

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 4:

Living and Breathing Learning. Cities and Regions as Learning Organisations

‘There is, too, a more holistic sense in which cities and regions themselves, through a collective of their administration departments, their stakeholders, their businesses, their citizens and their suppliers and customers from inside and outside the city, form a living, vibrant and symbiotic learning organization’

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

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 2 Session 4:

Living and Breathing Learning. Cities and Regions as Learning Organisations.

Session outline: From studying the ways in which city and regional administrations and their institutional stakeholders conduct themselves as learning organisations, we turn to the wider implications of whole cities and regions, and the stakeholders and institutions they contain, as holistic, interactive, interdependent and interlinking learning organisations. While learning organisational principles may be carried out in some, or all, departments, progress in such an exalted level is much more difficult to achieve. The assignments and exercises in this session provide insights into its key components and the effort that will need to be put into social and educational development. The theme will also be taken up later in chapter 6.

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 as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 3A and 3B may be completed in small groups of 2 or 3 people with a progressively larger amalgamation of groups in order to develop a more complete list. The second part of Assignment 4 should be also be completed in the original groups of 2/3 and results discussed after completion. (NB – a sample list is shown at the end of this session as a checklist. Assignments 5 and 6 are separate tasks for small groups – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. For Assignment 6, make this a fun exercise in which each group is required to display the diagram for others to comment on. Assignment 7 is a more formal exercise, which should be discussed in plenary session after completion. Assignment 8 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 30 to 34 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Write down what you understand by the term ‘the city or region as a learning organisation’. How does it differ from the city administration as a learning organisation. The book can offer help.

Assignment 2: Discuss your definition with others

Assignment 3A: In the boxes below list as many places in the city where traditional learning takes place.

Assignment 3B: Now list some of the places where non-traditional learning can take place in your city or region

Assignment 4: Consolidate this list with those of others and then compare with those on Actionsheet 2 of the Learning Kitbag below. What does this tell you about learning in your city or region?

Assignment 5: Read the relevant section in chapter 2 and the many components of the city and region as a learning organisation. On a blank piece of paper, try to compose a diagram which expresses all, or most, of these with the linkages. For those familiar with mind-maps this may be the best solution. Display this for others to see.

Assignment 6: Actionsheet 1 in the Learning Kitbag below is a modified version of the diagram in session 2.3. In the right hand column put in a figure which represents how far you believe your city or region as a whole has to go before it achieves each statement.

Assignment 7: Compare your answers with others.

Assignment 8: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

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 9: 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 4

The

LEARNING

KITBAG

Topic	Description	
1. Management/Leadership	All citizens and institutions are consulted frequently and fully	
2. City Decision-making	Decisions are made and acted upon at the most appropriate point in the city	
3. Rewards	A sophisticated reward system exists and is applied to all citizens	
4. Organizational system	Non-hierarchical – each citizen and institution is treated with equal respect	
5. Feedback	Feedback by citizens on all city matters is welcomed, acted upon and always replied to	
6. Grievance Channels	There is a sophisticated confidential system of airing grievances open to all citizens with no come-back to the complainant	
7. Contribution to policy-making	Every citizen and institution is encouraged to contribute to policy-making. Suggestions always replied to.	
8. Lifelong Learning	Every citizen is proactively encouraged and given help to take up learning	
9. Continuous Improvement	All citizens who wish have been given the opportunity to develop continuous improvement programmes and an implementation plan	
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every citizen can be directed towards learning relevant to his/her own needs	
11. Learning Facilities	Accessible learning facilities are made available to all citizens	
12. Use of Learning Technologies	Full use is made of new learning technologies within a wired city	
13. Displays of learning values	The value of learning is prominently displayed in places where citizens gather with encouragement to take it	
14. Commitment to learning	Prominent displays of learning charters outlining city's commitment to learning	
15. Active citizenship	Citizens encouraged to give at least 5% of their free time to active citizenship	
16. Organizational contribution	City institutions and organizations encouraged to allow employees to contribute at least 5% of time to active citizenship	
17. Personal development	Personal skills development courses available for all as and when required	
18 Learning Targets	Every citizen who wishes knows how to apply a personal daily, weekly and monthly Learning target	
19. Quality	Every citizen and organization is aware of quality concepts and is constantly trying to improve performance	
20. Mission	Every community has a mission and every citizen has a hand in defining the mission of his/her community and is given a copy of the mission statement	
21. Strategies	Every citizen knows, and acts upon, the city's strategy for the present and the next five years.	
22. Tools	Every citizen has undertaken a personal learning audit	
23. Plans	Every citizen has a personal learning plan	

Schools and Colleges

Junior
Secondary
Tertiary College (16-18)
Universities or University Centres
Vocational Education Centres
Non-Vocational Adult Education centre
Teacher Training Institutions
WEA
Community Centres
Companies
Hospitals
Local Government Administration
Staff and Management Colleges
Business Schools
Distance Learning Colleges
Open University centres
Special Schools (maladjusted etc)

Non-Traditional Education Providers

Churches
Sports Clubs
Uniformed organisations (cubs, scouts, guides etc)
Local Professional Organisations (eg chambers of commerce etc)
National/International Professional Organisations locally (Architects, RSA etc)
Special Interest Groups (ornithologists, rambles etc)
University of the 3rd Age
Retired professionals (eg morbius)
Libraries
Museums
Galleries
Theatres
Trades Unions
Second Chance Schools
Individual Learning Centres
Restaurants
Shops
Shopping Centres
Homes
Leisure Centres

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/) ISBN 10 0-415-37175-9

	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
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8	Learning Festivals for developing a learning culture	3.3
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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

The sessions themselves are found in the Learning Materials section in www.longlearn.org.uk