in the Festival?

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

5 How many people would you expect to bring back into the learning fold?

6 Where would you hold it? (maybe several places)

7. How would you market it as a fun event to attract people? Jot down a few ideas.

| |
|---|
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |

8. How would you make it into a break-even or profit-making event?

| |
|--|
| |
| |
| |
| |
| |