

**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 6:**

## **Skills and Competences in a city and region of learning**

*‘present-day educational systems at secondary and tertiary levels will not produce the flexible and adaptable workforce with the skills for modern industry described in this session, and with an eager appetite for continuous learning throughout life’*

From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

# Chapter 1 Session 6:

## Skills and Competences in a city and region of learning

**Session outline:** As we saw in the last session a learning city and region needs to have certain infrastructural attractions for inward investment. This last session from chapter 1 explores the personal human skills and competencies that people will need in a learning city a) to make themselves employable and b) to lead a full and rounded life, able to make a contribution to society. Through a series of assignments, it feeds off the opinions, experience and ideas of the learners and guides them to make an assessment not just of the skills and competencies but also of how they may be developed.

### 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 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 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](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 and 2 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignment 4 may be completed in small groups of 2 or 3 people again with the results discussed in open session after completion. Assignment 6 is again an individual task – but the same figure is used in assignment 7 as a groups exercise - you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 7 is another opportunity for individual creative expression, which should be discussed in plenary session after completion. Assignments 9 and 10 can be completed either in groups or individually, but the results should be debated in open session to make a composite list of ideas on how to provide the skills and where from. Assignment 11 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 20 to 21 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1:** In the boxes below, write down the sorts of skills that, in your opinion, make a person more employable in the present day.


**Assignment 2:** In the boxes below add the social and life skills and values that, in your opinion, people need in order to live a full and happy life.


**Assignment 3:** discuss your lists with others.

**Assignment 4** Look at the first actionsheet in the earning kitbag and complete the exercise in the middle

**Assignment 5:** Discuss in groups the similarities between your list and the ones on the actionsheet

**Assignment 6:** In a poll, major USA employers were asked to rate the following skills and competencies they would look for in their new employees. Have a go at this yourself. The answers will be given later.

	Priority
Reading	
Writing	
Teamwork	
Goal-setting/Motivation	
Listening	
Creative Thinking	
Problem-solving	
Computation	
Leadership	
Ambition/Career development	
Oral Communication	
Inter-personal skills	
Self-organisation	

**Assignment 7.** Obtain the results from Actionsheet 3 of the Learning Kitbag below and compare them with your own. Discuss these with others.

**Assignment 8:** But of course employers are not the only requirers of skills. Actionsheet 1 of the Learning Kitbag below is a complete list of modern-age skills and competencies also shown in the book, many of which you will have listed yourself. In column A assess your own degree of competency for each skill/competency on a scale of 1 to 5 where 1= fully skilled, 2= high level, 3= average level, 4= need more training/application, 5= don't have it.

**Assignment 9:** Now in column B put your own assessment of the value of the skill/competency for employability, and in column C for the development of a well-rounded individual. 1= very important, 2= quite important, 3= important but not a priority, 4= not very important, 5= not at all important

**Assignment 10:** Compare your assessments with others

**Assignment 11:** Who/what in your opinion is responsible for developing such skills. Also put in order of priority in the last column.

	Yes	No	Partl y	Priorit y
Schools				
Adult Education Colleges				
Universities				
Employers				
Myself				
Parents				
Local/regional authorities				
Other (please say)				

**Assignment 12:** In order that people obtain skills and competencies that will fit them for life, what 3 main systems/changes/procedures would you put in place. Discuss these with others. If there is insufficient room on this page, write on the back

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**Assignment 13:** 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 14:** 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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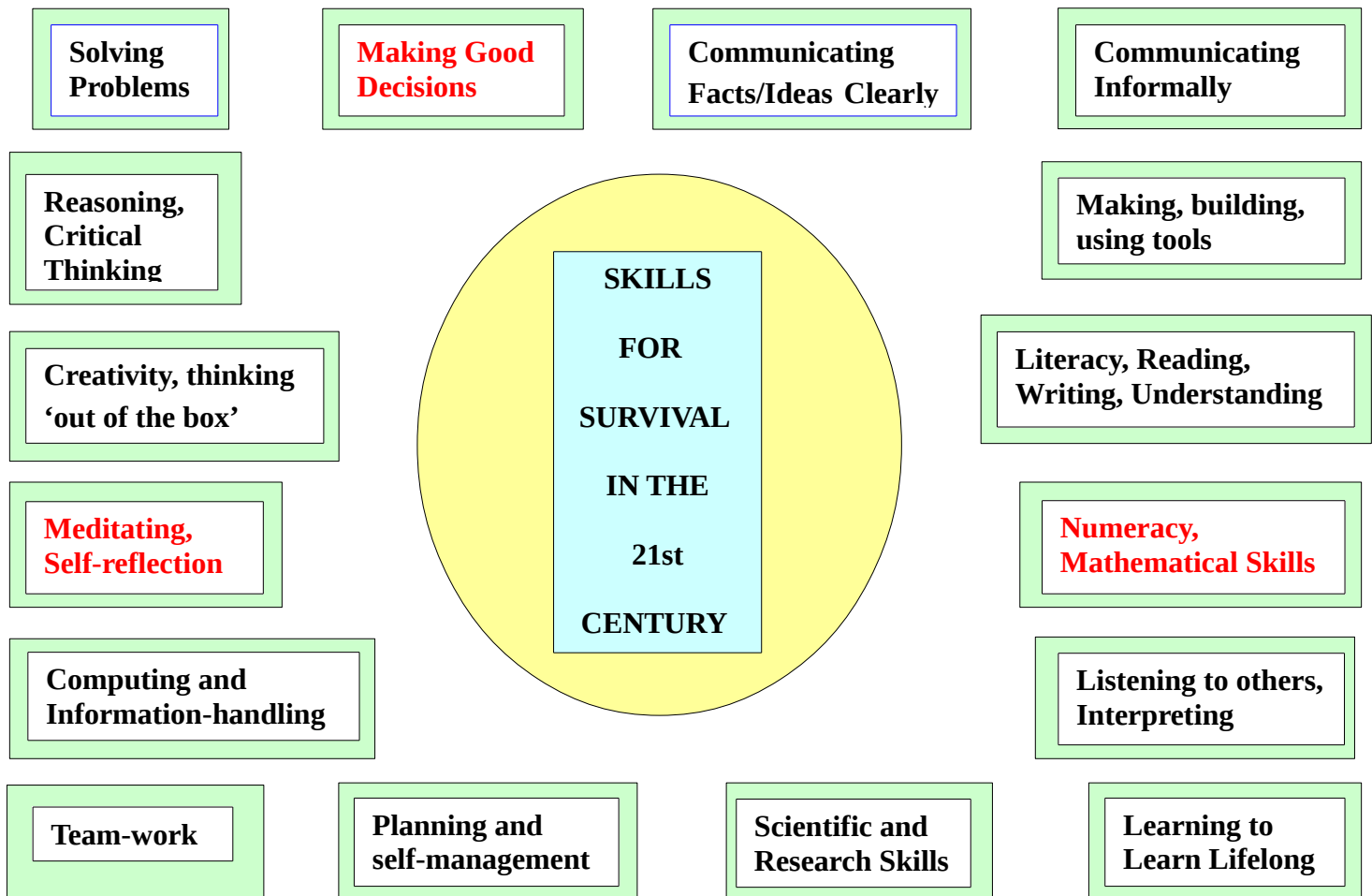
**Chapter 1 Session 6**

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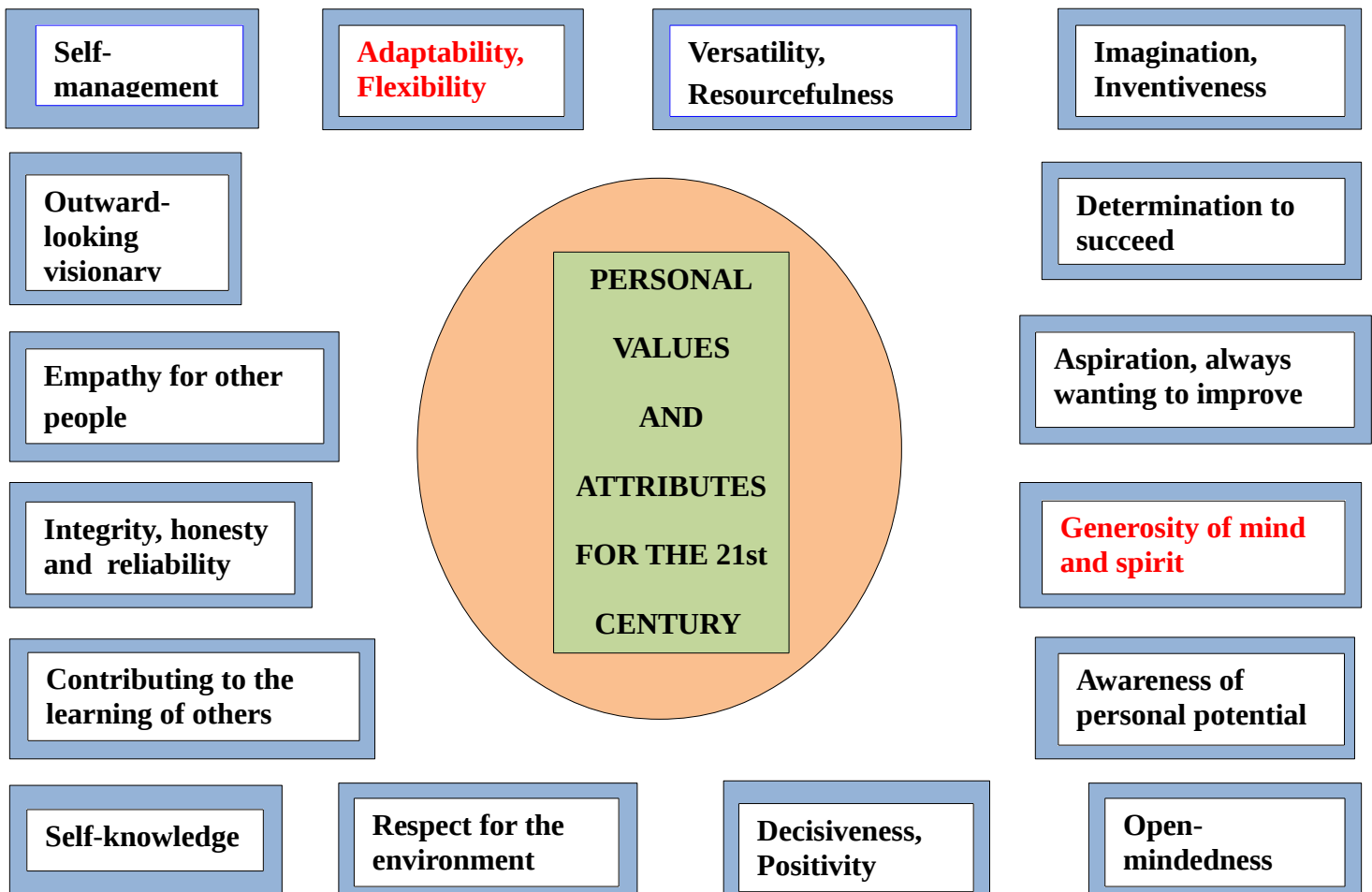
**KITBAG**





Against each box the page put a mark from 1 to 5 for your personal score 1= poor – 5= excellent

Author: [Norman.longworth@gmail.com](mailto:Norman.longworth@gmail.com)



**Core Skills and Competencies for Personal Survival in the Lifelong Learning Age**

Generic	❖ Skill/Competency	A	B	C
<b>Self-management skills</b>	<ul style="list-style-type: none"> <li>❖ Being determined to fulfil personal potential</li> <li>❖ Continuously developing personal skills and confidence</li> <li>❖ Setting and achieving realistic personal targets</li> <li>❖ Purposeful introspection</li> <li>❖ Maintaining perspective and a sense of humour</li> </ul>			
<b>Handling and interpreting information</b>	<ul style="list-style-type: none"> <li>❑ Using information technology tools and techniques</li> <li>❑ Collecting, storing, analysing and combining information</li> <li>❑ Recognising patterns and links and acting appropriately</li> </ul>			
<b>Applying new knowledge into practice</b>	<ul style="list-style-type: none"> <li>• Seeing the connection between theory and practice,</li> <li>• Transforming knowledge into action</li> <li>• Continually wanting to improve procedures, processes and situations</li> </ul>			
<b>Learning to learn</b>	<ul style="list-style-type: none"> <li>➤ Staying open to new knowledge and new learning techniques</li> <li>➤ Identifying and using sources of knowledge</li> <li>➤ Relating learning to personal objectives</li> </ul>			
<b>Questioning, reasoning and critical judgement</b>	<ul style="list-style-type: none"> <li>✓ Knowing the difference between good, bad and indifferent</li> <li>✓ Analysing information and seeing through false argument</li> <li>✓ Never being satisfied with the status quo</li> <li>✓ Sorting out the substance from the verbiage</li> </ul>			
<b>Management and Communication skills</b>	<ul style="list-style-type: none"> <li>▪ Expressing oneself clearly orally and verbally in formal and informal situations</li> <li>▪ Persuading others</li> <li>▪ Listening to others</li> <li>▪ Helping others to help themselves</li> </ul>			
<b>Thinking skills and Creativity</b>	<ul style="list-style-type: none"> <li>• Using Creativity and Imagination to solve problems</li> <li>• Thinking ‘out of the box’</li> <li>• Anticipating situations and developing forward vision</li> </ul>			
<b>Adaptability, flexibility and versatility</b>	<ul style="list-style-type: none"> <li>✓ Facing change with confidence</li> <li>✓ Adapting to new situations and tasks</li> <li>✓ Being ready to change personal direction</li> </ul>			
<b>Team work</b>	<ul style="list-style-type: none"> <li>➤ Sharing information and knowledge,</li> <li>➤ Receiving information and knowledge</li> <li>➤ Participating in goal-setting</li> <li>➤ Achieving common goals</li> </ul>			
<b>Lifelong Learning</b>	<ul style="list-style-type: none"> <li>▪ Continuously upgrading personal skills and competence</li> <li>▪ Cherishing the habit of learning</li> <li>▪ Contributing to the learning of others</li> </ul>			

1. Teamwork
2. Problem-solving
3. Interpersonal Skills
4. Oral Communication
5. Listening
6. Personal/career Development
7. Creative Thinking
8. Leadership
9. Goal Setting/Motivation
10. Writing
11. Organizational Development
12. Computation
13. Reading

## Where to find sessions on topics

All sessions 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

	<b>Topic</b>	<b>Session(s)</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 the 21 <sup>st</sup> 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
27 8	Two-way profiting from international cooperation	8.6
28 9	Organisational issues in the learning city and region	9.2
30 9	Enabling issues in the learning city and region	9.3
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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