

## **LONG LEARN ACTIVE LEARNING MATERIALS**

**FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN**

**LOCAL AND REGIONAL GOVERNMENT**

**LOCAL LEARNING PROVIDERS**

**AND**

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

# **Chapter 1, Session 1.1:**

## **Lifelong Learning, Learning Cities and Regions – Why?**

*‘.....a thousand brushfires of revolution breaking out as more people re-assess their priorities and explore different ways of thinking and living their lives’ (Richard Eckersley)*  
**From ‘Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)**

**LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE**

## Chapter 1, Session 1.1:

# Lifelong Learning, Learning Cities and Regions – Why?

**Session outline:** This session engages learners in creative debate with themselves and others on the basic rationale for developing learning cities and regions. It uses quotations from the first part of chapter 1 of 'Learning Cities, Learning Regions, Learning Communities', and creates exercises that will encourage learners to assess motivations and contribute their own ideas. It asks for an initial definition of a learning city or region and some reasons why it may be beneficial. These embryo thoughts will be further developed in later sessions.

### Guidelines for using this Active Learning session

#### Goals

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

#### Learning approach

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

#### Learning Organisation

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

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

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

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

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

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

### **Target Audiences**

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

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

### **Further Reading**

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

- ‘Lifelong Learning in Action – Transforming 21<sup>st</sup> century Education’ by Longworth, (Taylor and Francis, Abingdon)
- ‘The Local and Regional Dimension of Lifelong Learning ‘ EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

### **Ideas for treatment particular to this session**

: *For seminars and courses with several participants* it is suggested that assignments 1 and 2 are completed in small groups of two or three people with the answers debated in open session after each exercise, facilitated by a learning leader. Assignments 4 to 6 should be an individual task with the results discussed after completion. Assignments 7-9 are again small group exercises and 10-13 for individuals. However whether or not to designate them as such is up to the group leader. To inject some fun each group can put the results of assignment 5 on display while the others give their own marks for the new ideas. Assignment 18 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each.

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

## The Learning Space

**Assignment 0:** These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading the preface and pages 1 to 3 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1.** To what extent do you agree with these statements at the beginning of the book  
1= totally agree, 2= mostly agree, 3= half-agree, 4= mostly disagree, 5= totally disagree, D= don’t know

		1	2	3	4	5	D
A	<b>The fact is that Learning Cities, Learning Towns, Learning Regions, Learning Communities are terms now in common use throughout the developed and the developing world, mostly because local and regional administrations have recognized that a more prosperous future depends on the development of the human and social capital in their midst</b>						
B	<b>And the key to that development is encapsulated in three words – learning, learning and learning</b>						
C	<b>the age of education and training, which has served western society well in the late 20<sup>th</sup> century in satisfying the needs of a growing, upwardly mobile proportion of the population - is now giving way to the era of lifelong learning, in which new methods, tools and techniques are employed to target and motivate everyone in a community, city, town or region as a lifelong learner</b>						
D	<b>modern cities and regions ‘cannot afford not to become ‘learning cities and regions’</b>						

**Assignment 2:** What do you think are 3 major messages for local and regional government coming from these quotations

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**Assignment 3:** Compare your observations with those of other people and consolidate into a longer list.

**Assignment 4.** The writer identifies several motivations for creating a learning city. In the last column put a mark from 1 to 5 representing your opinion of its importance for the proper development of your city or region. 1= crucial, 2= important 3= fairly important, 4= not very important, 5= no importance at all.

In the blank boxes please add any other you think may be relevant

11	Ever more prevalent technology	
2	<b>More Citizen consultation on development strategies.</b>	
3	Jobs requiring more intelligence and application	
4	<b>Social stability in cities and regions</b>	
5	The preservation of an eco-friendly environment	
6	<b>Economic growth and wealth creation</b>	
7	The need for lifelong learning for all	
8	<b>Cultural development of people in the city</b>	
9		
10		
11		

**Assignment 5.** Based on your answers to these questions, write on the lines below what you think a ‘learning city’ or a ‘learning region’ is

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**Assignment 6.** and now 5 reasons why it may be beneficial to your own municipality

- a
  - b
  - c
  - d
  - e
- 

**Assignment 7:** How many cities or regions do you know that have declared themselves to be learning cities or regions or have actively developed learning city/region policies. Some are given.

City/region	Country	City/Region	Country
Espoo	Finland	County of Kent	UK
Goteborg	Sweden	Ballarat	Australia

**Assignment 8:** Why do you think they have done this?

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**Assignment 9:** Discuss and consolidate these answers with others.

**Assignment 10:** The European Initiative on Lifelong Learning defines a lifelong learner as *someone who recognises that learning is one of the most basic human instincts and is always eager to develop a skill or advance his/her knowledge and understanding whether by attending a formal course or by any other means*. Would you consider yourself to be a lifelong learner? Yes/No

**Assignment 11:** Say why/why not

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**Assignment 12:** Write down the names of those among your friends or acquaintances whom you would consider to be lifelong learners


**Assignment 13:** Why do think they are so.

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**Assignment 14:** Discuss with others what you think a lifelong learner is and how you can tell.

**Assignment 15:** The modern city has changed drastically over the past 50 years. It has many more responsibilities and activities to cope with the modern world. In the boxes below. Try to identify some of these new responsibilities and challenges. Make this a group exercise to get as many changes as you can


**Assignment 16:** Look at Actionsheet 1 in the Learning Kitbag. These 2 diagrams gives many challenges for the modern city and for the world around it. . Put a tick against each one you identified.

**Assignment 17:** Discuss your answers with others and how the modern city can cope. If necessary divide the boxes between groups.

**Assignment 18:** This completes this session but hopefully not your learning on these topics. You are invited to test your level of knowledge by completing the exercise on the next page.

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

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

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

**Assignment 19:** On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

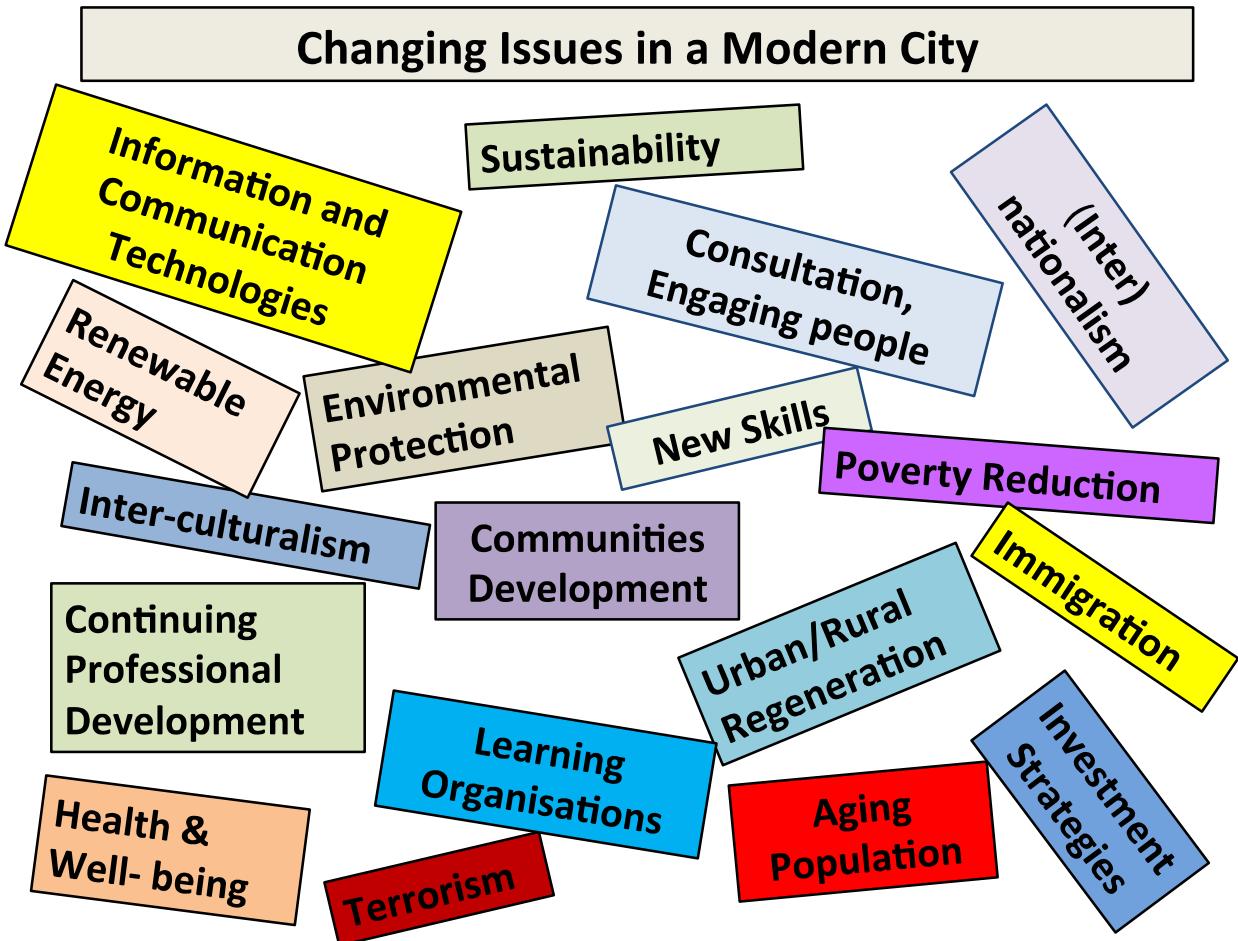
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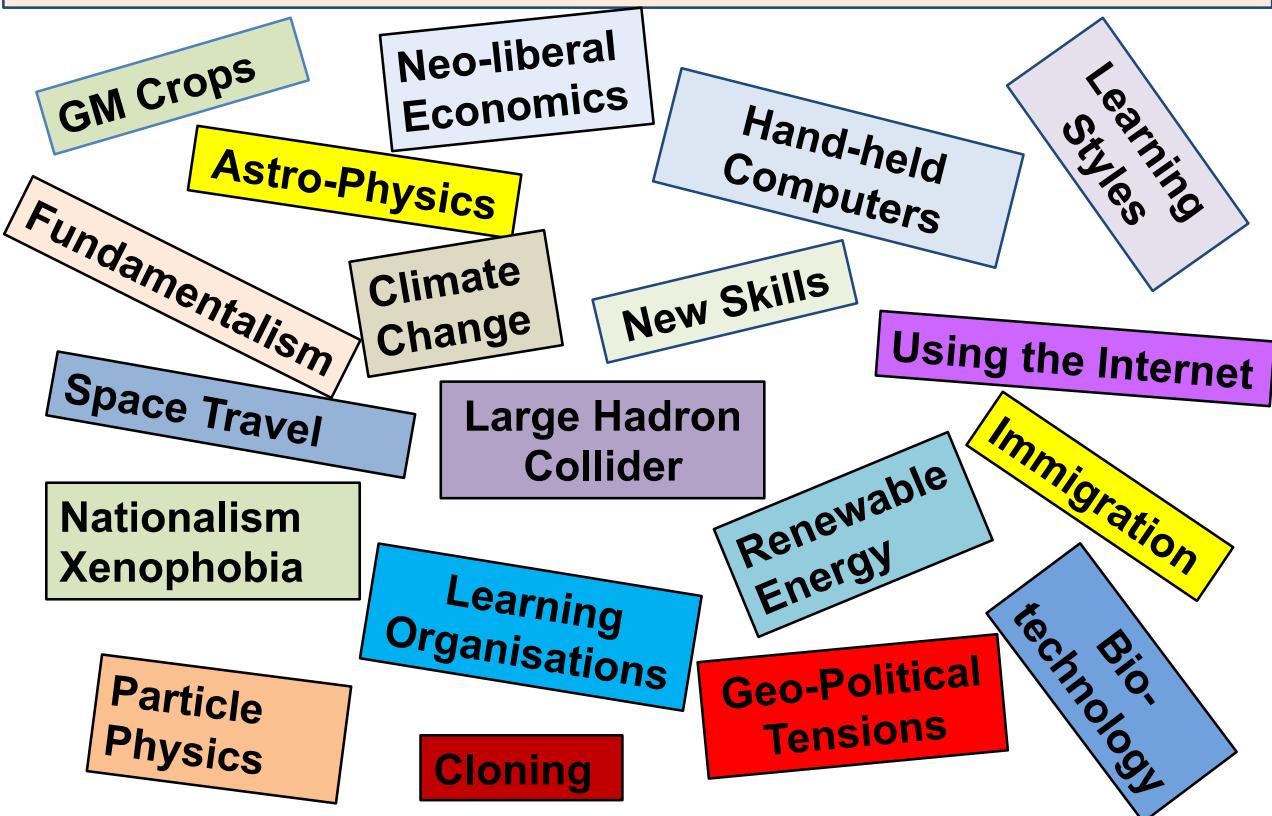
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**Chapter 1 Session 1**

**The  
Learning  
Kitbag**



### Complexity-technology/politics/climate/cities



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

	<b>Topics</b>	<b>Sessions</b>
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for learning cities and regions	1.6
5	The city as an ideopolis	1.5
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city and region performance	3.1,4.1,4.2,4.3,4.4,4.5
12	Lifelong Learning as wealth creator	5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits	5.4,5.5,5.6,5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?	6.1
14	Schools as Stakeholders in community, city and region	6.2, 8.4
15	Higher Education as a stakeholder in community, city and region	6.3
16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders in the city	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city and region	7.5
24	Resources for the Learning City and region	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators	8.4, 8.5
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38	Towards true Learning Societies	2.2
39	Defining Learning Cities and Regions	2.1

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