Welcome to the Summer Edition
We trust that you will items of interest and we would appreciate any feedback. Otherwise we have little idea if the articles are meeting your needs

We thank those who made contributions

3rd International Placemaking Week
With the 3rd International Placemaking Week just around the corner, we've been thinking a lot about the many ways the conference's theme of equity and inclusion has informed not just the content of the event, but also its entire organizing structure. In true placemaking fashion, we are certain that the *process* of co-creation and collaboration that has emerged in the planning of this event will prove to be just as valuable as the end result
Read more

Education and learning
Education and learning is a key area of inquiry for the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (the Royal Commission). It represents both a setting for violence, abuse, neglect and exploitation and an important component of a society that seeks inclusion for people with disability.

This issues paper has been adapted from a background paper that was prepared for an education and learning workshop that took place on 3 October 2019 with representatives from community and disability organisations and education academics.
Read more

The crisis of social media
Governments around the world are increasingly using social media to manipulate elections and monitor their citizens, tilting the technology toward digital authoritarianism. As a result of these trends, global internet freedom declined for the ninth consecutive year, according to Freedom on the Net 2019, the latest edition of the annual country-by-country assessment of internet freedom
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From around the Network
Items from members of the Australian Learning Communities Network
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Leadership
What does it mean to be a leader in different places and times? How are leaders' styles, characteristics and practices evaluated? How does history and culture affect perceptions of leadership?
Read more

Hume Multiversity
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Read more

Learning and Place
The relationship between learning and place extends the understanding of the learning city to a more local level, recognising that just as learning is fundamental to city and regional development, so it is to the character and opportunities that influence the quality of life in neighbourhoods and communities.
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Public Space Management
This newsletter from the Project for Public Spaces connects people who share a passion for public spaces to ideas and issues, news, quotes, places, and events from the placemaking movement. In this edition, we hope to support the global momentum around creating better public transit for all people, prioritizing those with fewer means and higher dependency on these systems
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Social enterprises, both individually and collectively, are uniquely placed to help support Queensland to reach these targets. Social enterprises are defined as businesses led by a social purpose, deriving a substantial portion of their income from trade and reinvesting most of their profits to fulfil their purpose.
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The economic benefits of improving social inclusion
The Special Broadcasting Service commissioned Deloitte Access Economics to quantify the economic dividend from improving social inclusion in Australia in order to help shape its future policies and strategies for delivering on its Charter.

The analysis finds that social inclusion plays a critical role in lifting Australia's living standards through increased productivity in the workplace, improved employment and health outcomes, reducing the cost of social services and by spreading the benefits of economic growth across society.
Read more

UNESCO Learning Cities Conference
From the 1st to the 3rd of October, the city of Medellin hosted the bi-annual International Conference on Learning Cities, with a focus on inclusion. More than 400 delegates were welcomed from approximately 150 countries to discuss the role of lifelong learning in meeting the 2030 goals for Sustainable Development.
Read more

What do parents want from schools?
Choice of school is among the most formative decisions for a student's education—and beyond: to their future job prospects, contribution to society as a citizen, and their interest in further learning. As consumers of education and guardians of their children's best interests, parents are central to education, especially when it comes to school choice; placing it among the core foundations of a free and open society
Read more

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Centering Equity at Placemaking Week

ANNAH MACKENZIE

SEP 25, 2019

With the 3rd International Placemaking Week just around the corner, we've been thinking a lot about the many ways the conference's theme of equity and inclusion has informed not just the content of the event, but also its entire organizing structure. In true placemaking fashion, we are certain that the *process* of co-creation and collaboration that has emerged in the planning of this event will prove to be just as valuable as the end result!

From the very beginning—from fielding host city bids to navigating the overwhelming response to our call for proposals—it became clear to us that issues of equity were also top-of-mind for all of you. Our partners in Chattanooga knew early on, too, that they wanted to focus on equity and inclusion as the core theme of the conference. But they also recognized very quickly the challenges involved in developing a truly equitable planning process—whether you're planning a conference or a citywide placemaking campaign.

A pop-up community engagement activity in Chattanooga. | Photo Courtesy of the Entreprise Center

"We formed the Local Host Committee to discuss openly how Chattanooga has utilized placemaking in its own cultural renaissance, but also where these practices have fallen short," the Committee notes in their collective statement on equity. "Does everyone benefit equally from past and current efforts? What can we learn from ourselves and the global community about how to be most equitable in placemaking efforts moving forward?"

To help answer these questions, we have worked hard with the Local Host Committee to make sure this event is truly inclusive, and that it reflects the character of Chattanooga itself. Indeed, since we launched the first Placemaking Week in Vancouver in 2016, Project for Public Spaces has been committed to improving the places in which the conference is held, and to ensuring that the spirit, ideas, and energy generated at the Placemaking Week will have a lasting impact on the host cities. There are a number of ways we worked to ensure that the Chattanooga community and its unique mix of skills and concerns feature front and center—whether that's by hiring local vendors and businesses to contribute to the event, by choosing community spaces over large hotels and convention centers, or by organizing a free local program alongside the conference to invite the public in and fundraising to offer scholarships for local residents who would otherwise have been unable to attend.

During Placemaking Week, a number of free and public activations and conference sessions will take place in Miller Park, pictured above. |
 Photo courtesy of River City Company

It wasn't always easy, to be sure, but the result is that we have a phenomenal event that doesn't skirt around difficult issues, and which truly represents and celebrates Chattanooga. What's more, because of these efforts, conference participants will get an up-close and intimate look at the city's strong sense of community, its deep history of placemaking, and its innovative public space efforts.

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Education and learning: issue paper

Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability

D E S C R I P T I O N

Education and learning is a key area of inquiry for the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (the Royal Commission). It represents both a setting for violence, abuse, neglect and exploitation and an important component of a society that seeks inclusion for people with disability.

This issues paper has been adapted from a background paper that was prepared for an education and learning workshop that took place on 3 October 2019 with representatives from community and disability organisations and education academics. The paper:

1. Summarises two approaches which provide the foundation for the Royal Commission's consideration of education and learning in Section 1.
2. Outlines the Royal Commission's preliminary understanding of some of the key issues and barriers faced by people with disability in realising their right to education in Section 2.
3. Discusses the Royal Commission's Terms of Reference in the context of education and learning in Section 3.

Several questions are included in Section 3 to assist people wishing to provide contributions to the Royal Commission on the matter of education and learning.

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Freedom on the net 2019

The crisis of social media

5 NOV 2019

Freedom House

DESCRIPTION

Governments around the world are increasingly using social media to manipulate elections and monitor their citizens, tilting the technology toward digital authoritarianism. As a result of these trends, global internet freedom declined for the ninth consecutive year, according to Freedom on the Net 2019, the latest edition of the annual country-by-country assessment of internet freedom.

Adding to the problem of meddling by foreign regimes, a new menace to democracy has risen from within, as populist leaders and their armies of online supporters seek to distort politics at home. Domestic election interference marred the online landscape in 26 of the 30 countries studied that held national votes over the past year. Disinformation was the most commonly used tactic. Authorities in some countries blocked websites or cut off access to the internet in a desperate bid to cling to power.

Key findings:

- **Declines outnumber gains for the ninth consecutive year**. Since June 2018, 33 of the 65 countries assessed in Freedom on the Net experienced a deterioration in internet freedom. The biggest score declines took place in Sudan and Kazakhstan, followed by Brazil, Bangladesh, and Zimbabwe. Improvements were measured in 16 countries, with Ethiopia recording the largest gains.
- **Internet freedom declines in the United States**. US law enforcement and immigration agencies increasingly monitored social media and conducted warrantless searches of traveller's electronic devices, with little oversight or transparency. In a number of troubling cases, the monitoring targeted constitutionally protected activities such as peaceful protests and newsgathering. Disinformation was again prevalent around major political events, spread increasingly by domestic actors.
- **China is the world's worst abuser of internet freedom for the fourth consecutive year**. Censorship reached unprecedented extremes in China as the government enhanced its information controls ahead of the 30th anniversary of the Tiananmen Square massacre and in the face of persistent antigovernment protests in Hong Kong.
- **Digital platforms are the new battleground for democracy**. Domestic state and partisan actors used propaganda and disinformation to distort the online landscape during elections in at least 24 countries over the past year, making it by far the most popular tactic for digital election interference. Often working in tandem with government-friendly media personalities and business magnates, semiautonomous online mobs transmitted conspiracy theories, inflammatory views, and misleading memes from marginal echo chambers to the political mainstream.
- **Governments harness big data for social media surveillance**. In at least 40 out of 65 countries, authorities have instituted advanced social media monitoring programs. These sophisticated mass surveillance systems can quickly map users' relationships; assign a meaning to their social media posts; and infer their past, present, or future locations. Machine learning enables the programs to find patterns that may be invisible to humans, and even to identify whole new categories of patterns for further investigation.

- **Free expression is under assault**. A record high of 47 out of 65 countries featured arrests of users for political, social, or religious speech. Individuals endured physical violence in retribution for their online activities in at least 31 countries.
- **Authorities normalize blanket shutdowns as a policy tool**. Social media and communication applications were blocked in at least 20 countries, and telecommunications networks were suspended in 17 countries, often in the lead-up to elections or during protests and civil unrest.
- **More governments enlist bots and fake accounts to manipulate social media**. Political leaders employed individuals to surreptitiously shape online opinions and harass opponents in 38 of the 65 countries covered in this report—another new high.

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From Around the Network

Learn to make authentic Pad Thai

Join our experienced cooking teacher Koi as she teaches you how to cook the always popular Pad Thai. Learn about the ingredients and flavours you will use and discover a new family favourite!

Numbers are strictly limited so book your space now to avoid disappointment.

WHEN: Tuesday 19 November – 6.30pm – 9pm OR
Friday 22 November – 6.30pm – 9pm
WHERE: Stevenson House – 10 Stevenson Crescent, Caroline Springs
COST: $25

shutterstock.com • 1491207233

Save your Bacon BBQ for men

Bring your mates, grab a snag and hear from HALT founder Jeremy Forbes as he discusses the importance of raising awareness about anxiety, depression and wellbeing amongst men.

Bookings are not required for this event, simply turn up and enjoy.

WHEN: Wednesday 20 November 2019
TIME: 6pm – 8pm
WHERE: Taylors Hill Neighbourhood House – 121 Calder Park Drive, Taylors Hill
COST: Free

Portland Library

Join Bookchat, an informal discussion of who is reading what and a great chance to pick from the library's newest releases.

Last Wednesday of every month Portland Library-11:30 am

Download a copy of the latest reading list here:

[October Bookchat recommendations](#)

eSmart Libraries

City of Ballarat Libraries and Hepburn Libraries are now accredited in the eSmart Libraries program. Which is a program to equip libraries and connect library users with the skills they need for smart, safe and responsible use of technology.
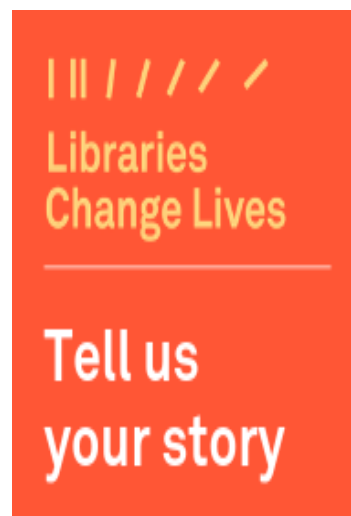
Central Coast Library

Tech Sessions

Book a 15-minute one-on-one session to access help with technology. Please bring your device or use one of our public access computers. Bookings and enquiries: 4304 7333

Thu, 21 Nov 2:00 pm to 3:00 pm

Special Recycling Story times

A special visitor from 1Coast will visit Erina Library to talk to children about why and how to recycle. Enquiries: 4304 7650

Lego Club at Kincumber Library

Date
Thursday, 21 November 2019 - 3:30pm to 4:30pm

Calling all Lego enthusiasts!
If you love Lego, come along to Kincumber Library on the third Thursday of every month for some creative building fun! All Lego provided, and finished creations will be on display in the library throughout the month. Recommended for ages 5-12.

As places are limited, bookings are essential by using the 'Book now' button, at your branch library or phone 4304 7641.

Children must be attended by a responsible adult at all times during the program.

Location branch
Kincumber Library

Broadmeadows Library

Book Art and Origami, All ages, FREE
Thursday, 21 November 2019, 6:30 pm
Broadmeadows Library
1093 Pascoe Vale Road, Broadmeadows VIC
Source: eventbrite.com.au

Sugar and Spice-Cookie Decorating Workshop, Ages 18+, FREE
Wednesday, 12 February 2020, 1:00 pm
Broadmeadows Library
1093 Pascoe Vale Road, Broadmeadows VIC
Source: eventbrite.com.au

Nintendo Switch Tournament, Ages 10-18, FREE
Wednesday, 15 January 2020, 1:30 pm
Broadmeadows Library
1093 Pascoe Vale Road, Broadmeadows VIC
Source: eventbrite.com.au

2019 Melton City Council Lifelong Learning Festival

In October, Melton City Council hosted its second Lifelong Learning Festival. Established in 2018, the Melton Lifelong Learning Festival is the benchmark celebration of learning in the City of Melton. The principal of the festival is to provide opportunities for learning and social development without barriers associated with financial, cultural or physical constraints. The 10-day event took place from October 18 to 27, with more than 200 learning events held across the municipality.

 The City of Melton held learning events for all ages, abilities and interests where people discovered new interests and ways to learn. The 2019 Festival saw participants ranging in age from 6 months to 89 years. In having no cost associated with activities for participants, the City of Melton is able to remove economic limitations for participation. Classes and workshops included cooking demonstrations, hand embroidery classes, how to use and protect your tools workshops, online and community safety information sessions, robotics workshops, traditional dance classes and more.

The city of Melton will host the 2020 Lifelong Learning festival in October 2020.

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How is leadership understood in different contexts?

David Hudson, Claire McLoughlin
Developmental Leadership Program (DLP)
DESCRIPTION

What does it mean to be a leader in different places and times? How are leaders' styles, characteristics and practices evaluated? How does history and culture affect perceptions of leadership?

For a long time, leadership studies have addressed these questions by focusing on the properties and characteristics of individual leaders, viewing leadership as a particular set of traits or behaviours. But leaders cannot pursue real change without influencing people or persuading them to change their ideas or behaviours. Leadership is always, everywhere, an interaction between leaders and followers. To understand how developmental leadership works, we need to better understand one vital but often overlooked ingredient: Followers.

This paper develops a basis for thinking about how followers form perceptions of leaders, the affect this can have on leadership practices, and why this matters for development. It identifies four key areas as important influences on how followers understand leadership:

Dimensions of assessment: Followers may or may not perceive the neat leadership categories researchers use to describe leaders. Instead, they are likely to 'PIIIC' their leaders, based on: 1) the position of a leader, which determines the source of their authority (legal-rational, traditional, charismatic); 2) their views on a particular issue; 3) whether they will act in their interests; 4) how far the leader matches the identity of their group; and 5) the characteristics they display, including how they conduct themselves.

Channels: Perceptions of leaders are rarely unmediated, because media affects matter what information is included (or not), how information is framed, and therefore whether and how information transforms individuals' assessment of leaders.

Follower identity: The assessment of leaders is also moderated by the identity of the follower, whether their gender, age and other markers. Stereotypes about gender roles and norms that vary among women and men strongly moderate leader assessments, although evidence shows that these perceptions can be shifted.

Cultural context: Leadership is always situational, evaluated in a particular political setting, cultural environment and through the lens of gender power relations. Theories of leadership often don't hold across cultures, because these contextual factors look different across and within societies. Culture is not static, however - partly because leaders can work to change cultural norms over time.

Leadership research tends to begin with a "western" conception of leadership and then account for variations in other societies in comparison to this starting point. Future DLP research can help to break leadership studies out of this western-centric bias by adopting a culturally embedded approach to understanding leadership and viewing leadership through the lens of followers.

This research agenda could have several potential implications for aid, including how leadership development programmes can adapt to local cultures, values and ideas. At the same time, programmes may consider how to better support the cultural agility of future leaders, to enable them to bridge groups of followers. Understanding the relationship between followers and leaders is vital for enabling leaders to solve some of the most complex, cross-cutting problems at the heart of development.

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Hume Multiversity

On 26 July 2019 Hume City Council celebrated the signing of eight new Memorandums of Understanding with education providers and industry bodies at an event at Broadmeadows Global Learning Centre. The breadth of new partners highlights the renewed focus of Hume Multiversity, to build better connections and develop innovative partnerships between business, education and employment leading to jobs and business growth in Hume.

Businesses interested in learning more about the Multiversity initiative please contact Jarrod Smith on 9356 6142 or jarrods@hume.vic.gov.au.

Free

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Learning and Place

PASCAL International Observatory

Briefing Paper 18

Learning and Place: Profiling Places

John Tibbitt Honorary Senior Research Fellow, University of Glasgow and Vice-chair of PASCAL International Observatory

Executive Summary

The relationship between learning and place extends the understanding of the learning city to a more local level, recognising that just as learning is fundamental to city and regional development, so it is to the character and opportunities that influence the quality of life in neighbourhoods and communities.

This paper is concerned with the complex links between learning and successful neighbourhoods. It summarises some well-known tools for mapping the strengths and weaknesses of communities in terms of both its socio-economic position, the social and cultural facilities it possesses and the feelings of identity and quality of life experienced by community members. It highlights attempts to measure place quality and place value. It stresses the importance of community involvement in assessing place quality. The paper goes on to raise a number of issues about the reliability and validity of the measures employed and the availability of suitable data at local level, and about the processes through which quality assessments are often made.

The paper concludes with the observation that variables concerned with learning are rarely included in these profiling techniques.

Introduction

The relationship between learning and place is one of PASCAL's priority interests. It extends the understanding of the learning city to a more local level, recognising that just as learning is fundamental to city and regional development, so it is to the character and opportunities that influence the quality of life and health and wellbeing of those living in particular neighbourhoods and communities. The relationship can be complex, concerned both with learning *about* places (that is what do we know about factors associated with successful places) and learning *in* places (that is what are the learning opportunities available to those living in a place to enhance their life chances). Both are considered here.

Regional authorities, local government, developers, members of local communities and community workers all have an interest in the quality of places and need to understand the characteristics of places if developmental actions are be based on sound evidence, starting from an appreciation of strengths and shortcomings within places. This paper considers a number of current approaches to provide relevant place profiles as a basis for intervention.

The scope of place profiling

Understanding of communities has long been a basic starting point in community work practice. Community profiling involves building a picture of the nature, needs and resources of a community, preferably with the active participation of that community. It is a vital first stage in any community intervention. It establishes a context which is widely shared and is a basic requirement for assessing priorities and potential impacts and for project planning. Developing a community profile involves identifying community issues and attitudes, locating notable features in the area, and assessing social and economic conditions and trends in the community and surrounding area relevant to the project. Preparing a community profile in community work practice is often an iterative process. Some data can be collected in initial project planning, but other important information about the community may only be apparent as the project develops. Information can be collected from primary sources, such as interviews or surveys, and secondary sources, such as relevant local reports and local newspaper articles. Other valuable material will be derived from observation, visits to key locations and local conversations. The scope of the data collection required will of course vary according to the nature and focus of the project. In summary, a typical profile for community intervention is likely to span:

Social and economic	Services and amenities	Issues and attitudes
Demographics	Community services	Identity
Labour force	Land use, open spaces	Perceived quality
Employers	Transport	Issues and problems
Housing	Cultural resources	

Placemaking

But if the approach to profiling communities outlined above is the cornerstone of much of community work practice, others have concentrated on work at the level of the street or particular public space as a means of strengthening them as a community resource. Placemaking is a multi-faceted approach to the planning, design and management of public spaces. Placemaking capitalizes on a local community's assets, inspiration, and potential, with the intention of creating public spaces that promote people's health, happiness, and well-being.

Placemaking draws its inspiration from the ideas developed by researchers such as Jane Jacobs and William H Whyte who emphasised the importance of putting people at the centre of city design and development. Their work is focused on the social and cultural importance of lively neighbourhoods and inviting public spaces. In her now frequently quoted phrase Jacobs (1961) wrote '…there must be eyes upon the street, eyes belonging to those we might call the natural proprietors of the street…', while Whyte (1980) drew out key elements for creating a vibrant social life in public spaces.

Prompted by the prominent activities of organisations such as *Project for Public Spaces* (PPS), it has been demonstrated how adopting a collaborative community process is a most effective way of for creating and revitalising public space. It is centred around observing, listening to and asking questions of the people who live, work and play in a particular place in order to understand their needs and aspirations for that space and for the community as a whole. This can be the basis of constructing a vision for the place in question, which in turn can lead to an implementation plan.

The term 'placemaking' has now come to be used not only by citizens and organisations committed to community-led improvement. It is now frequently used by planners and developers to promote the desirability and quality of their developments. The term is increasingly by design professionals and developers to describe features of the built environment which is not rooted in any way in public participation. As PPS point out, making a place is not the same as constructing a building, designing a plaza or developing a commercial zone. As more professionals come to call their work 'placemaking', it is important to preserve the meaning and integrity of the process. It is not only the physical aspects which determine a quality place, it must also serve people as a vital community resource where function trumps form.

Place quality

Placemaking aims to build quality places. But what is known about what constitutes a 'quality place'?

There some well-known representations of place quality. For example, the *Scottish Place Standard* tool provides a simple framework to structure conversations about place. It allows stakeholders to think about both the physical elements of a place (for example, its buildings, public spaces, and transport links) as well as the social aspects (for example, whether people feel they have a say in decision making). The model contains a number of dimensions which have been shown to be associated with favourable notions of place, and through discussion an agreed assessment is reached, and can be represented in a radar diagram like that below.
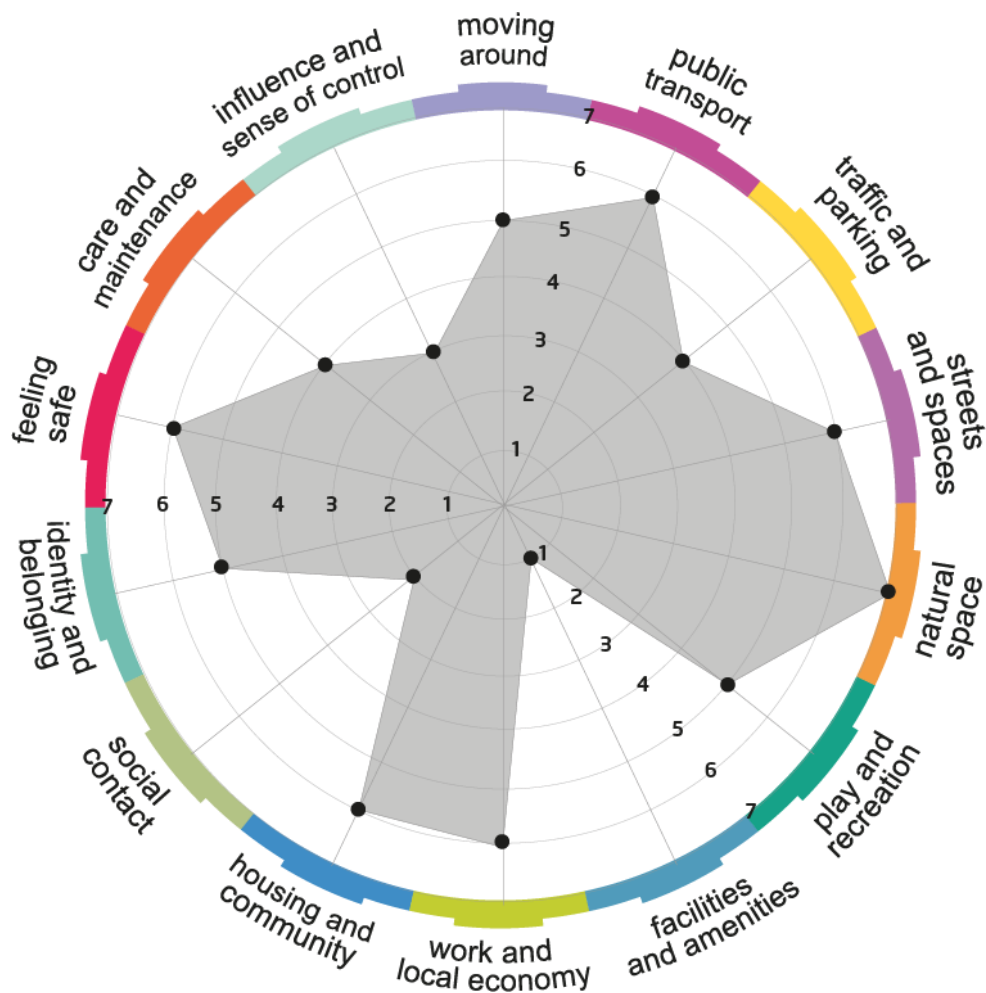
Tools such as this rely on consultation with stakeholders based on information available to them. The tool provides prompts for discussions, allowing consideration of all the elements of a place in a methodical way. The tool pinpoints the assets of a place as well as those aspects which a place could improve. These are readily seen in the diagram above.

Other tools, often marketed by commercial companies claim to provide rating scales based on more comprehensive data and may focus on particular aspects of place, depending on the interests of their clients. One such is *Place Score*, an Australia-based company which 'provides proprietary data to government and the property sector to help design places that people want to live in and invest in'. They offer a 'place census' which captures community values and allows identification of those factors of importance to community members. It offers a full demographic analysis that illustrates how different groups are aligned or conflicted. Place Score also have a community liveability tool which captures how people rate the lived experience of a place and identifies those aspects which contribute most to that score.

It is difficult to comment on the quality and validity of these measures as details are hidden behind a paywall on the company's website, but they are illustrative of attempts to provide a place profile at any level from city, to district, neighbourhood and street, based on quantified data and analysis.

Place value

An approach which goes beyond this kind of 'mapping' of the characteristics of a place is one which considers the benefits added by particular features of a place. *Place Alliance* have conducted a review of over 270 empirical research studies which comprise an evidence base for linking features of place design with benefits derived by those who live in a place. The evidence base indicates that quality design brings added value with respect to health, social, economic and environmental outcomes. The concept of place value is the sum of these outcomes. The evidence base has been brought together in an open-source website that is continually updated as new studies become available at www.place-value-wiki.net.

As an aid to the application of this research, Place Alliance have developed a place quality 'ladder' which climbs from the qualities of places that should be avoided, because they undermine place value, to specific qualities that should be encouraged because they deliver value. For example, among those features for which there is very strong evidence of a positive value are 'greenness', mixed use, walkability and public transport connectivity. Features for which there is good evidence of value include sense of place, street level activity, attractive and comfortable public spaces and integration of built heritage. Features which the evidence indicates have strong negative value include high car dependence, absence of local green space, too many fast food shops and roads with high traffic volumes.

Issues

The discussion above has illustrated different approaches to profiling places and some of the factors associated with adding value to places. However, there are a number of issues which arise.

An initial step has to be the defining of a place to be profiled in the first place. This requires at least some initial work to clarify the extent to which an urban area can be considered as a place. In the absence of such preparatory information, it becomes possible for developers to arbitrarily define the boundaries of a place often to justify the development which is proposed.

Then there is a concern with the reliability and validity of the data, which is available on which to base profiles, especially at very local levels, and on 'softer' concepts such as sense of place, feelings of identity and belonging, and safety. There are likely to be significant gaps in official data which can undermine the analysis of lifestyles within communities and fail to point to groups in the community whose interests may be in conflict. It will be important to seek new data sources from smart city developments and the adoption of technological innovation.

The process by which place profiles are derived and shared with the community. It is important that members of the community are involved in the identification of perceived needs and the quality of the lived experience in a place. Communities need to be involved too in the process of defining a response to needs identified.

Another concern relates to the process for determining the response to a place profile especially by government agencies. Just as place profiling can identify a range of related factors which relate to the built environment, land use and social variables, so the response must be holistic and comprehensive if real change is to be produced.

Finally, it is striking how little reference is made in these approaches to place profiling to the role of learning by and within places. Such references should embrace both opportunities for formal learning and skills development, and more informal learning about communities, local governance and community organisations. The contribution of learning to place is rarely explored.

In this regard, a significant opportunity to learn and promote learning is to be derived from technological innovation. It has been argued that urban change, driven by a city's desire to become technologically innovative would more fully facilitate active citizenship, social inclusion and learning opportunities if underpinned by broader conceptions of the learning city and the learning community.

Implications

The issues raised above point to a number of steps local government and community organisations should take if they are to undertake valid place profiling as a basis for planning and development policies, enforcing planning conditions on developers and improving the quality of places. Repeated place profiling can provide a basis for assessing progress in meeting objectives from policy initiatives.

Authorities need to put place at the centre of their policy and practice and approach the concept in a holistic and collaborative way if they are to improve place quality and bring the community with them.

References and further reading

Borkowska K. and Osborne M. (2018) Locating the fourth helix: Rethinking the role of civil society in developing smart learning cities. *International Review of Education*, 64(3), pp. 355372.

Jacobs, J. (1961) *The Death and Life of Great American Cities.* New York: Random House

Whyte, W.H. (1980) *The Social Life of Small Urban Spaces*. Washington DC, The Conservation Foundation.

For more on place standard go to https://www.placestandard.scot

For more on place value and the ladder of place quality go to http://placealliance.org.uk

Project for Public Spaces *What is placemaking?* https://www.pps.org/category/placemaking

Place Score http://www.placescore.org

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Public Space Management puts inclusion into action

Placemaking Monthly

Posted October 28, 2019 - 03:40

This newsletter from the Project for Public Spaces connects people who share a passion for public spaces to ideas and issues, news, quotes, places, and events from the placemaking movement. In this edition, we hope to support the global momentum around creating better public transit for all people, prioritizing those with fewer means and higher dependency on these systems.

A Playbook for Inclusive Placemaking: Public Space Management

Just like creating a successful public space, inclusion is not a static, one-time effort, but an ongoing process. It comes as a result of deliberate management choices, executed day after day. Read the fourth and final instalment in our series on **equity and inclusion in placemaking**.

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Queensland Social Enterprise Strategy

2 SEP 2019

Department of Employment, Small Business and Training (Qld)
Government of Queensland

DESCRIPTION

Social enterprises, both individually and collectively, are uniquely placed to help support Queensland to reach these targets. Social enterprises are defined as businesses led by a social purpose, deriving a substantial portion of their income from trade and reinvesting most of their profits to fulfil their purpose.

The social enterprise sector in Queensland is gaining momentum and is collaborating to build and move the sector forward. This grassroots movement is happening around the world as people seek to address issues facing communities, society and the environment.

The Queensland government is committed to partnering with the social enterprise sector, including philanthropic and corporate partners, to support job creation for disadvantaged Queenslanders. We can learn a lot from social enterprises when it comes to sustainable job creation and working with those traditionally disadvantaged in the labour market to build the confidence and skills needed to gain and maintain meaningful employment.

The Queensland Social Enterprise Strategy (QSES) proposes three key focus areas to prioritise support to help social enterprises to grow, thrive and create jobs:

- building capability and capacity
- making connections
- improving market access.

Under these focus areas are eight actions, which set out how we will help grow social enterprises in Queensland and assist in the development of a sustainable ecosystem to provide long term benefits to the sector.

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The economic benefits of improving social inclusion

A report commissioned by SBS

27 AUG 2019

[Deloitte Access Economics](#)
[Deloitte Access Economics](#)

DESCRIPTION

The Special Broadcasting Service commissioned Deloitte Access Economics to quantify the economic dividend from improving social inclusion in Australia in order to help shape its future policies and strategies for delivering on its Charter.

The analysis finds that social inclusion plays a critical role in lifting Australia's living standards through increased productivity in the workplace, improved employment and health outcomes, reducing the cost of social services and by spreading the benefits of economic growth across society.

The economic dividend from Australia having a more inclusive society is estimated to be worth $12.7 billion annually as a result of higher productivity, improved employment outcomes and improved health outcomes.

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UNESCO Learning Cities Conference

1-3 Oct, 2019, Medellin
Posted October 29, 2019 - 04:55

From the 1ˢᵗ to the 3ʳᵈ of October, the city of Medellin hosted the bi-annual International Conference on Learning Cities, with a focus on inclusion. More than 400 delegates were welcomed from approximately 150 countries to discuss the role of lifelong learning in meeting the 2030 goals for Sustainable Development.

Two of the four background papers for the conference were chosen from PASCAL International Observatory associates, working at the University of Glasgow School of Education.

The overall background paper by Mike Osborne and Sergio Hernandez covered *Sustainable Learning Cities: Inclusion, Equity and Lifelong Learning*. The background paper on Digital and Data Literacy for inclusive learning cities, offered by Catherine Lido, Lavinia Hirsu and Bridgette Wessels explored *Digital and Data Literacies for Inclusion of Marginalised Citizens in Learning Cities*. Therefore, the conference theme of inclusive Learning Cities was summarised:

> *Learning cities thus can become safe, resilient and sustainable when guided by the principle of inclusion. Learning cities can be key hubs of action in which local governments empower diverse communities and social actors to engage in the definition of policies and strategies that lead to inclusive and lifelong opportunities for all. (Conference Programme)*

The overall background paper addresses the key concepts that pertain to educational and social inclusion, equity, lifelong learning and learning cities, linking these notions to the United Nations Sustainable Development Goals (SDGs) and their specific targets. Moreover, considering a set of vulnerable groups defined by UNESCO (migrants, young people, the digitally excluded, people living in disadvantaged neighbourhoods and slums, and the disabled) the background paper reviews a variety of urbanisation models worldwide and consider the approaches that have been taken by city authorities to promote inclusion. In that light, it showcases 8 Case Studies of Learning Cities that are part of the UNESCO Network and which have received a UNESCO Learning City Award, as well as the PASCAL Observatory's network of learning cities, and from the initiatives of other cities around the world.

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What do parents want from schools?

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D E S C R I P T I O N

Choice of school is among the most formative decisions for a student's education—and beyond: to their future job prospects, contribution to society as a citizen, and their interest in further learning. As consumers of education and guardians of their children's best interests, parents are central to education, especially when it comes to school choice; placing it among the core foundations of a free and open society.

Australians generally consider there to be a high degree of choice in the nation's schooling, thanks largely to the alternatives offered by the relatively large non-government sectors of schools. Around a third of Australian school students attend a nongovernment school, with proportionately more choosing this option for secondary education. In Australia, the unique tripartite system of schooling—with government, Catholic, and Independent sectors operating side-by-side—is enshrined in legislation and enjoys bipartisan political support. Unlike in some comparable countries, many non-government schools in Australia are relatively affordable, including the offer of many low-fee nongovernment school options.

Survey overview:

Parents believe their schools have enough resources

- 88% of parents think their child's school is at least adequately resourced. This includes 86% of the parents whose children attend government schools
- A majority of parents across each school sector—government, Catholic, and Independent—think their child's school is 'well resourced' or 'very well resourced'.

Schools use resources well, but parents favour more flexible spending approaches

- A majority of parents across each school sector are 'very confident' or 'extremely confident' that their child's school uses its resources well.
- Parents with children in non-government schools are more likely to report high levels of confidence in how school resources are used (70%) than parents in government schools (56%).

Parents believe that system spending priorities are wrong

- The most common funding priority for parents is infrastructure and facilities (29%), followed by offering more extra-curricular activities (24%). These options are more popular than hiring more support staff (18%), increasing teachers' pay (15%), and hiring more teachers (14%).

Implications for policy makers

- There should be less focus on how much school funding is spent, and more attention paid to how it is spent—since most Australian parents think their child's school is at least adequately resourced.
- School funding could be less tied to staffing decisions (remuneration and workforce numbers) and more focussed on ensuring the best facilities and learning activities are available to students.
- School spending decisions could be more devolved and transparent, as a way to increase parental confidence in their school's use of resources, particularly for government schools.
- State and territory governments should consider removing school location constraints on parents—such as restrictive zoning regulations.
- Strategies to make government school alternatives more affordable should be considered
- Governments should assist parents in accessing helpful information to choose schools, such as by increasing awareness of the MySchool website, so more parents can make a better informed choice of school.

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