

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 1.4:

Visualising your Learning Region: the work of OECD, Victoria and CEDEFOP

‘Cities, regions and towns in a globalized world cannot afford not to become learning cities, regions and towns. It is a matter of prosperity, stability, employability and the personal development of all citizens. From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

Chapter 1 Session 1.4:

Visualising your Learning Region: the work of OECD, Victoria and CEDEFOP

Session outline: This session continues the process of providing insights into the nature of learning cities and regions by taking its themes from the experience of previous projects in this field. It transfers this experience into the local environment and activates the creative perceptions of learners through a series of assignments that progressively emphasise the difference between theory and practice in local governance.

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

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 21st 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 as stakeholders in the local authority
- 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 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- '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 to 3 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 4 and 5 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignment 7 is again a small group exercise – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 8 is another opportunity for individual creative expression, which should be discussed in plenary session after completion. Assignment 10 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round.*

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 enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 14 to 18 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: The following are taken from reports of OECD, Victoria and CEDEFOP in the book. In column A put in a mark from 1-5 to express your own interpretation of its importance for your region. 1= crucial, 2 = very important, 3= fairly important, 4 = only small importance, 5= not relevant to us.

		A	B
1	While tertiary education remains important, secondary education appears to be the most important for regional economic performance (OECD)		
2	It is important to stress the practical application of learning and to encourage creativity at all levels of education (OECD).		
3	The extent to which individuals and organizations absorb and apply learning and innovation will determine their competitiveness in the learning economy (OECD)		
4	learning cities and regions have in common is an explicit commitment to placing innovation and learning at the core of development (Longworth)		
5	Cities and regions should establish a link between employment and such topics as social inclusion and good governance. (Victoria)		
6	Learning cities and regions, once created, cannot be static entities, but must exhibit continuous dynamism in a world of rapid change (Longworth)		
7	One major objective of regional management is to develop a means by which educational and other organizations have a common purpose (CEDEFOP)		
8	The distinctive feature of a ‘learning region’ is the co-operation between different actors, i.e. educational bodies, research and development agencies, statutory bodies, enterprises and non-governmental organizations (‘civil society’) - in working together on how to devise solutions and produce new knowledge to address local needs (CEDEFOP)		

Assignment 2: Write in the empty box a category 1 quotation of your own which you would like to see implemented in your city or region.

Assignment 3: Extract the 5 most important ideas for you from these quotations.

1
2
3
4
5

Assignment 4: In column B put in a mark from 1-5 which expresses the extent to which you believe the quotation has been taken on board and implemented in your city or region. 1= implemented in full, 2= mostly implemented, 3= 50% implemented, 4= slightly implemented and 5= not even started.

Assignment 5: In the boxes below write in 3 reasons why there may be a difference between your marks in columns A and B

1	
2	
3	

Assignment 6: Discuss the differences between columns A and B, and your comments in assignment 4, with others.

Assignment 7: For the OECD recommendations shown on Actionsheet 1 of the Learning Kitbag below perform a similar task to that in assignment 3.

Assignment 8: In the book, the author and manager of the TELS project, says

‘At this embryo stage in learning city development there can be no other conclusion than that there is a long way to go. The majority of the municipalities coming into the project were unaware of the term 'Learning City', much less what it signified. In that respect the project has itself initiated a learning process.....’

A. Is there ‘ a long way to go’ in your city or region? Yes/No

B. How long will it take? years

C. How much do you believe that senior management in your city or region is aware of the full implications of establishing a learning entity?% aware.

D. On the line below put a cross at the point where you presently believe your city or region is in its journey towards becoming a learning city or region.

0% _____ 100%

Assignment 9: Discuss your answers to assignments 6 and 7 with others.

Assignment 10: 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/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 11: 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.

Chapter 1 Session 4

The

LEARNING

KITBAG

Actionsheet 1

OECD Principles for a learning region

Inputs to the learning process

1. Ensure that high-quality and well-resourced educational provision is in place, in which effective individual learning throughout people's lives can be delivered.
2. Co-ordinate carefully the supply of skilled and knowledgeable individuals through education and training and the demand for them within the regional economy, so that the full benefits of individual learning may be reaped through its effects on organisational learning.
3. Establish appropriate framework conditions for the improvement of organisational learning, both within firms and between firms and other organisations in networks of interaction, and demonstrate to firms the benefits of these forms of learning.
4. Facilitate effective organisational learning not simply for a pre-selected set of conventionally defined 'high-tech' sectors, but across all of the industries and sectors within the regional economy that have the potential to develop high levels of innovative capacity.
5. Identify very carefully the extent to which the resources available to the region (existing industries, educational provision, research facilities, positive social capital and so forth) constitute an impediment to economic development ('lock-in') or may usefully contribute in developing innovative strategies for the future.
6. Respond positively to emergent economic and social conditions, especially where this involves the 'unlearning' of inappropriate practices and bodies of knowledge (including policy makers' own) left over from the regional institutions of previous eras.

Mechanisms of the learning region

7. Pay close attention to mechanisms for co-ordination policies across what have generally been separate departmental responsibilities (for industrial development, R&D, science and technology, education and training and so forth) and between different levels of governance (regional, national and supra-national).
8. Develop strategies to foster appropriate forms of social capital as a key mechanism in promoting more effective organisational learning and innovation.
9. Evaluate continuously the relationship between participation in individual learning, innovation and wider labour market changes, especially with respect to social exclusion of groups within the regional population.
10. Ensure that regional strategies for learning and innovation are accorded legitimacy by the population of the region to be transformed.

Where to find sessions on topics

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	Topic	Session(s)
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
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4	Skills and competences for the 21 st century	1.6
5	The city as an ideopolis	1.7
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/region performance	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	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	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 in the city and region	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	7.5
24	Resources for the Learning City	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 (schools, adults)	8.4, 8.5
278	Two-way profiting from international cooperation	8.6
289	Organisational issues in the learning city and region	9.2
309	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 and 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