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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 2.5:

Learning Communities. Essential Components of Learning Cities and Regions

*‘Learning how to adapt to change, and to achieve sustainability in a world of constant change, is as much a challenge for communities as it is for individuals,’ (Peter Kearns)
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 2.5:

Learning Communities. Essential Components of Learning Cities and Regions

Session outline: This session distinguishes learning communities from learning societies, learning cities and learning regions. The last 3 will contain many of the first. It covers both communities of interest and small geographical communities. The main vehicle of learning is two distinctive and innovative case studies from different parts of the world from which examples of good practice locally can be extrapolated. Learners carry out brainstorm and assignments which bring them to an understanding of the vast range of activities in which learning communities involve themselves .

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

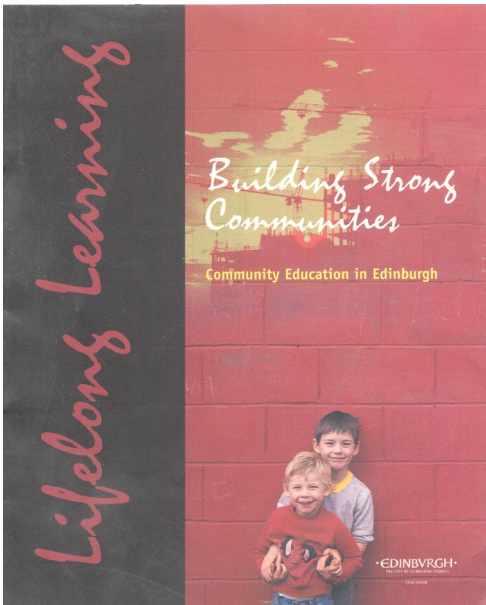
Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- '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 1A and B are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignment 1C may be completed in small groups of 2 or 3 people again with the results discussed after completion as described in assignment 2. All parts of Assignments 3 are again small group exercises – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignments 5 and 6 are another opportunity for individuals or as a whole group brainstorming exercise in which the objective is to list as many potentially small communities of interest or geography as possible. Learners are often surprised at the sheer volume of these potential contributors to the growth of a learning city or region. Assignment 7 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



Edinburgh has invested much of its Educational effort in building strong communities based on lifelong learning principles.

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading pages 34 to 37 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Read the **Hisingen Case Study** in the learning kitbag below and complete the following exercises

A. In your own words give 5 reasons why the island of Hisingen became transformed into a Learning Community.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

B. What roles did the city council have

C. Say where a similar project might be established in your own city or region and name the organisations which could benefit from being involved.

Organisations

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Assignment 2: Discuss your results with others

Assignment 3: Read the **Hume Case Study** in the Learning Kitbag below and complete the following exercises.

A. What similarities are there with Hume in your city or region?

B. What differences?

C. What are 5 main points of interest you can learn from this Case Study for your own city or region?

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D: If the manager of the Hume Global Village came to your city or region what questions would you have for her?

E. The list below is a selection of 27 of the 56 community-related projects commenced in Hume as a result of the establishment of the Global Learning Village. In column A put a tick if a similar project exists in your own city or region. (NB a short description is given in the Case Study). In column B put a tick for the most attractive 5 projects not already ticked. In the blank boxes write in 5 other potential projects that you think would result in the growth of learning communities in your city or region.

| | | A | B |
|-----|---|---|---|
| 1.1 | <i>"Inspired to Learn in Hume" postcard project</i> | | |

| | | | |
|------|---|--|--|
| 1.2 | <i>Mentoring</i> | | |
| 1.4 | <i>Inspiring learning stories</i> | | |
| 1.8 | <i>Publicity and communication plans (promoting Hume as a learning community)</i> | | |
| 1.10 | <i>Teachers' awards and scholarship program</i> | | |
| 2.1 | <i>School - community engagement projects</i> | | |
| 3.4 | <i>Marketing many pathways</i> | | |
| 3.8 | <i>Skills and knowledge profiles of regional jobs study</i> | | |
| 3.9 | <i>Learning in SMEs</i> | | |
| 4.1 | <i>Learning in your local community (communities of interest)</i> | | |
| 4.2 | <i>Learning in your local community (geographic communities)</i> | | |
| 4.3 | <i>Learning as a volunteer</i> | | |
| 4.5 | <i>Learning through place, journey and life stories</i> | | |
| 5.1 | <i>Enhance literacy and numeracy programs</i> | | |
| 5.4 | <i>Literacy and numeracy programs for young people in contact with the court system</i> | | |
| 6.1 | <i>Taking IT out to the community</i> | | |
| 6.2 | <i>IT Month</i> | | |
| 6.3 | <i>Schools as local computer hubs</i> | | |
| 6.7 | <i>A library card - a ticket to free internet access</i> | | |
| 6.8 | <i>Research into Hume as a virtual community</i> | | |
| 7.1 | <i>Hume Global Learning Village members as information hubs</i> | | |
| 7.2 | <i>Hume Global Learning Village database and website</i> | | |
| 7.8 | <i>Learning audit</i> | | |
| 7.9 | <i>Hume Global Learning Village as a mentor (to other communities)</i> | | |
| 8.1 | <i>Annual State of Learning conference</i> | | |
| 8.4 | <i>Shared information, networking and programs</i> | | |
| 8.6 | <i>Youth input and advocacy</i> | | |
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Assignment 4: In the boxes below write in the names of 20 organisations or communities of interest who would be members of your own city's or region's Global Village. (NB This can also be brainstorming exercise).

| | | | |
|----|--|------|--|
| 1 | | 11 | |
| 2 | | 12 | |
| 3 | | 1314 | |
| 4 | | 15 | |
| 5 | | 16 | |
| 6 | | 17 | |
| 7 | | 18 | |
| 8 | | 19 | |
| 9 | | 20 | |
| 10 | | | |

Assignment 5: Build up the list in partnership with the answers from others

Assignment 6: Give 2 examples of each of the following in your locality. In the blank rows below, suggest any other type of community in your locality.

| | |
|---|---------|
| Geographical community - A city or region | 1. 2 |
| A neighbourhood community | 1 2 |
| A cultural community – a body of people having a religion or profession | 1 2 |
| A fellowship of common interest | 1. 2 |
| A community with a global outlook | 1 2 |
| A cooperative community practising common ownership | 1 2 |
| A Business Community | 1 2 |
| | |
| | |

Assignment 7: 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 8: 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.

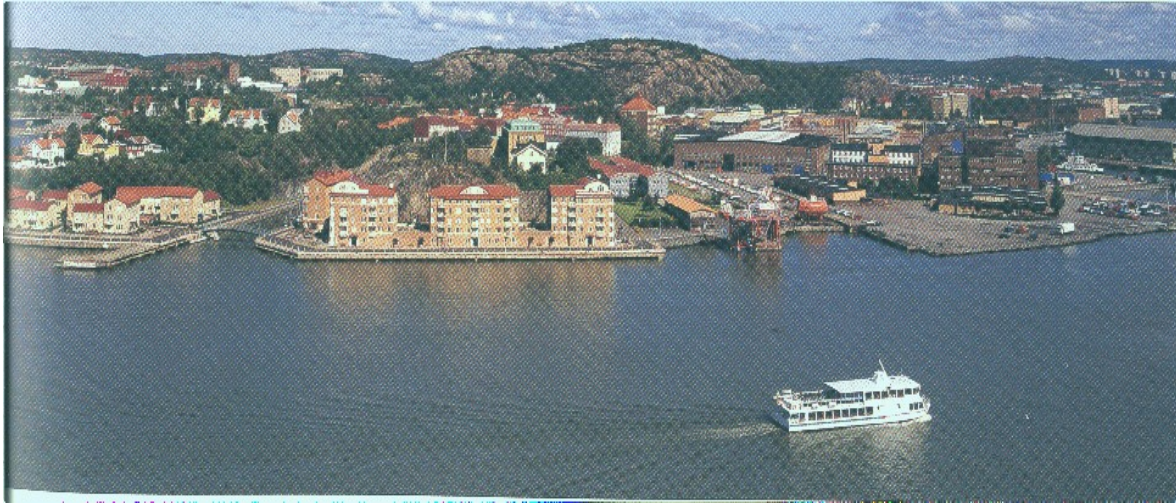
Chapter 2 Session 2

The

LEARNING

KITBAG

Case Study 1: The Lindholmen Project in Gothenburg



Introduction

This Case Study relates how a world-class Learning Community in the city of Gothenburg was created by placing a knowledge center as a catalyst for renewal at the heart of a derelict part of the city.

Background

A city of 470 000 people, Gothenburg is in the process of transforming itself from a dependence on shipyards and manufacturing to developing new electronic industries. The sudden closure of four shipyards in the 1970's and early 1980's meant the loss of 12 000 jobs and devastation of the existing industrial, economic and social infrastructure.

The island of Hisingen is a former shipbuilding community. In the 1970s it was a depressed and blighted area of the city, devastated by the loss of thousands of jobs in the heavy shipbuilding industries which use to dominate the island. People moved out, machinery rusted and the land was polluted. Only the homeless and the hopeless remained there.

Transformation

All this changed. The island is now a learning community housing high-tech industries, mostly small and medium sized businesses specialising in all aspects of the information and communications industry. More recently university departments have moved in to help create a formal partnership between industry, research and learning.

The focal point of the transformation is the learning facility established there. Lindholmen Knowledge Centre lies at the heart of the old shipyard area. It is based in a tastefully redesigned former warehouse, and equipped with the technology to provide both high-class teaching and world-class research – computers, virtual reality facilities, high-class fully-fitted learning classrooms with satellite and computer access to the whole world of learning. It was, together with a small IT department of the university, one of the first of the new buildings to be located there. In time, two schools and a further education college followed together with a small amount of community housing.

Hisingen Now

Now, the knowledge centre functions as a meeting place between all parts of education, industry and the community. A constant dialogue about the companies' needs and the content and methodology of

education is created, and this results in courses tailored for particular companies, workplace training and education aimed at increasing both personal competence and technical skills. Smaller companies get help with product development and can test new products in a laboratory. The futuristic Virtual Reality facility allows new technologies to be demonstrated and developed in cooperation between educators and companies.

Five pre-university level gymnasia, the Hisingen Gymnasium for Adults and other adult-education facilities, Chalmers University of Technology, AMU, the national labour market organization and many companies now share the use of the knowledge centre. They form a vibrant, modern and constantly changing learning community for more than 7000 people. Not only this, but, through the Goteborg City Education Department, the schools on the island also have access to the learning environment so developed. Older students mix in with the adults in order to learn entrepreneurial skills and experience a different sort of learning environment. Chambers of Commerce and Trade Development Associations also help to maximise the export and distribution potential arising from this fusion of expertise. The big boys – Ericsson, Volvo, Swedish Telecom and others - are now coming in and adding their own research and development expertise to the mix.

The availability of well-equipped educational premises, state of the art educational and technical equipment and a rare combination of personal skills makes this an exciting and cost beneficial place to live, learn and work. It is shortly to be supplemented by an Enterprise Park to attract more education-industry cooperation, more high-level research and more resource-sharing. New modern apartment blocks make this a highly desirable residential as well as working district. Special arrangements are made for those who lived there before.

Hisingen is an excellent example of a learning led transformation of a whole community from unpromising rags to learning riches.

Case Study 2: The HUME Global Learning Village – A Learning Community of Learning Communities

Introduction

This case study relates the efforts of an Australian community to transform itself not only into a learning community in the geographical sense, but also by providing a focal point for enhancing learning in communities of interest in the municipality.

Background

Hume is situated in the Western suburbs of Melbourne. It scores below average on many educational scales (eg attending university/ter tiary institutions, completing year 12 at school), and computer ownership and library membership averages are low. Significant pockets of unemployment exist in the city, and it has a high proportion of people deemed "non-job ready" (needing extra support and training to return to work). While the city has a high level of large business, only a third of the jobs are taken by local people

Hume City Council believes that learning is the key to personal, economic and community growth. In 2003, Council began one of its greatest initiatives - the creation of the Hume Global Learning Village. This is an innovative new partnership that links learning providers and community groups from across Hume City including five libraries and the mobile library, local schools, neighbourhood houses and learning centres, the Hume Global Learning Centre, Visy Cares Learning Centre, Kangan Batman TAFE, local businesses and Victoria University. All these providers are part of the Village, bringing learning to the entire Hume community. By combining collective resources, the Hume Global Learning Village provides a diverse range of formal and informal learning opportunities for residents

A Typical Member

GOSIP promotes Painting, sewing, crackling and decorating. For some people, these activities can simply be something interesting to do in your spare time. However, for Susan Cheney and her group of learners, the art of painting the mould of a little doll, has as much to do with social interaction, confidence building and fulfilment, as it has as a hobby. Ms Cheney and her group of female learners are members of the Group for Social Interaction and Participation (GOSIP). They meet every week at Sunbury Neighbourhood House to learn how to sew, paint and reconstruct their lives with each other's help. Together they produce pieces of art and things they never thought they were capable of.

“My group creates a new life for ladies who have previously suffered personal traumas or are suffering from depression and are looking for an introduction back into society. “We are trying to get them out of the house. It is about encouragement, the more they succeed the more encouraged they will be to get out of their house and away from their problems”, Ms Cheney said. The group is member of the Hume Global Learning Village and is subsidised by the Sunbury Community Health Centre Inc. and Sunbury Neighbourhood House

Message by Cr Mohamad Abbouche, Mayor, Hume City Council

As a local government authority, Hume City Council is proud to embrace and inspire lifelong learning and continuing education. The Hume Global Learning Village Strategy is evidence of our ongoing commitment to this important initiative.

This Strategy is essential to empowering our community to embrace learning as a way of life. It is the result of six months work involving extensive consultation with stakeholders and covers all areas of learning for people of all ages. From learning in the workplace, at an educational institution, in the home or at play, Council and the Village members will work in partnership to encourage and support all

forms of learning. The projects that Council undertakes as part of the Hume Global Learning Village Strategy will not only encourage participation by Hume residents, but will be delivered in a spirit of cooperation with the members of the Village.

By proactively working as a team, we can facilitate learning, employment, personal growth and participation and ensure that the needs of our community are addressed through an integrated network of support services. My hope is that all of Hume's residents will embrace the opportunities made available by the Hume Global Learning Village Strategy

What is the Hume Global Learning Village?

The Hume Global Learning Village is a network of committed people and organisations from all sections of Hume's community, working together to help transform Hume into a learning community. Their goal is to enhance the well-being of individuals and the community as a whole through learning.

The Village, supported by Hume City Council, comprises a growing network of at present 200 members - actively interested individuals, educators, businesses and industries, and community, faith and interest groups - who believe that social, economic and personal well-being is achievable by raising the level of learning in the community. By fostering learning and creating more opportunities in Hume, they will make a significant and positive change.

The Village network acts as the driving force to enable the people of Hume to embrace learning as a way of life in their homes, in the community, at schools and colleges, and at work. The Advisory Board was established, chaired by the Hon. John Cain, former Premier of Victoria. The Board's principal role is to provide high-level advice and support to the Council on issues, trends, policies, research, funding and partnerships that can support learning strategies in Hume.

As a learning city, Hume is joining the greater "learning community" movement of approximately 300 learning towns and cities spread across Australia and overseas.

The Strategy Plan: themes and strategies

Hume City Council's Social Justice Charter was launched in 2001, stating the Council's aim "to promote an active citizenry, strengthen community well-being and reduce the causes of disadvantage". Council recognizes that many Hume citizens including our: young people, culturally and linguistically diverse community, older people, people who are socially isolated or who have addictive disorders, children, people with disabilities, unemployed and under-employed people, women and indigenous people do not fully enjoy basic entitlements to be free and equal in dignity and rights. Council committed itself to action to redress the situation.

Learning is a key program area in the Charter, and the Hume Global Learning Village's Strategy contains practical steps to address issues and supports the Council's objective of social justice. Whilst developing the Strategy, careful consideration was taken to address the needs of the groups in the Hume community identified by the Charter. Each project includes steps to encourage participation from these groups.

It is not enough simply to have a vision of a learning community, in which each member is continually growing through learning, or even to provide the resources. While essential, this must be underpinned by stimulating the desire to learn, by ensuring everyone is aware of the opportunities, and by making resources readily accessible to all.

The Strategy focuses the energies of the Village members on practical steps to achieve this winning combination of vision, opportunities, resources and motivation over the next three to five years. Some of the 56 strategies are already underway, while a few extend beyond that timeframe.

A SELECTION OF THE 56 STRATEGIES

Theme 1: Inspiring lifelong learning in Hume

1.1 "Inspired to Learn in Hume" postcard project

Every person will be given a free postcard, and on a set day, all are asked to write on it "I would like to learn ..." and send it to the Hume Global Learning Village.

1.2 Mentoring

Encompasses young people, seniors, those with special needs, and business leaders in a multi-tiered ongoing project, and provides support to existing projects for mentoring young people.

1.4 Inspiring learning stories

Highlighting the achievements of lifelong learners who have made a difference to their own lives and the lives of others.

1.8 Publicity and communication plans

Broadcasting information about learning events and stories and promoting Hume as a learning community through local newspapers and community newsletters at all levels

1.10 Teachers' awards and scholarship program

A program of awards and scholarships acknowledging the important role of teachers and tutors working in schools and community settings

2.1 School - community engagement

Developing a high level of community, parental/guardian support for their children's education from already successful models in Hume, Australia and overseas.

3.4 Marketing many pathways

Assisting school leavers in the transition from school to work; creating a broad-based 'Learning by Doing' program; and supporting young people to develop and run a new enterprise.

3.8 Skills and knowledge profiles of regional jobs study

An audit of skills needed in local businesses, now and into the future, and programmes developed to help local people gain the required skills.

3.9 Learning in SMEs

The role of small and medium businesses as learning organisations. The aim is for the firms to offer their people opportunities to develop new skills and so adapt to the changing needs of business.

Theme 4: Learning in community settings

4.1 Learning in your local community (communities of interest)

Pinpointing the learning needs of a wide range of groups in the community, and linking the members and groups with others that can fulfil those needs.

4.2 Learning in your local community (geographic communities)

Sharing community resources: a facilitator to help local learning providers develop programs for the local community. eg a neighbourhood house running evening classes in a school's computer lab, community use of a school library, or a staff tearoom hosting cooking classes.

4.3 Learning as a volunteer

Volunteering in a wide range of community organisations offers people unexpected learning opportunities, as well as providing much needed resources for many local groups.

4.5 Learning through place, journey and life stories

An important fund of life stories, covering the vast range of cultures and journeys of Hume's residents, will be acknowledged and valued through a series of projects to collect the tales. Schools and community groups will be involved in documenting the stories through oral, photographic, video, written and drawing media, and celebrated through a range of activities including an annual exhibition.

Theme 5: Language, literacy and numeracy skills

5.1 Enhance literacy and numeracy programs

Existing programs to improve literacy and numeracy skills will be enhanced, and new programs developed if needed, for both children and adults

5.4 Literacy and numeracy programs for young people in contact with the court system

Theme 6: Information technology (IT) uptake and virtual communities

6.1 Taking IT out to the community

Sparking people's interest in the internet and showing the relevance of IT to their lives. Taking IT "to the action", at recreation centres, community groups, sporting and Rotary clubs etc

6.2 IT Month

For one month each year, every member of the Hume Global Learning Village will run a mini-project to reach out to those not using computers and the internet, and show them how IT may be valuable to themselves, their families, businesses or community groups.

6.3 Schools as local computer hubs

Programs for parents and others in the immediate area, in association with local organisations like health centres, playgroups and neighbourhood houses.

6.7 A library card - a ticket to free internet access

Every family will receive a sample library card with the message that their own library card is "a ticket to free internet access".

6.8 Research into Hume as a virtual community

How virtual communities might be developed for communities in Hume - a pilot project will be considered for one suburb with high levels of home computer usage.

Theme 7: Information

7.1 Hume Global Learning Village members as information hubs

The Hume Global Learning Centre and all libraries will be one-stop shops for information on learning,

7.2 Hume Global Learning Village database and website

Up-to-date and full information about learning opportunities - from universities to community groups. A database, accessible to all through the Hume Global Learning Village website. The website will be targeted at various groups within the community

7.8 Learning audit

Locating and mapping the learning opportunities of all kinds in Hume. This provides material for the Hume Global Learning Village website and ensure that

7.9 Hume Global Learning Village as a mentor

While helping and encouraging the Hume community to keep learning throughout their lives, the members will consider how the Village can share that information, its experiences and insights with other cities and regions within Australia and overseas.

Theme 8: Village network

8.1 Annual State of Learning conference

An annual State of Learning conference promotes the learning community concept, continues to inspire those involved, and encourages new and innovative approaches.

8.4 Shared information, networking and programs

A strong program of forums, meetings and events encourages people and organisations to become members of the Hume Global Learning Village.

8.6 Youth input and advocacy

Young people are offered opportunities for self-determination in the Hume Global Learning Village, so that they can express their needs and participate in the solutions.

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 |
| 3 | Your city as a learning organisation | 2.4 |
| 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 |

The sessions themselves are downloadable from the learning materials section of the longlearn website www.longlearn.org.uk