

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, TOWNS AND REGIONS**

Chapter 2 Session 1.

**Words, words, words. Defining the dynamics of
learning cities and regions.**

‘ there is the beginning of a movement away from the age of Education and Training into a much more inclusive and all-encompassing era of lifelong learning, characterized by the notion of the fulfilment of everyone’s human potential’

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

Chapter 2 Session 1.

Words, words, words. Defining the dynamics of learning cities and regions.

Session outline: It is important to have a working definition of a learning city or region so that learners can better relate to the concept and its demands on dynamic actions. This session therefore starts with the learner's own perception of the words that describe its characteristics, and then explores the meanings behind well-known definitions from the book. Learners are invited to relate the words to actual happenings in their own city or region.

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 assignment 1 is completed in small groups of 3 or 4. The collation of words then continues in Assignment 2 in open session, followed by each group formulating its own definition. Inject some fun by requiring each group to post its results up on the wall for others to mark out of 5. Assignments 3 and 4 may be an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignment 5 is one either for small groups or in open session depending on the time available. Assignments 6 and 7 should be completed in groups of 2 and the results debated in open session. Assignment 9 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 23 to 24 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 jot down a few individual descriptor words and/or phrases which you think ought to be used in a definition of a learning city.

Assignment 2: Discuss with others what their choice of words was. Put an agreed list of words together and write your own definition of a learning city or region using them, underlining the most important words. Post it up for all to see.

A Learning City or region is:

Assignment 3: Look at the two ELLI (European Lifelong Learning Initiative) definitions on Actionsheet 1 in the learning kitbag below. For the Local Authority definition say what the following words or phrases mean to you in the context of a learning local authority. In the last 2 rows insert a word that you think might be missing and say why.

<u>Statutory duty</u>	
<u>Education and training</u>	
<u>Vibrant</u>	
<u>Participative</u>	
<u>Culturally aware</u>	
<u>Economically buoyant</u>	
<u>Provision of learning opportunities</u>	
<u>Justification</u>	
<u>Active promotion</u>	

Enhance the potential	
All	

Assignment 4: Compare your answers with those shown on Actionsheet 2 in the learning kitbag below.

Assignment 5: In the box below write in the 5 most important key words or phrases in the Learning City, Town or Region definition and explain why you chose them.

Word or phrase	Why it is important

Assignment 6: For each of the five words or phrases above, identify a related action that is presently taking place in your city or region or one which you would like to see put in place.

Assignment 7: Actionsheet 3 in the learning kitbag below is a list of some of the characteristics of a Learning city or region and the role of local government in creating them. Put a cross in the appropriate right hand column where you think that your own city or region is in implementing each. 1= fully implemented, 2= mostly implemented, 3= about half implemented, 4= only partly implemented, 5=- not even started.

Assignment 8: Discuss your work on this session with others

Assignment 9: 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 10: 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 2 Session 1

The

LEARNING

KITBAG

Two definitions

'A Learning City, Town or Region '

recognises and understands

the key role of **learning** in the development of

basic prosperity, **social stability** and **personal fulfilment**,

and **mobilises**

all its **human**, **physical** and **financial** resources

creatively and **sensitively**

to develop the **full human potential** of **all** its citizens

A Learning Local Authority

is a **city, town or region** which

Goes beyond its statutory duty to provide education and training for those who require it

And instead

Creates a **vibrant, participative, culturally aware and economically buoyant** human environment

through the **provision, justification** and **active promotion** of learning opportunities

to enhance the potential of **all** its citizens

Actionsheet 2

City, Town or region - A learning community can be large, medium-sized or small. The smaller it is the more easily established is the community. A city or region may comprise several interacting learning communities.

Statutory duty - each Local authority is required by law to provide a basic level of education for its children and opportunities for higher learning through universities, further education or adult education colleges.

Education and training - in a true learning community these words are gradually being replaced by 'learning' or 'lifelong learning' to emphasise the new focus on the needs of individual learners

Vibrant - a dynamic environment which hums with cooperative activity and vital, spontaneous energy

Participative - this is part of the stakeholder idea in which citizens are encouraged to actively participate in the development and growth of their own communities and to establish links with other communities

Culturally aware - not only being aware of their own identity vis-à-vis the cultural heritage within their community, but also aware of, and comfortable with, the effects of change on their, and the community's, future.

Economically buoyant - most research demonstrates a strong link between educational growth and economic health. A Learning community will be well in tune with the wealth-creating aspects of its activities

Provision of learning opportunities - this sets the agenda for a future in which learning replaces education

Justification - and in which every citizen knows why learning is important both to him/herself and the well-being of the community in which he/she lives

Active promotion - and in which the community itself encourages and animates its citizens to take advantage of the learning opportunities

Creatively:

Full human potential - each citizen has enormous potential to learn, develop personally and contribute profitably to the community

All - perhaps the most important word. A learning Community is not for the favoured few but for every citizen to donate skills, talents and knowledge for the many.

CREATING THE LEARNING CITY/REGION - THE ROLE OF LOCAL GOVERNMENT

Action	1	2	3	4	5
1. L eads a local Task Force or Steering Group to examine how the city or region can become a learning city or region					
2. O rganises the development and delivery of courses, seminars and workshops on the Learning city/region to professionals and key implementers in local government and its institutions					
3. C ommissions studies and surveys to provide information on Learning City policies, progress and performance in all the city's institutions and workplaces					
4. A ctivates a 'Learner's Charter' which sets out every citizen's entitlement to learning and the actions the city will take to fulfil its commitment					
5. L egislates a full business strategy for the implementation of a Learning City and measures and monitors its progress in all its institutions and workplaces					
6. G enerates Learning City/Region knowledge and action through proactive local and regional learning promotional campaigns and innovative marketing strategies					
7. O rganises a programme of Learning Festivals and other events which stimulate people to take up learning.					
8. V italises the public acceptance of learning as a desirable and pleasurable activity through promotional campaigns such as advertising, billboards, local radio, websites, mass distribution of leaflets etc					
9. E nlivens Active Citizenship and the sharing of knowledge, expertise, values, skills and talents for the benefit of the whole community					
10. R estructures the financing of Learning through integrated budgets, resource sharing, including human resource, and community involvement					
11. N urtures people into learning through Personal Learning Plans, Guides, Mentoring, the development of Learning Counsellors and Learning Leaders					
12. M otivates citizens through innovative recognition and reward systems and events to celebrate learning as an enjoyable and personally rewarding activity					
13. E nlists the contribution of all stakeholders to contribute to the development of the town, city or region as a learning community					
14. N ourishes international co-operation between the city's institutions, workplaces and individuals, and encourages the transfer of ideas, concepts and actions between them.					
15. T ransforms the city into a prosperous and stable 'Learning Society' by removing all barriers to learning and releasing the full potential of all citizens and organisations.					

(Read the initial letters to see who should implement these)

Source: Longworth: Lifelong Learning in Action

Where to find sessions on topics

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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
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