Minutes of Lilliput meeting in Olomouc – 28/29 April

Present

Prof. Sam Allwinkle, Napier University (28th)
Prof. Norman Longworth, Napier University
Prof. Ingunn Sandaker, Akershus University College (29th)
Martin Molholm, Skagen Adult Education Centre
Peder Key Kristiansen, Skagen Adult Education Centre
PhDr Renata Vystrcilova, Palacky University, Olomouc
PhDr Jiri Vrba, Palacky University, Olomouc
JUDr Antonin Komenda, Palacky University, Olomouc
Adela Kestlova, Palacky University, Olomouc
Irena Hoblikova, Mgr DESC, Palacky University, Olomouc
Karin Chlapíková (Centre for Open and Distance Learning -administration and financial matters)
Paed Dr. Pavel Janousek (Head of Centre for Lifelong Learning for Teachers) guest from the Pedagogical faculty:
Mgr. Jenny Polakova, Ph.D. (Vice-Dean for Lifelong Learning and Paedagogical training)
Ing. Alena Zabloudilova, Palacky University

Apologies

Prof. Per-Olof Thang, Goteborg University
Prof Jonathan Winterton, ESC Toulouse

Absent

Peter Finnegan, Dublin Development Agency

1. Welcome and Introductions

Participants introduced themselves to each other. Renata Vystrcilova welcomed non-Czech-visitors to Olomouc. Sam Allwinkle thanked Palacky University for hosting the meeting in their beautiful city.

2. Administration

Norman Longworth gave apologies for the Goteborg and Toulouse partners, both of them unable to come because of late important developments at their universities, which prevented them from travelling. He proposed a modification of the agenda to confine the meeting to two days.

Sam Allwinkle distributed the contracts to those present. He apologised for the delay in issuing these and explained that the contracts from the EC had taken longer than anticipated. Contracts for non-attending partners will be issued by post.

3. Development Timetable and problems.

Norman Longworth reminded partners of the development timetable and asked partners if they had any problems in keeping to this. He pointed out that, since the meeting included workshops by each partner, some development work should already have taken place. The first batch of modules should be tried out on their target audience by the end of September in order to leave the timetable free for the development of the second batch. For his part, Napier had almost completed the introductory module which all partners would make available to their city representatives for testing. He was aware of the development delays in other partners, which were due to the lateness of the contract and an unfamiliarity with the methodology. He recalled that, since the previous meeting, he had distributed five major documents

i) guidelines on content (annexe 1), accompanied by mindmaps with suggested topics for each partner to develop. It was reiterated that these content guidelines were suggestions only and that partners would determine their own topics and lessons. In support of these he had sent a large number of potential source documents to each partner from which they would be able to choose what to include. In addition, at the meeting, he distributed other documents and papers he had collected from his travels and these would be useful for developing Case Studies, toolkits and lesson plans.

ii) guidelines on methodology (annexe 2) – the learning and learner ownership approach to be adopted in the modules and typified in the introductory module. Partners would find it easier to develop their modules by first identifying source documents, statistics, tables, charts, presentations etc and then constructing topics and lessons around these.

iii) A clarification document on the approach (annexe 3)

iv) A document on the structure of modules (annexe 4). This divides the modules into topics, lessons and toolkits and where to insert the background notes, objectives and guidelines for learning leaders.

v) A document on partner responsibilities (annexe 5). This also gives details of the timetable.

as well as a plethora of suggested support documents which could be used as part of information sources and/or toolkit items. Further items were distributed to those present at the meeting.

NL reminded partners that we have undertaken to develop and test at least 14 modules, downloadable from the web by any group leader, educator or manager wishing to give a course or seminar on any aspect of the Learning City and Region which had been addressed by the partners. There will be a wide variety of target audience. The toolkit and guidelines should also make it possible for anyone to deliver such courses.

Each partner is responsible for a different domain as described using the numbering system below.

Year 1.
Module 1 – Introduction – Napier University
Module 2 – The individual in the Learning City – Skagen Education centre
Module 3 – Adult Education and the Learning City – Goteborg University
Module 4 – The Learning City and the Community – Part 1 – Akershus University College
Module 6 – Politics and Economics in the Learning City Part 1 – ESC Toulouse
Module 8 – The Workplace and the Learning City Part 1 – Dublin Development Board
Module 10 – Language Learning in the Learning City – Palacky University
Module 11 – Law and Public Administration in the Learning City – Palacky University

Year 2
Module 12 – Schools and the Learning City – Napier University
Module 14 – Universities and the Learning City – Goteborg University
Module 15 - the Family in the Learning City – Skagen Education Centre
Module 5 – The Learning City and the Community – Part 2 – Akershus University College
Module 7 – Politics and Economics in the Learning City part 2 – ESC Toulouse
Module 9 – The Workplace and the Learning City Part 2 – Dublin Development Board
Module 16 – to be announced – Palacky University

Those partners developing modules with parts 1 and 2 may wish to give each part a separate name. If so please let the project manager know as soon as possible.

NL pointed out that partners may have some problems finding a target audience on which to test the materials and this should be decided as soon as possible. We have promised to deliver 21 seminars per year in the proposal – i.e. 3 each. Modifications to the timetable were proposed in view of the delays and an amended time-table is shown in annexe 5. Partners are expected to teach (or have taught by others) the introductory module and the module developed by themselves. Evaluation sheets will be designed for this purpose.

Sam pointed out that the web development had also been delayed. However he had contacted someone in Edinburgh who would be able to make this resource available soon.

4. Presentation 1 – The introductory module

NL then presented module 1 (Introduction). He outlined its content and its relationship to the other modules (annexe 7). He said that it represents about 20 hours of coursework supported by the learning materials, but that learning leaders may decide to pick and choose what they teach from within the module. He went through each topic and lesson, explaining the thinking behind them, and set four example exercises for the meeting participants. The module included 6 topics and 17 lessons as follows:

Why a Learning Community (2-3 hours)
- Your community past and present (1-1½ hours)
- Your community and the the Future (1 – 1½ hours)

What is a Learning Community (4½ to 5½ hours)
- Definitions (1 hour)
- Characteristics (1 –1½ hours)
- A Learning Society (½ to 1 hour)
- Moving from Education and Training to Learning (1-2 hours)
- Actions for creating a Learning City (1 hour)

Learning Community Stakeholders and Partnerships(3-4½ hrs)
- Who are the stakeholders in a Learning Community? (1 to 1½ hours
- Partnerships and Resources (1 to 1½ hours)
- Case Study - A Learning City Partnership (1-1½ hours)

General Strategies for Establishing the Learning City, Town or Region (3-3½hrs)
- Measuring the Commitment

Recommendations for creating Learning Cities, Towns and Regions
Categorising and gathering the information – TELS example.
Some particular strategies for constructing a learning city (3-4 hrs)
Improving Access to Learning
Removing the barriers
Developing a Learning City/Region Charter
Summary (1 hr)
Powerpoint presentation summary

5. Presentation 2 – The individual and the family

Martin Molholm presented the development plans for a module on the individual. He and his colleagues had developed an excellent structure and an initial presentation for this using some of the materials provided and some home-grown materials which would be used to develop the module further. A lively discussion took place about the focus of the module and the many possibilities it could use. Topics that could be divided into lessons for the individual module might include:
a) personal learning development audits
b) personal learning action plans,
c) new thinking on learning such as Gardner's 8 intelligences, emotional and spiritual intelligence etc,
d) mentoring techniques including telementoring,
e) the support structures an individual would need,
f) aspects of active citizenship for individuals
g) Individual Learning Styles
h) Increasing Motivation to learn and skills based learning.
as well as those aspects which Martin and Peder had identified

NL promised to send details of a) and b) to Martin and encourage the use of the net for information sources. Case Studies and support materials could be provided from the Ford EDAP and the Scottish Power schemes for personal development at work, as well as the Learning ladder and other materials passed to Martin in Olomouc and previously.

6. Presentation 3 – The Community

Ingunn Sandaker presented development plans for the development of a module on community and invited suggestions from the group. She concentrated on active citizenship and the role that organisations, particularly universities and colleges could play in the development of a learning community outlook. She also suggested several techniques for evaluating the materials and invited discussion on these. The Community module is at the very early stages of development and Ingunn was given a large number of materials to help develop it further. These included Case Studies from many parts of the globe. Potential topics previously communicated include:
Improving Access to Learning
Community outreach examples
Aspects of active citizenship
The role of voluntary and community organisations in a learning city/region
Improving the image of learning in the community
Community partnerships
Various roles of a community centre for formal and informal education

7. Presentation 4 – City Administration

Renata pointed out that the participating department at Palacky University is the department of Law working with the Distance Learning Technology centre. The approach may therefore be different from that of the other partners. It is intended to develop two modules in the first year – one by Renata on the public administration and effective language learning and the other by her colleague, Tony Komenda, on Law in Public Administration, European Union and public affairs. She described in great detail the background to language learning in public administration, the cultural and conceptual context, the specific learner target needs, the process and learning needs, the key constraints, course framework, and syllabus content and methodology. The latter will be based on the distance learning techniques developed at DESC including CD-ROM. She also gave a shorter resume of Tony's contribution, which would include the application of the Law in Local Authority Financial Institutions, the management of public administration, European Administrative Law and also include effective communication. She said that she had learned much from the suggestions on methodology provided in Lilliput and would incorporate these into the approach, though there would be some differences in order to accommodate the distance learning methodology used at Palacky.

8. The visits and the social events

There was a social programme on each afternoon of the meeting. On the first, participants were taken on a tour of the sights of the city and its major landmarks, including a visit to the old town hall, the city squares and fountains and the baroque wonders of the churches, culminating in a fascinating tour of the bishop's palace. On the second we were taken by bus to a baroque

masterpiece overlooking the city followed by a visit to the cathedral. A get-together in the university art gallery ended the visit and the meetings.

All in all we take back with marvellous experiences of Olomouc and its wonders and our grateful thanks are due to our hosts who provided such superb hospitality and good will.

9. Next meeting

The next meeting will be in conjunction with the fourth European festival of the Learning City and Region from 17-19 September in Edinburgh. A Lilliput workshop is included and partners are urged to contribute to this, and to attend the Lilliput meeting which takes place on Saturday 20th September at Napier University. We look forward to meeting you there. Meanwhile it is planned that the project manager should visit those partners unable to attend (already done for Toulouse) sometime in the next two months. He will be in touch soon regarding suitable dates. Partners are asked to proceed with the development of their modules as soon as possible and to provide the Project manager with a module outline showing the titles of topics and lessons by 10 June.

Thanks to those who attended and commiserations to those who could not.

Norman Longworth

Annexe 1 - Module content

1. At our November meeting we each took responsibility for one aspect of the Learning City. That still applies but as a result of the preliminary work we have all done on the matrix and the mindmapping described below, I hope that you will agree to make some slight modification to the module development schedule.

2. The reasons for this are that
   a) there is a workload imbalance between the partners. For example Goteborg's 'Learning Providers' section includes schools, universities, adult education and teacher training – ie 4 module domains rather than one. I propose that Napier takes the responsibility for schools from this and leaves Goteborg with responsibility for developing the others.
   b) Some domains eg the individual and the family, entail less development work than others. I propose that both of these become the responsibility of the Danish partner.
   c) There is a need for a full introductory module to all domains which prepares the way to explore the others more deeply. I propose that Napier takes responsibility for that.

3. The suggested new module domain responsibilities are therefore
   a) Napier and Edinburgh– The Introductory module (to be ready by May) and the schools (working with Dublin and all partners)
   b) Skagen Education Centre and Skagen – The Individual and the Family in the Learning City. (working with Goteborg)
   c) Dublin Development Board and Dublin – the Workplace in the Learning City (Working with Napier)
   d) Palacky University and Olomouc – The Administration of the Learning City (Working with Toulouse)
   e) Toulouse Management School and Toulouse – The Politics of the Learning City (Working with Olomouc)
   f) Akershuis University College and Drammen – The Community in the Learning City (Working with Skagen)
   g) Goteborg University and Goteborg – Universities, Adult Education and Teacher Training for a the Learning City (Working with Drammen)

4. In addition I have done some further work to identify the possible scope and content of each module as a mindmap. They are attached as annexes to this message. Please do not take them as faits accomplis. They are the result of a personal brainstorm and your vision of the needs may include other topics. But they do highlight some of the development areas related both to topics and to target audiences. The relevant modules for each partner are:
   a) Napier – lillintro.bmp and lillschools.bmp
   b) Skagen – lillindivid.bmp and lillfamily.bmp
   c) Dublin – lillworkplace.bmp
   d) Palacky – lilladministration.bmp
   e) Toulouse – lillpolitics.bmp
   f) Akershuis – lillcommunity.bmp
   g) Goteborg – lilladulted.bmp, lilluniv.bmp and lillteachers.bmp

5. In addition there are two further basic mindmaps
   a) Lilliput.bmp – describing the basic content of each module
   b) Lillbasics.bmp – describing the methodology, partners, development domains and target audiences of the Lilliput project.

6. So what I am asking you to do at this point is to look at the mindmaps, make changes as you wish and figure out how you intend to develop the materials to get over the concepts. This may be a question of levels.
   a) the basic introduction module (Napier) which will introduce the basic concepts of lifelong learning in the city and the domains, without going into any depth in any of them.
   b) The second level, in which you are trying to get over the parameters involved in the study of your domain (as described on the mindmaps) and describing the roles, responsibilities and issues of each. (First year)
   c) The in-depth level, in which you are producing materials encouraging in-depth analysis of the various topics within your domain. (Second year)

7. Having done this you should be looking for and collecting sources of information – charts, diagrams, quotations, case studies, pp presentations etc (as on the list in the methodology section of annexe 2) - which can be put into the toolbox for the module.

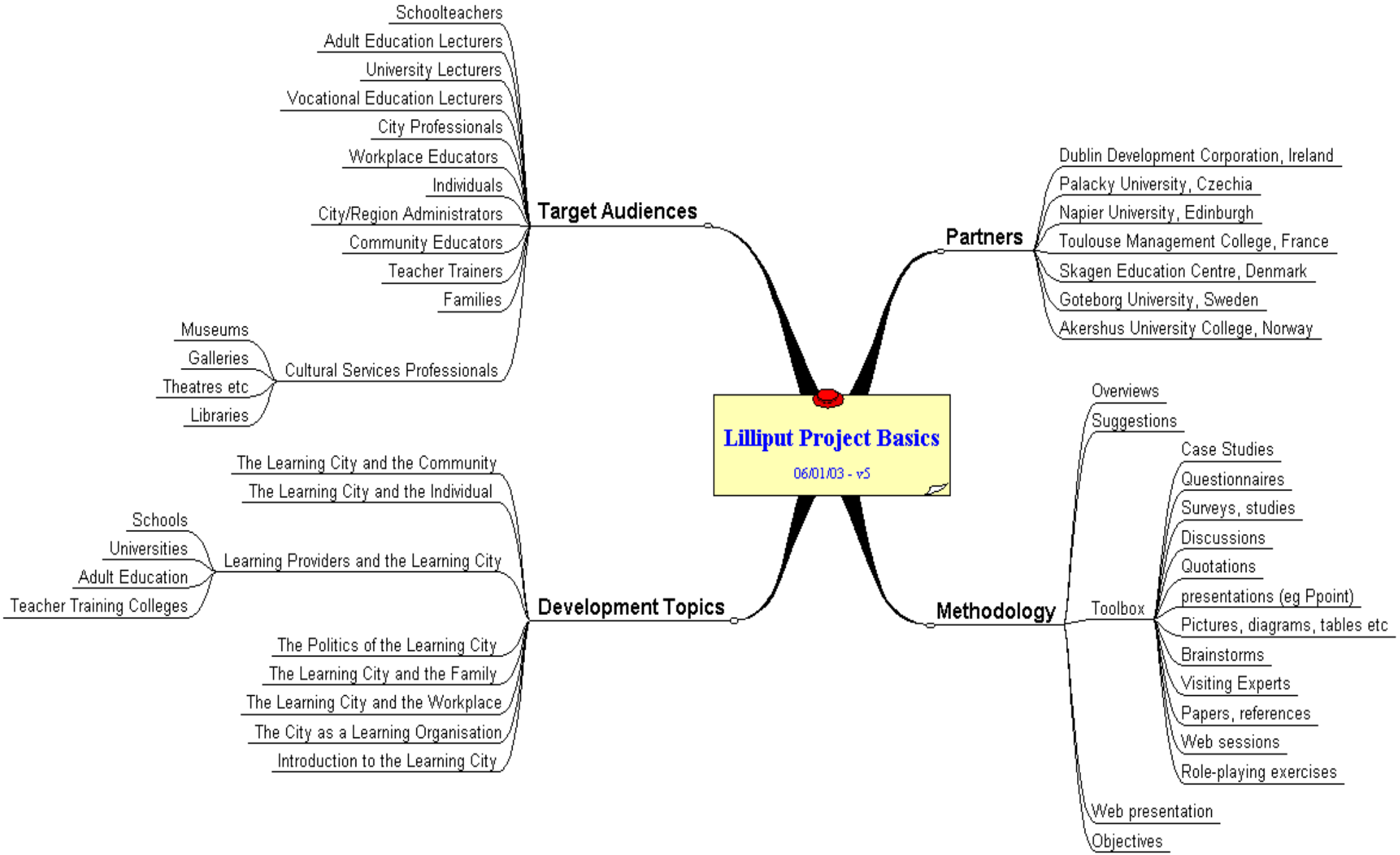
8. Since each module (and some topics) should start with a questionnaire, used as a tool to identify and introduce the topics, you could start by designing such a questionnaire – it will help clarify things in your own mind.

9. I have also gathered together a number of sources, charts etc from my own collection and will make (have made) these available to each partner individually. At the same time if you have such sources which would be of use to another partner, please send it to them, copying me.

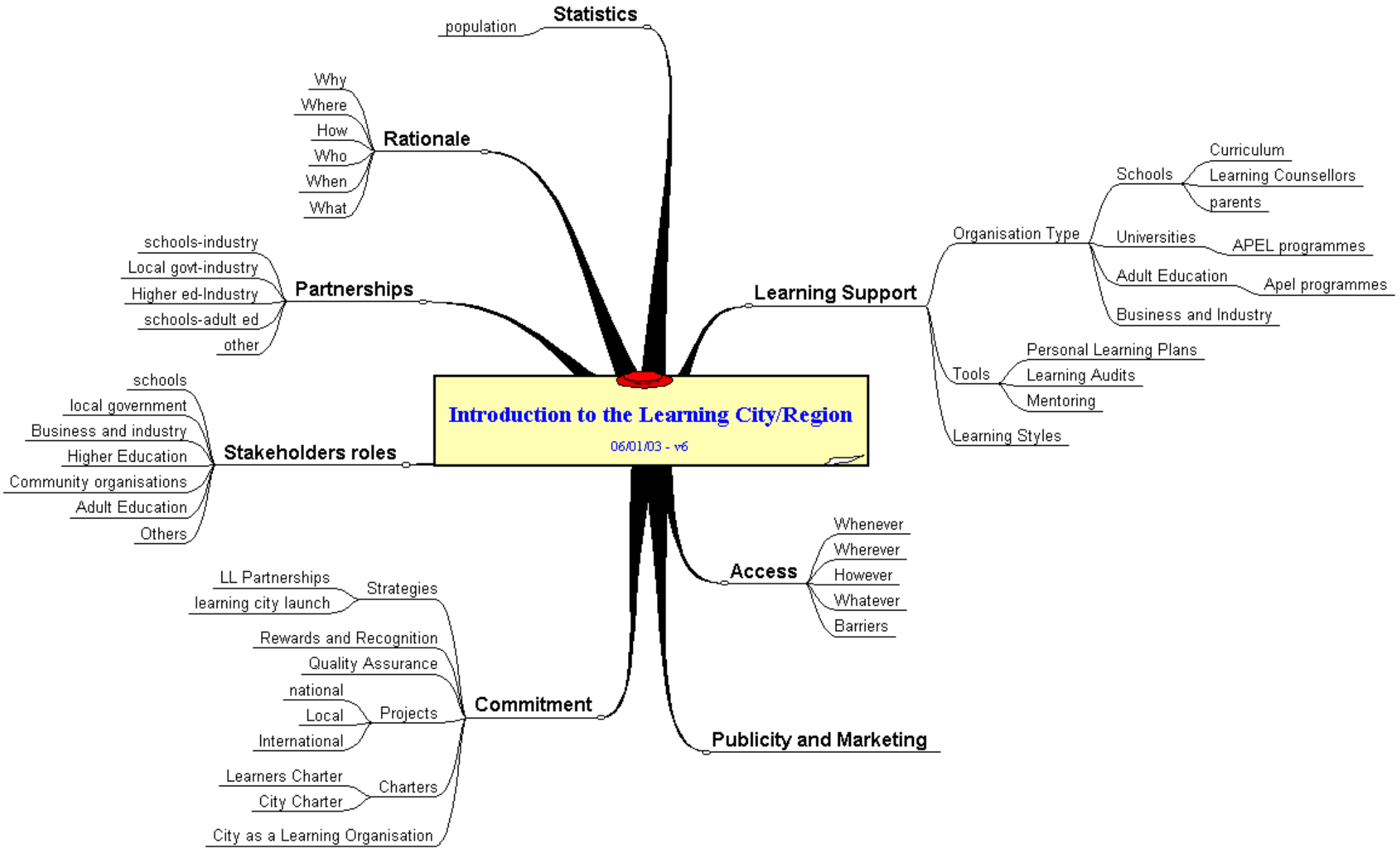
10. It would obviously be preferable to be able to discuss this individually, but in the absence of another meeting before April, this will need to be done by email. We haven't yet identified a web source both for the development process and the final presentation of modules. Anyone who can help in this area should contact me.

Lilliput Project - Learning in Cities and Regions
09/01/03 - v13
The Family in the Learning City
Generations
Finance
Support
Active Citizenship
Formal
Non-formal
Workplace relations
Family Organisations and projects
Learning and the Individual in the City
Lifetime of learning
Active Citizenship
Tools and Techniques
Personal Learning Issues
Finance
Motivation to Learn
The workplace in the Learning City/Region
Vocational education
regeneration strategies
wealth creation
City professionals
Change Management
Resources
Learning Providers in the Learning City
Schools
External Contribution
Internal development
Celebrating Learning
Resources
Support and Guidance
Universities
External Contribution and leadership
Internal development
Celebrating Learning
Resources
Research
Support and Guidance
Adult Education
Institution as a Learning Organisation
Access to LLL
Celebrating Learning
Resources
Support and Guidance
LLL Communication
Partnerships
Technology
Teacher Training
External Contribution and leadership
Internal development
Resources
Change Management Issues
Learning and the political process
For elected representatives
Development Issues
Communication of LLL
Learning City Organisations
Relations with other bodies
Measuring and Monitoring
Learning in the Community
access and inclusion
active citizenship
voluntary organisations
informal learning
formal learning
Community Centres
Projects and Resources
Learning and the City Administration
In-service Teacher training
City as a Learning Organisation
for education department
Cultural Services
Interdepartmental Communication
Introduction to the Learning City
Stakeholders
Partnerships
Access
Rationale
Support Systems
publicity and marketing
Commitment
Statistics

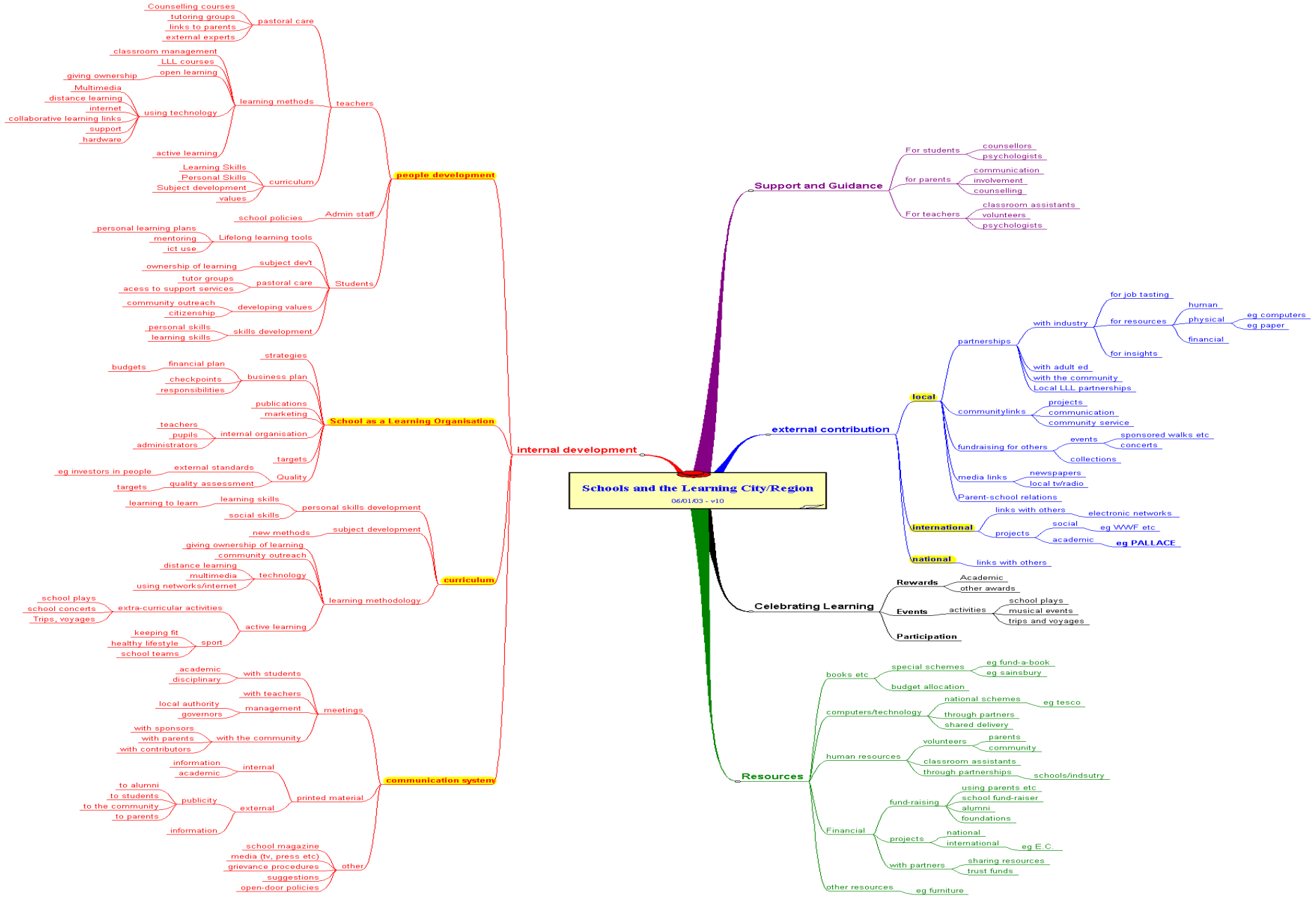
LilliputLILLbasic



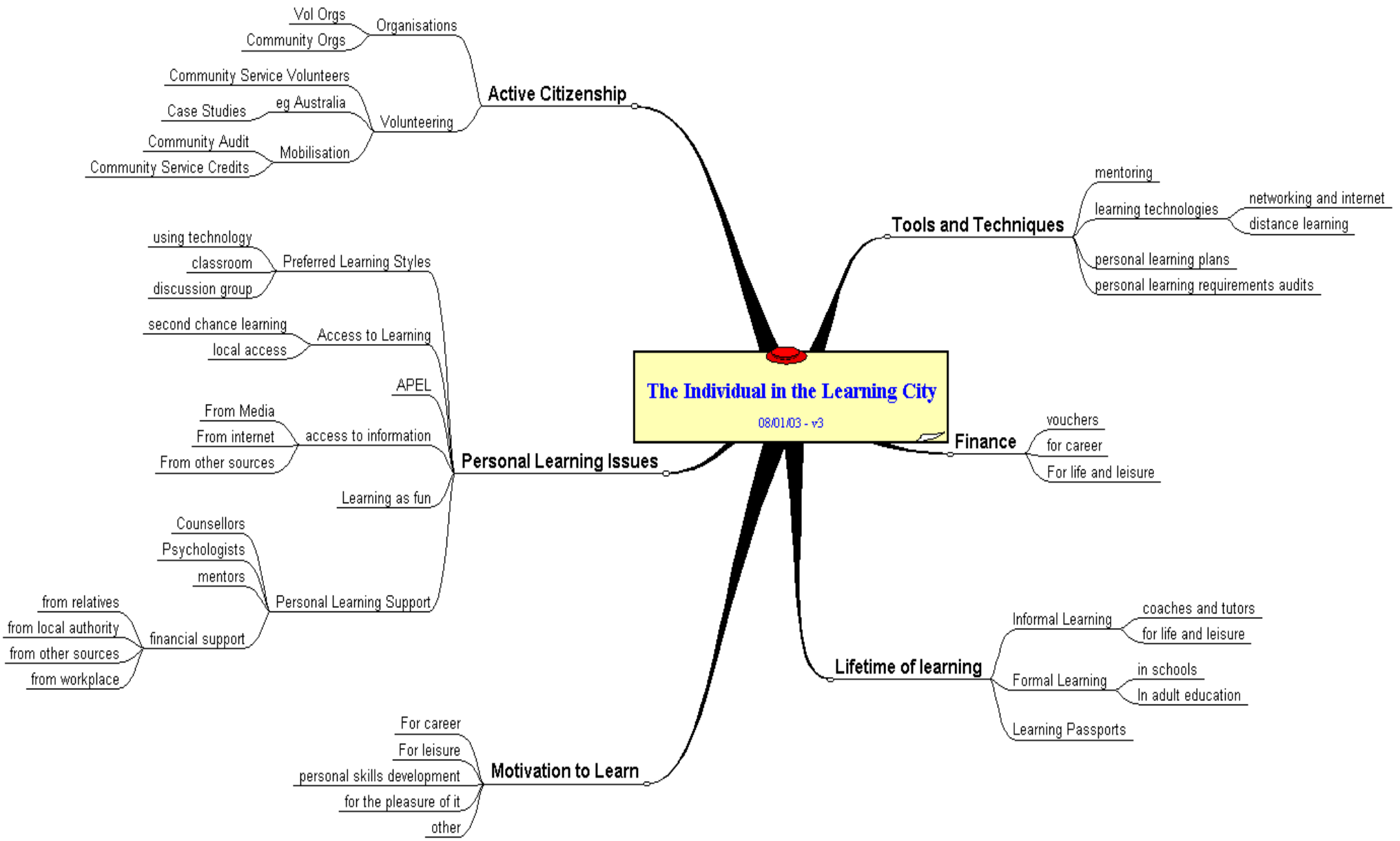
Lillintro (Napier)



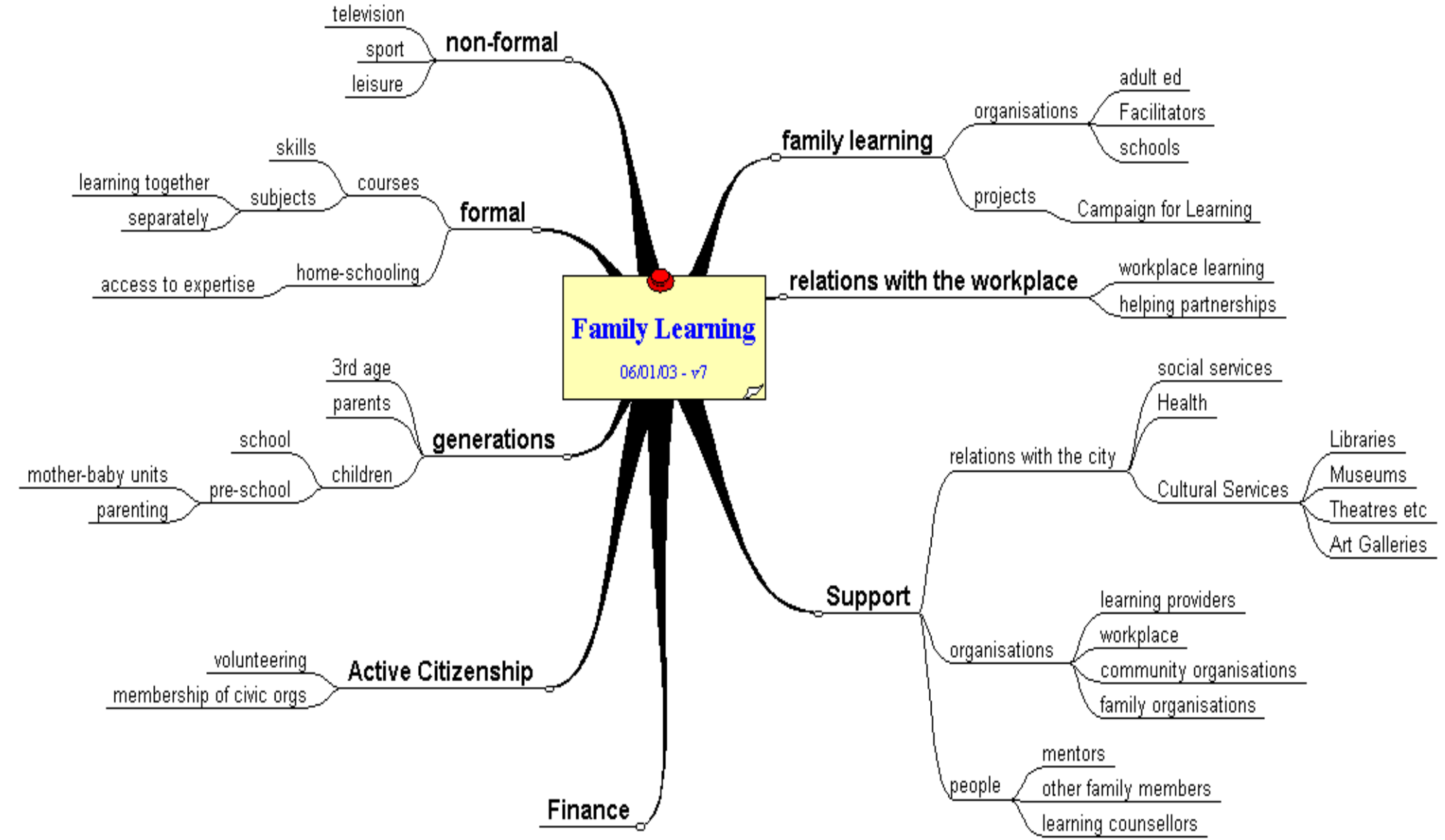
Lillschools (Napier)



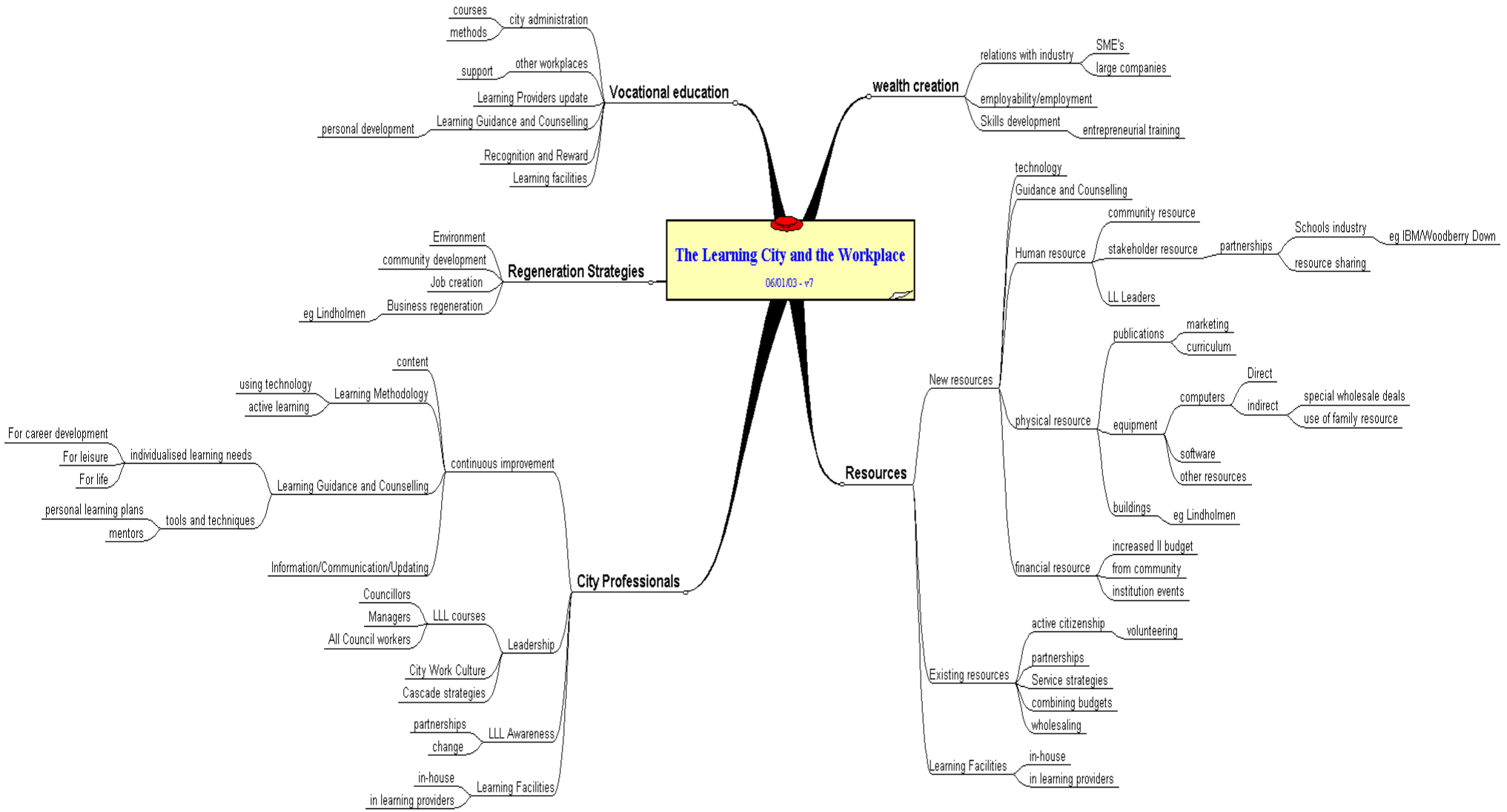
Lillindivid (Skagen)



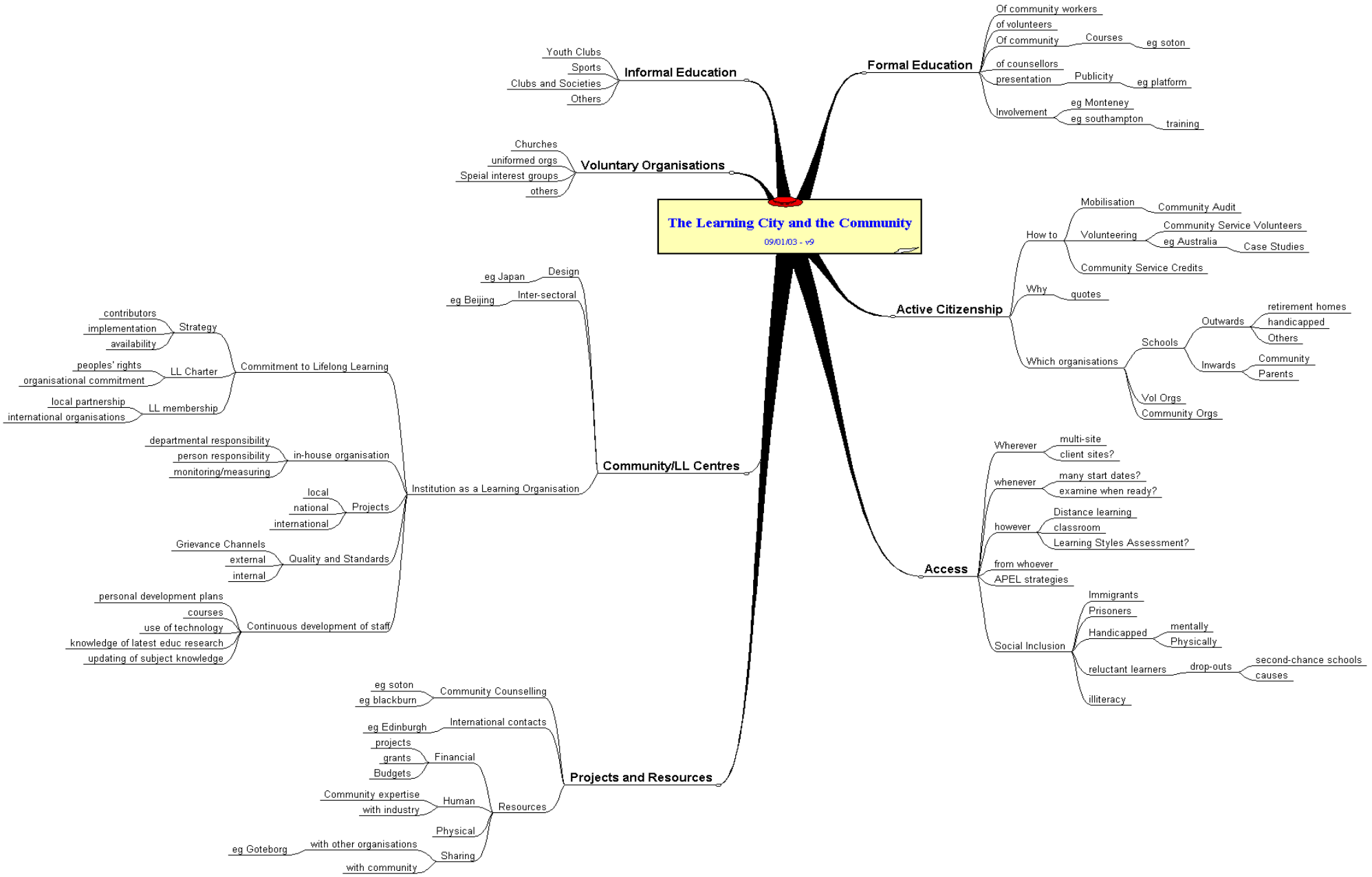
LillFamily (Skagen)



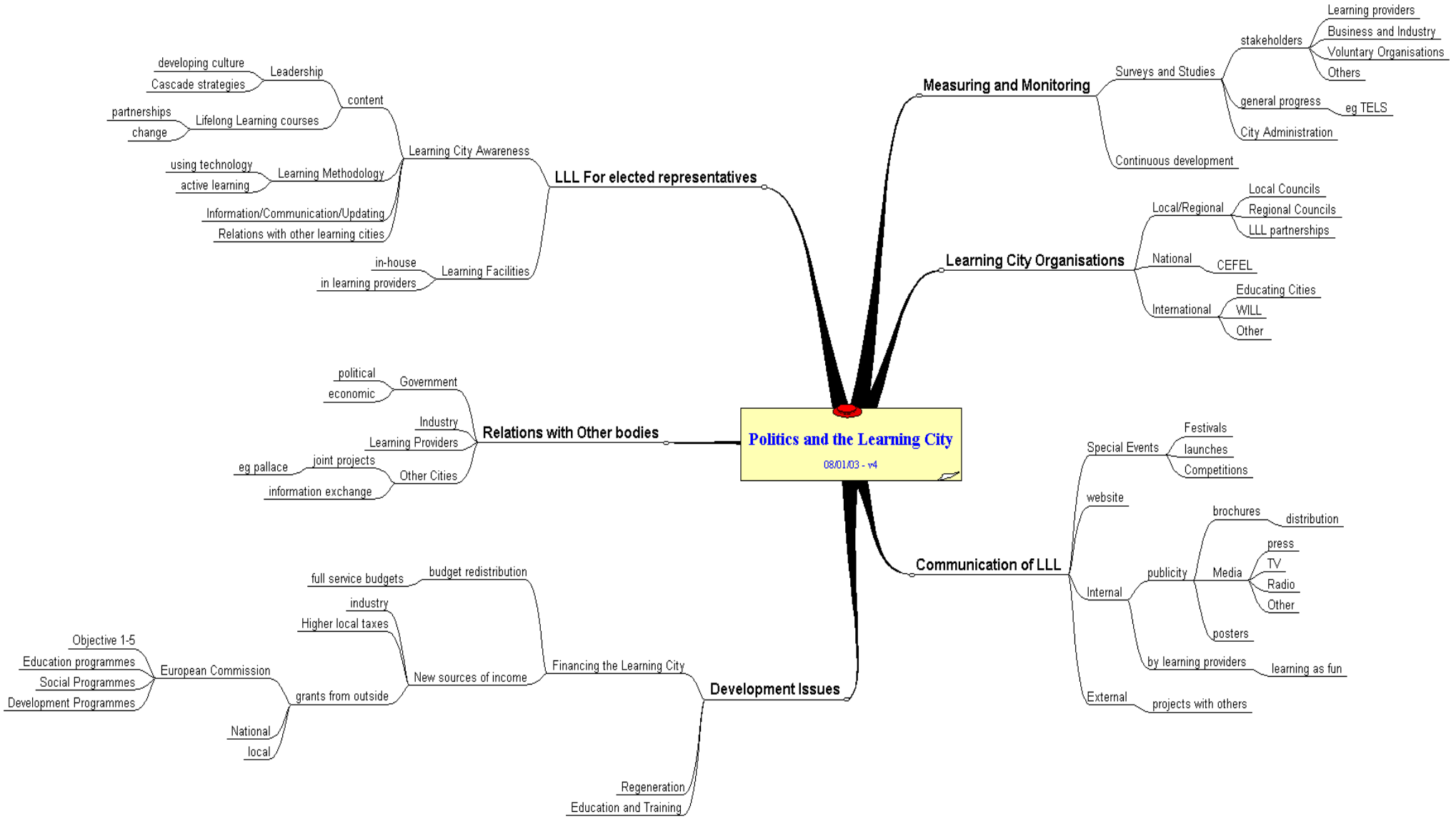
Lillworkplace (Dublin)



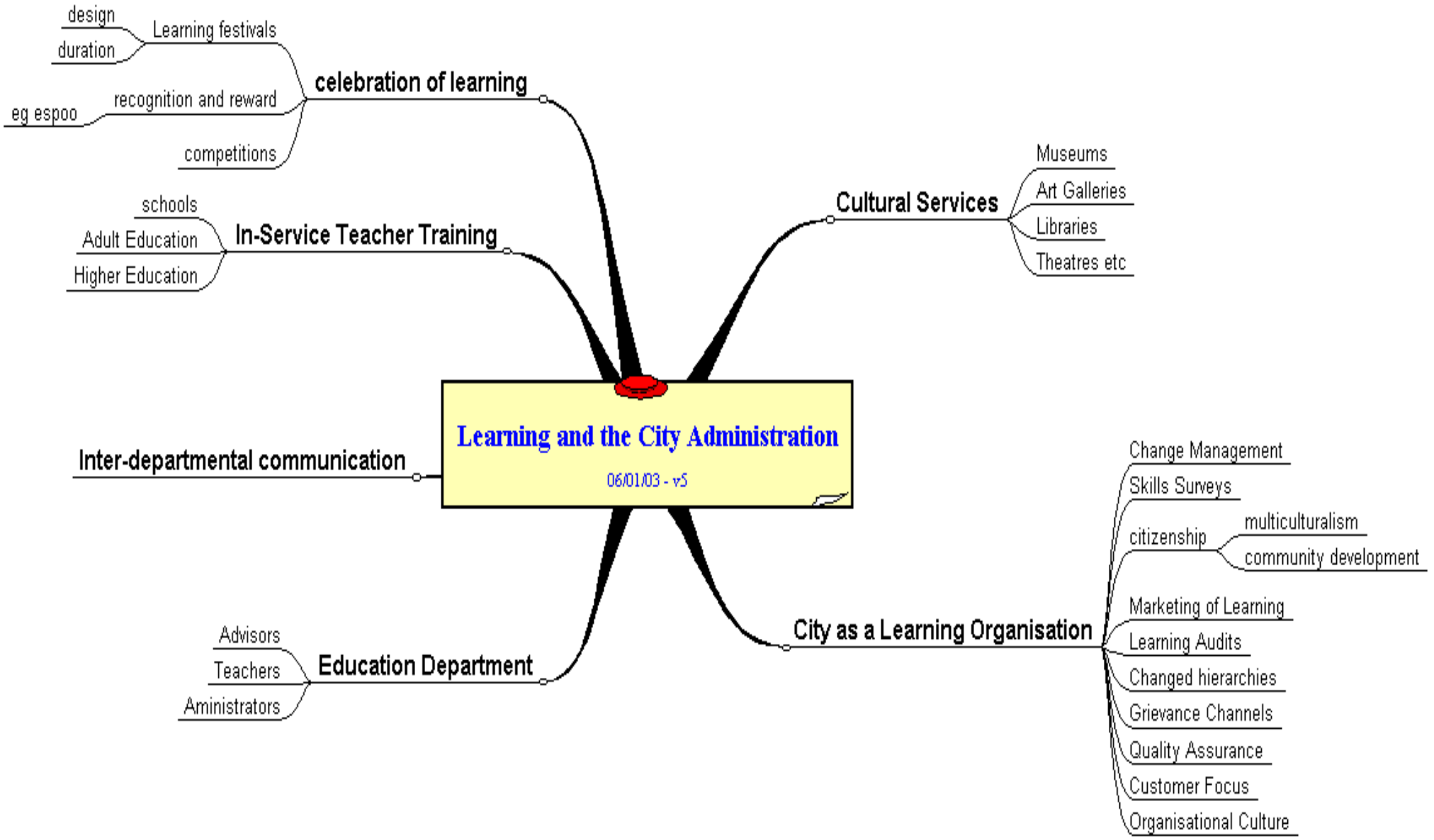
LillCommunity (Drammen)



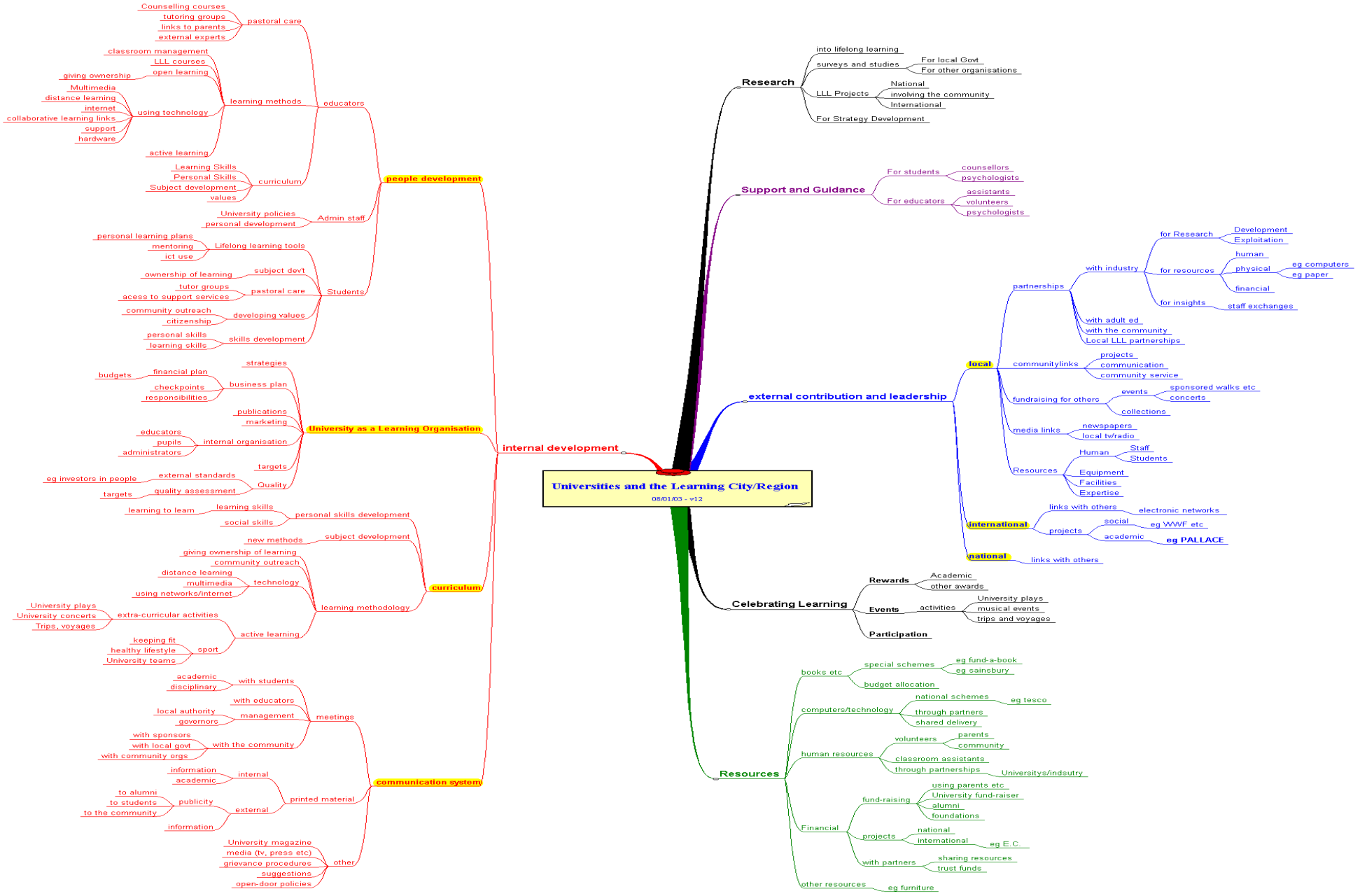
Lillpolitics (Toulouse



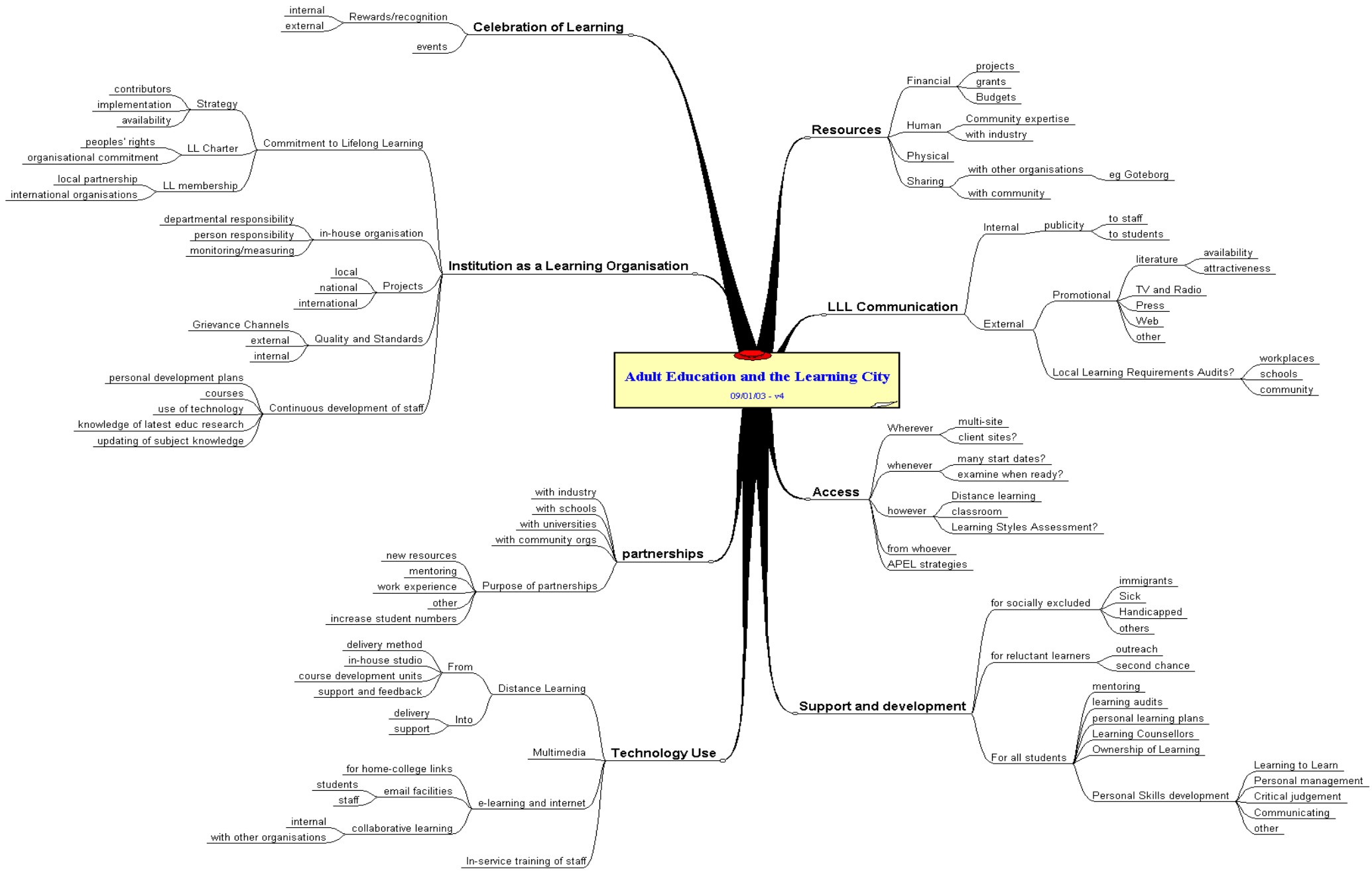
Lilladministration (Palacky)



Lilluniv (Goteborg



Lilladulted (goteborg


Adult Education and the Learning City
09/01/03 - v4
Celebration of Learning
Rewards/recognition
internal
external
events
Institution as a Learning Organisation
Commitment to Lifelong Learning
Strategy
contributors
implementation
availability
LL Charter
peoples' rights
organisational commitment
LL membership
local partnership
international organisations
in-house organisation
departmental responsibility
person responsibility
monitoring/measuring
Projects
local
national
international
Quality and Standards
Grievance Channels
external
internal
Continuous development of staff
personal development plans
courses
use of technology
knowledge of latest educ research
updating of subject knowledge
Resources
Financial
projects
grants
Budgets
Human
Community expertise
with industry
Physical
Sharing
with other organisations
eg Goteborg
with community
LLL Communication
Internal
publicity
to staff
to students
External
Promotional
literature
availability
attractiveness
TV and Radio
Press
Web
other
Local Learning Requirements Audits?
workplaces
schools
community
Access
Wherever
multi-site
client sites?
whenever
many start dates?
examine when ready?
however
Distance learning
classroom
Learning Styles Assessment?
from whoever
APEL strategies
Support and development
for socially excluded
immigrants
Sick
Handicapped
others
for reluctant learners
outreach
second chance
For all students
mentoring
learning audits
personal learning plans
Learning Counsellors
Ownership of Learning
Personal Skills development
Learning to Learn
Personal management
Critical judgement
Communicating
other
partnerships
with industry
with schools
with universities
with community orgs
Purpose of partnerships
new resources
mentoring
work experience
other
increase student numbers
Technology Use
Distance Learning
From
delivery method
in-house studio
course development units
support and feedback
Into
delivery
support
Multimedia
e-learning and internet
for home-college links
email facilities
students
staff
collaborative learning
internal
with other organisations
In-service training of staff

Annexe 2 Guidelines on Methodology

The Lilliput Programme – Design, Development, Testing and Modification of 14 Learning Modules on concepts , tools and techniques of Lifelong Learning and its implications for people and organisations in European Cities and Regions

The Approach - Methodology

The modules will comprise notes, suggestions and materials for Educators who are organising courses for all audiences on the concepts, tools and techniques of Lifelong Learning in the City and Region. They should be downloadable from the web.

Learning - not teaching.

Since these are modules about about Lifelong Learning, the approach should use a **'learning'** rather than a didactic training methodology i.e. it is not to tell the learner what lifelong learning is and how its implications will affect the whole of society, but it is more **to lead the learner to understand this from the exercises he/she will do and the discussions he/she will participate in**, and then to reinforce the learning through support materials.

Thus the module developer and leader is **an enabler of learning releasing the experience, ideas and creativity of the learners,** rather than a transmitter of information/knowledge. The suggested exercises are intended to develop in the learner a feeling for the topic issues through his/her own experience and creativity. The toolkit will then contain materials to reinforce this with actual examples and stimulate further insights and knowledge.

Ownership of Learning

At all times the learners should sense that they **have ownership of the learning** and that they are contributing their own experience and knowledge into the general pool of knowledge and experience. To encourage this, the suggestions for Group Leaders recommend a variety of techniques, including

Questionnaires testing existing knowledge
Quizzes and audits
Surveys, studies and development exercises
Small and large discussion groups with plenary report-back sessions
Web-browsing sessions (where possible)
Brainstorms
Visiting Practitioners
Papers on the subject
Computer Conferencing with other participants locally and internationally
Role-playing exercises and Case Studies
Pictures/diagrams/tables/charts etc for interpretation
Simulations
Presentations eg powerpoint
Bibliographies and reading lists

The 'learning toolboxes' to be developed in conjunction with these suggestions should contain materials which group leaders can use in order to deliver 'lessons' on the topics and sub-topics.

Using Creativity

In true Lifelong Learning manner, the Group/Course Leader is expected to **exercise creativity in the presentation** of the modules, using a variety of techniques to stimulate the discussion sessions. For example he/she may wish to use images like magic wands, desert island castaways, people stuck in a lift, explanations to visiting martians etc to create an ambience for learning together.

Delivery

Course attendees can use the modules to post ideas, opinions, facts, recommendation etc and this collectivity supplies an additional resource as well as a practical tool for lifelong learning. The proper use of the web is an essential tool in Lifelong Learning. Group leaders may wish to include guidelines on effective web-browsing and use.

Course Structure

Each learning module will be divided into topics and lessons relating to the subject matter. There will be a basic module containing a summary which provides enough material for a superficial understanding of the scope of the whole module, while the individual topics and lessons go into further detail on aspects of the subject. The basic module and each topic and lesson will contain

a) an introduction to the subject matter

b) Objectives of the module, topic or lesson

c) a toolbox of supporting materials including

- i) A questionnaire to help learners understand the scope of the topic
- ii) A Case Study
- iii) Pictures, charts, diagrams and tables showing the results of past surveys and studies in the topic/sub-topic
- iv) Quotations for discussion
- v) Web references
- vi) Papers relating to the topic
- vii) A bibliography of books and articles
- viii) Links to people in partner organisations
- ix) Any other materials which would help the Course leader and student to understand the concepts being taught.

c) A list of suggestions on how to use the toolboxes to best effect.

Toolkit Expansion

In addition the modules are designed to expand as they are taught. The area covered by Lifelong Learning is a vast one, and no individual module can go deeply and into full detail on every aspect. However, as new knowledge and expertise becomes available through the researches of both tutor and taught, it is possible to put these additional references into the module toolkits for the use of future leaders and students, using the web as a storage tool.

Timing and Timetables

Each module is flexible in terms of time and content. The aim for each module is approximately one week's worth of work, though some will take considerably longer. The delivery options should remain flexible so that it can be taught eg

i) as a one week course

ii) as a course lasting as long as it takes for specific audiences picking relevant sections from the modules

iii) as a course for students attending weekly

Ultimately, modules can be mixed and matched, i.e material from one module can be included in the teaching of another. This is particularly useful where the tools and techniques of Lifelong Learning are presented, since they are applicable across the sectors.

It may also be used a self-study course, though the lack of interaction between course participants would greatly diminish its effectiveness.

Course Content

The seven basic modules deal with seven major aspects of a learning city from the point of view of the city's institutions and activities. These are as follows (with partner responsibilities)

Course Introduction and the School (Napier University)

The Community (Akershus College

The Workplace (Dublin City)

The Political and Economic (ESC Toulouse)

The Learning Providers (Goteborg University)

The Individual and the Family (Skagen Education Centre)

The City/Region Administration (Olomouc/Palacky)

Each of these will be divided into topics and lessons by the module developer in concert with the project manager.

Annexe 3 – Methodology clarification

Further instructions – project methodology

I think that the basic point is that we are trying to 'teach' - ie get others to learn about - the materials for which we are responsible, using the web as a delivery medium and lifelong learning concepts as a method. One of the key lifelong learning concepts is that the learner should have ownership of the learning. That means that we aren't going to tell him/her what to think, say or do - we are going to give him/her the tools by which he/she can work it out for him/herself.
OK so far. You will remember that we discussed in Edinburgh how this might be done. And we decided that for each module and each topic within the module we would
1. put together a toolbox of questionnaires, diagrams, charts, case studies, papers, etc about that topic and
2. construct a number of suggestions about how that toolbox might be used by the group leader.
At the same time we are not writing a set of computer-based learning modules. We are instead providing these tools and suggestions to an educator, who will take them and implement them with a class of students.

So for your own modules - the individual in the learning city/region and the family in the learning city region - you have several tasks

a) to bring yourselves up to speed in the area you are covering in terms of understanding the concepts, the scope and the content

b) to divide the modules up into the topics that might come under that heading. That is what the mindmaps were trying to do. But they represent only my thinking - you may have other ideas and approaches and topics that are equally relevant, or more so. So your first task is to modify what I have done to suit your own thinking.

c) to construct the toolboxes for each topic. That is the sources of information, the case studies, the charts and diagrams, the quotations etc that will be relevant to the topic. That will entail searching for those sources wherever you can find them - the net is a good place to start. I am attaching some of my own that you may wish to use.

d) To then write around that toolbox all the things that the educator will need in order to 'teach' it. - ie a description of the module/topics and its scope, the objectives of the module/topics, suggestions on how to put it over to the students, exercises etc. I have attached some suggestions for exercises taken from earlier work under the file 'suggestions'. But here we can be much more creative and encourage others to be the same. A fuller list of the methods is written into the course description.

Now to the subject of your work. We each have two modules to write - one per year of the project. And we each will help one other partner to write theirs. I am suggesting that, in year one, the first module for each of us might be a basic module about its subject and scope - ie in your case, to allow others to gain a deeper understanding of where the individual and the family fit into a learning city - what their relationship to learning is, how, why, what and where it would benefit them, what they should do about it, what their rights and responsibilities are to the city/region, what the city's responsibilities are to them etc. Really that means that they are replicating the thinking we are doing on the mindmaps. And one way of doing that is to start with a questionnaire containing the key questions and issues within that module - the result would be item a) of the toolbox. But also consult your contact(s) in the city/region.

In the second year we can go more deeply into one or more of the topic areas on the mindmap. In your case I would have thought that active citizenship and personal/family learning tools would have been appropriate. But we can discuss that. Since there is some overlap between the modules we will have to agree that at the next meeting.

How this would pan out in the first year is that 2 modules will be taught between May and September in your own region. The introductory module on lifelong learning (written by me),

the module you have developed and the module you have assisted in developing. You will need to discuss with your city/region contact when, who by, how, how long and to whom - there could be 3 different target audiences.
I hope that this has explained the what and how. I am copying this letter to the other partners in case they have similar difficulties with the maps.

Annexe 4

Lilliput Modules Structure

Module x

- Module Description
- Module Objectives
- Target Audiences
  - Topic x.1
    - Topic Description
    - Topic Objectives
    - Target Audiences
      - Lesson x.1.1
        - Lesson Objectives
        - Suggestions for Group Leaders
      - Lesson x.1.2
        - Lesson Objectives
        - Suggestions for Group leaders
      - (Lesson x.1.x (if further lessons)
        - Lesson Objectives
        - Suggestions for Group Leaders.)
    - Topic x.1 Toolbox
      - Toolbox Item 1
      - Toolbox Item 2 – Toolbox Item xx
  - Topic x.2
    - Topic Description
    - Topic Objectives
    - Target Audience
      - Lesson x.2.1
        - Lesson Objectives
        - Suggestions for Group Leaders
  - Etc etc etc

Annexe 5 Partner Responsibilities

Lilliput Partner Responsibilities

All partners will

1. Appoint a local project co-ordinator whose responsibilities will be

a) To develop and collate materials for the development of one learning module per year

b) To insert these into the web-site to be used for the project

c) To organise these materials in such a fashion that they can be used by an educator to teach the module to groups of people in any learning environment. The methodology to be used will be one in which the learners will have ownership of their own learning, according to the guidelines agreed between the partners and with the project manager, and printed separately below.

d) During this process to liaise with the project manager so that all modules have a similar format, and with at least one person from the city/region who will provide input into the module. This latter person will ultimately be responsible with the local coordinator for delivering the module, together with those described in f) below, to groups from within the city.

e) To present the developed modules at the project workshops held in conjunction with the project management meetings.

f) To assist actively in the development and teaching of another module with another partner. Thus three modules per year will be taught in three workshops in the locality of each partner.

g) To insert materials relevant to another module into the web space set aside for that module.

h) Together with the project manager, to develop a feedback methodology so that modifications can be made to the module after it has been tested.

i) To complete the package of materials based on the feedback

j) To publicise the availability of the modules in own country and region, using methods agreed in the project proposal.

k) To assist with the development of the charter for learning cities and regions and invite feedback from the local sessions

l) To follow the timetable set down in the project proposal.

m) To produce reports as necessary for the completion of the project

2. In addition, ESC Toulouse and DESC, Palacky University will be responsible for translating the modules into the French and Czech languages before their delivery locally.

3. Partners may also choose to teach other modules within their own localities.

The remaining timetable for the project is as follows:

May – September 2003
Develop own first module
Translate own module and introductory module (France and Czech)
Test this module and the introductory module on a suitable audience
Make the necessary modifications to own module based on feedback.
Pass on modifications to intro module
Attend conference and meeting in Edinburgh

October 2003 – April 2004
Develop second module
Translate this and the other chosen module below (France and Czech)
Test this module and one other developed by another partner
Modify own module according to feedback
Pass on modifications to the other module
Attend project meeting – venue to be decided

May – September 2004
Complete module modifications
Publicise availability of modules in own region/country
Write partner report
Attend final partner meeting – venue to be decided.

Annexe 6

Module 1 An introduction to the Learning City, Town and Region – why, what, where, how and for whom

Module Description

1. This module is the introductory module to a set of seven dealing with different aspects of the construction of a 21st century Learning Society in towns, cities and regions.

2. It examines the historical, geographical, educational, cultural, political, environmental and economic factors and trends which make the Learning Town, City and Region an important concept for our time.

3. It will be suitable for those who wish to improve their perception of the need for a greater investment in education as a means of building the city, town or region's response to the realities 21st century. This includes:

   Elected representatives

   Professionals in local government from all departments

   Community Leaders

   Educators at all levels

   Industrialists and Business people

   Voluntary organisation leaders

   Citizens with an interest in the development of their community

4. It can be delivered in

   Adult Education Colleges

   Universities

   Schools

   Any hall with access to a computer point and a visual aids facility

5. The importance of this subject matter cannot be underestimated. Those cities, towns and regions which implement lifelong learning solutions to their educational future are the ones which will both prosper and create a more stable social infrastructure, as well as a citizenry with the skills and self-confidence to fulfil personal aspirations and dreams.

6. Other modules deal with

   The Community and the Learning City, Town or Region

   Economics and Politics in the Learning City, Town and Region

   Administration and the Learning City, Town or Region

   Learning providers and the Learning City, Town or Region

   The Individual and the Family in the Learning City, Town and Region

   The Workplace and the Learning City Town and Region

Objectives

At the end of this module learners will:

a) understand why a town, city or region needs to become a 'learning community'
b) understand what a learning community is and how it is different from towns, cities and regions in the past
c) understand how the town, city and region can transform itself into a learning community
d) identify the stakeholders that will help to construct the learning community and how they interact with each other
e) identify and explore the domains within which a municipality can improve performance as a learning community
f) construct a learning charter for the development of a learning community
g) know how to develop a strategy for the construction of a learning community
h) construct forms and aids to help others understand and help develop the learning community

Notes for Learning Leaders

1. The topics and lessons in this module can be taught sequentially or can be mixed and matched to suit the audience. The first two topics give a basic understanding of the need for, and the nature of, a learning city, town and region, and this is followed up by topics and lessons on the ways it can be constructed both by the stakeholders, and the strategies put in place to transform the approach to learning in all parts of the city's domain.

2. This is a Learning module. Learning Leaders are encouraged to read the notes on methodology in the course notes.

3. Learning Leaders are provided with
a) For each topic and lesson, a description of its content and purpose
b) for each lesson, a toolkit containing questionnaires, visual aids, charts, diagrams, papers, quotations, presentations etc to help with the presentation of the subject matter.
c) For each lesson, A set of guidelines and suggestions on how to use these materials
d) objectives for each topic and lesson

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

Chapters 1, 2 and 8 of 'Lifelong Learning – New Vision, New Implications, New Roles' by Longworth and Davies, Kogan Page, London

Most of the book 'Making Lifelong Learning Work – Learning Cities for a Learning Century' by Longworth, Kogan Page, London

Chapters 1, 2 and 13 of 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, Kogan Page, London

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

'E.C. Memorandum on Lifelong Learning', E.C. Publications Office, Luxembourg

5. Learning Leaders are encouraged to add to the diagrams and examples provided in the

toolkit from their own experiences and sources and to build up a expanded toolkit of quotations, visual aids and references etc which will help others to 'teach' this module.

Module content

Within this module there are

6 topics and 17 lessons as follows:

- **Why a Learning Community (2-3 hours)**
  - **Your community past and present (1-1½ hours)**
  - **Your community and the the Future (1 – 1½ hours)**
- **What is a Learning Community (4½ to 5½ hours)**
  - **Definitions (1 hour)**
  - **Characteristics (1 –1½ hours)**
  - **A Learning Society (½ to 1 hour)**
  - **Moving from Education and Training to Learning (1-2 hours)**
  - **Actions for creating a Learning City (1 hour)**
- **Learning Community Stakeholders and Partnerships**
  - **Who are the stakeholders in a Learning Community?**
  - **Partnerships and Resources**
  - **Case Study - A Learning City Partnership**
- **General Strategies for Establishing the Learning City, Town or Region**
  - **Measuring the Commitment**
  - **Recommendations for creating Learning Cities, Towns and Regions**
  - **Categorising and gathering the information – TELS example.**
- **Some particular strategies for constructing a learning city**
  - **Improving Access to Learning**
  - **Removing the barriers**
  - **Developing a Learning City/Region Charter**
- **Summary**
  - **Powerpoint presentation summary**