

**Effective partnerships in the development of learning city/regions at both macro and micro levels: A case study approach.**

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## **The Project**

- **R3L+**
- **Funded by the multilateral stream in the Gruntdvig programme by the EU**
- **R3L+ combines two focus areas, which are**
  - a) the intensification of local and regional cooperation among adult education providers, VET and SMEs, within the concept of the “learning region” and
  - b) improving quality within learning regions by applying the European Quality Assurance Reference Framework (CQAF) within the context of adult education.

# The partners and case studies

- Ludwig-Maximilians-University Munich, p&w praxis und wissenschaft, Association of German Learning Regions (LRD e.V.) - **Bodensee Learning Region**
- University of Glasgow – **Dundee City of Learning**
- CITY Conersity AB – **Lundaland Learning Region**
- Kaunas University of Technology – **Kaunas Learning City and Region**
- Obervatory For Lifelong Learning Development Romania – **Bucharest-Ilfov Development Region**
- University of Pécs – **Pecs Learning City and Region**
- Nexus Ireland – **Limerick City**

# Learning Regions

- Learning Regions and Cities have become a widely adopted concept in European education policies. Due to the different departures and pathways each of them has developed domain specific knowledge, in the area of social capital building, regarding good governance and institution building, stakeholder collaboration, public-private partnerships and transversal cooperation. R3L+ capitalizes on this diversity by bringing together actors from the respective countries in order to learn from each other and jointly elaborate a common quality framework for collaborative action.

# Dundee Learning City

- Why Dundee?
- Four areas of interest
  - Learning
  - Equality
  - Excellence
  - Arts, culture, sport and health.
- Three key principles
  - Social Inclusion, Sustainability and Active Citizenship

# Dundee Learning City

- Macro level
  - Dundee Partnership
- Micro level
  - Community Based Adult Learning (CBAL) Partnership

## Legislative and policy context:

Local Government in Scotland Act (2003)



## Actors and stakeholders

### • Dundee Partnership

Dundee City Council  
Scottish Enterprise  
Tayside Police  
NHS Tayside  
Dundee Voluntary Action (including  
Community and Voluntary Alliance)  
Dundee & Angus Chamber of  
Commerce and Industry  
University of Dundee  
University of Abertay Dundee  
Dundee College  
Dundee Trades Council  
Scottish Churches Industrial Mission  
VisitScotland  
Tayside Fire and Rescue  
Stay Safe - a community safety site  
for young  
people  
Tayside  
and Central Scotland Transport  
Partnership  
Discover Opportunities

### CBAL

Adult Learning Manager, Dundee City  
Council  
Head of Continuing Education, University  
of Dundee  
Head of Learning Services, Dundee  
College  
Wider Access Manager, Dundee College  
Head of Student Services, University of  
Abertay  
Senior Community Learning &  
Development Worker (Adult  
Learning), Mitchell Street Centre  
+  
Senior Community Learning &  
Development Worker (Adult  
Learning), Menzieshill Community  
Centre & Library  
School & Community Liaison Assistant,

# CBAL: Partnership statement

## Purpose

To work in partnership to provide Community Based Adult Learning opportunities which meet the needs and aspirations of learners, support progression, widen access and promote participation in lifelong learning.

## Outputs

- Engage with traditional non participants
- Remove barriers to lifelong learning
- Broaden participation
- Provide a positive learning experience
- Promote progression routes for learners

## Outcomes

- Confident and successful learners
- Increased self esteem
- Increased knowledge base
- Increased individual and community capacity (CBAL, 2010)

Leisure & Communities Dept.	Dundee College	University of Dundee	University of Abertay
<i>Preparation of Joint Funding Bids</i>	<i>Preparation of Joint Funding Bids</i>	<i>Preparation of Joint Funding Bids</i>	<i>Preparation of Joint Funding Bids</i>
<i>Publicity</i>	<i>Publicity</i>	<i>Publicity</i>	<i>Publicity</i>
Recruitment of participants	Generation of participants for courses via referrals or marketing	Generation of participants for courses via referrals or marketing	Generation of participants for courses via referrals or marketing
Pre-entry and pre-exit guidance	<u>Course tutors</u>	<u>Course tutors</u>	<u>Course tutors</u>
Assistance with Adult Learning Support Fund	<u>Course materials</u>	<u>Course materials</u>	<u>Course materials</u>
Childcare arrangements and monitoring	Support with fees for accredited courses	Fee waiver for credit bearing courses	Support with fees where appropriate
<i>Enrolment procedures</i>	Free access to childcare when eligible	<i>Enrolment procedures</i>	<i>Enrolment procedures</i>
<i>Accommodation</i>	<i>Enrolment procedures</i>	<i>Course register</i>	<i>Course register</i>
Access to ICT and Library and Information services	<i>Course register</i>	<u>Risk Assessment - Activity</u>	<u>Risk Assessment - Activity</u>
Course evaluation, summary & organisation tracking	<u>Risk Assessment - Activity</u>	Access to library resources	<u>Course Evaluation &amp; Tracking</u>
<i>Course register</i>	Student ID Cards	<u>Course Evaluation &amp; Tracking</u>	<u>Progression information</u>
Risk Assessment - Premises and DCC Minibus for visits	<u>Course Evaluation &amp; Tracking</u>	<u>Progression information</u>	<i>Accommodation</i>
Learning support	<u>Progression information</u>	Tutors will provide regular feedback to their organisation representative	
Follow up on non-completion	<i>Accommodation</i>	<u>Course approval for ILA's</u>	
	<u>Course approval for ILA's</u>		



## Quality issues

- Single Outcome Agreement (SOA)
- The Strategic Information and Monitoring Group's remit includes requirements to:

Establish an integrated and co-ordinated information network in order that strategic information is available to feed into the policy, implementation and decision making processes across the Council.

Ensure that access routes to strategic information resources are well known and encourage the use of strategic information to:

- implement corporate objectives
- tailor resource allocation and the delivery of services
- inform forward planning
- enable monitoring and evaluation (Dundee Partnership, 2009)

## Community engagement

All organisations in the Dundee Partnership will consult with stakeholders to ensure that local policies are informed by a wide range of experience and take into account the impact on different sections of society. For voluntary and community organisations and the general public, this consultation will present an opportunity to bring their knowledge, experience and expertise to bear on partners' policies. (DP, 2010)

## Quality: CBAL

Learners value the support of staff and appreciate the opportunities provided. Participants across programmes are demonstrating the improvements being made in their personal, family and working lives. A growth in confidence, reduction in social isolation and increase in skills development is experienced by learners across all programmes. Guidance is available to all participants and effective partnership working provides a range of entry points and progression routes. A few learners have progressed to college, university or employment. Learners are successfully involved in the planning of provision and can see the difference their views have made across most programmes.(HMIE, 2010)

## Quality model

- 3 'P' model
- Partnerships
- Participation
- Progress and renewal
- Applied to all case studies to identify best practice and share information and procedures

# Examples

## CORE QUALITY CRITERIA: PARTNERSHIPS AND NETWORKS

Main aspects important for quality assurance in the case of a specific quality area (i.e. Partnerships and networks)

## QUALITY INDICATORS (CORE AND ADDITIONAL/DESCRIPTORS)

What might indicate quality in the partnership?

## EVIDENCE TO SUPPORT INDICATORS

What evidence is available to support the inclusion of the indicators?

Common vision of the partnership/networks explicitly defined

Common mission of the partnership/networks explicitly defined

Objectives and quantifiable targets specified and commonly shared

Principles and protocols to govern ongoing collaboration are explicit and shared

Clear channels of communication between partners and networks exist

Formal structures exist for managerial and operational responsibilities

The partnership has clear strategic direction and focus

Coverage: scope of stakeholders represented in partnership

Nature of roles and responsibilities of partners is formally constituted

Policy areas partnership seeks to address are clear

Trust and openness amongst partners exists (even within competitive conditions)

## CORE QUALITY CRITERIA: PARTICIPATION IN PARTNERSHIP

## QUALITY INDICATORS (CORE AND ADDITIONAL/DESCRIPTORS)

What might indicate quality in the partnership?

## EVIDENCE TO SUPPORT INDICATORS

What evidence is available to support the inclusion of the indicators?

Involves the wider public or community

Network is known and understood by general public

Clear measures to involve those most distant from learning opportunities

**Beneficiaries** have a chance to express their needs

**Beneficiaries** are involved in decision-making (governance)

**Beneficiaries** are involved in review of network interventions

What dissemination strategies exist to inform constituents

Strategy in place to define and address learning needs meaningful to all life-styles of adults



**CORE QUALITY CRITERIA: PROGRESS AND SUSTAINABILITY**

Main aspects important for quality assurance in the case of a specific quality area (i.e. Partnerships and networks)

**QUALITY INDICATORS (CORE AND ADDITIONAL/DESCRIPTORS)**

What might indicate quality in the partnership?

**EVIDENCE TO SUPPORT INDICATORS**

What evidence is available to support the inclusion of the indicators?

Monitoring and evaluation informs strategic direction and both policy and practice

Evaluation and review (quality) are prioritised – seen as a core activity and not just an add-on

Resources are allocated (not just finance but human responsibility)

Means of measuring must be appropriate in context of learning region (not just quantitative; and also longer-term)

Results and findings must be able to be widely understood

Flexibility of partners to share information (not defensive)

Flexibility and openness of partners to accept results (failures as well as successes) and act on results – open to change

Benefits identified are broad-based (not just education-linked: eg social cultural, citizenship etc.

Outcomes and impact are regularly checked, demonstrated and communicated to all members of the network and the community at large

Unintended as well as planned outcomes are documented and shared

## Next Steps

- To complete the quality matrix
- To identify best practice in each domain
- To collate best practice to construct a model
- To use the model in a 'toolkit' for the development of quality partnerships
- To disseminate model