

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 3 Session 1:

Tools and techniques for learning cities and regions – an overview

*‘In order to implement policies that will lead to the realisation of their objectives, budding learning cities and regions will need recourse to the means of creating a culture of learning.’
From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)*

Chapter 3 Session 1:

Tools and techniques for learning cities and regions – an overview.

Session outline: The transformation to a Learning city or Region will not take place without the use of tools and techniques that help make it happen. This session encourages the learners to think about what tools and techniques might be useful for the development of their own city and region and introduces a range of potential candidates, as described in the Learning Cities book. It uses assignments and exercises to stimulate thinking and to help learners prioritise.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue
- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation.

Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

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

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

Ideas for treatment particular to this session: *For seminars and courses with several participants it is suggested that assignments 1 and 2 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 4 and 5 may completed in small groups of 2 or 3 people again with the results discussed after completion.*

Assignment 7 is again a small group exercise – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 8 is another opportunity for whole group creative expression, which should be discussed in plenary session after completion.

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 47 to 49 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 make list of six tools which in your opinion would be useful in helping to transform your city or region into a learning city or region, and who would use and administer them.

	Tool	Used by	Administered by
1			
2			
3			
4			
5			
6			

Assignment 2. Say why you think each tool above would be useful

1

2

3

4

5

6

Assignment 3: Discuss your choice of tools and the reasons with others.

Assignment 4: Actionsheet 1 in the Learning Kitbag below is a list of tools and techniques presently available to cities and regional administrations. In column A put a tick if it is at present in use in your city or region.

Assignment 5: In column B put a figure from 1 to 3 representing your assessment of its potential usefulness in your city. 1= high. 2= medium and 3= low.

Assignment 6: Discuss your choices with others

Assignment 7: Complete the exercise in Actionsheet 2 in the Learning Kitbag.

Assignment 8: Compare answers in groups and plenary and discuss how this might be modified to apply to your own city, how it could be used to help people understand and what the follow-up should be

Assignment 9: The application of tools and techniques requires planning and people. For three of the ones you have chosen highly in assignment 5, say where responsibility lies for administering the tool,

estimate person-power requirements, who the target audiences are and write a brief account of how it would be administered.

1	Tool	
	Responsibility	
	Target audience	
	Personnel	
	How administered	

2	Tool	
	Responsibility	
	Target audience	
	Personnel	
	How administered	

3	Tool	
	Responsibility	
	Target audience	
	Personnel	
	How administered	

Assignment 10: (for groups) Collectively choose one of the tools from diagram 1 and put together a business plan which would be put to senior management.

Assignment 11: 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 12 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 3 Session 1

The

LEARNING

KITBAG

Actionsheet 1

	Tools, Techniques and Materials for Constructing Learning Cities and Regions	Examples	A	B
1	Tools for enhancing self-awareness and encouraging personal learning	Personal Learning Audits and Plans** etc eg SKILL EUROPE, Learning Jamat, CfL		
2	Tools administered by the city and the region for enabling and improving consultation with citizens on learning matters	Consultation documents and guidelines Eg Dublin consultation, Victoria guidelines, Consultation staircase +		
3	Data-gathering and analysis tools on learning attitudes and plans in the population as a whole	Eg Glasgow learning attitudes survey, LILLIPUT and LONGLEARN Materials		
4	Tools administered by research organisations or the city/region itself for measuring and monitoring performance and progress in the learning domains of cities and regions	Information Surveys – eg TELS Learning Cities Audit Tool**		
5	Tools for mobilising city and regional stakeholders (schools, adult colleges, universities, police, businesses etc) in the service of the learning city	INDICATORS – Stakeholder Audits ** for Local Authorities and stakeholders		
6	Learning Needs Analyses on lifelong learning and Learning Cities and Regions for city professionals and administrators.	LILARA Learning Needs Audits** for all employees in local and regional government		
7	Tools administered by the city for encouraging active citizenship and volunteering	Volunteering Queensland+ – office for matching volunteers to opportunities		
8	Tools (charters) for expressing the city's intention to support its citizens to learn	ELLI Learning Charter, ELLI Learning Rights Charter, Other Charters *		
9	Tools administered by stakeholders in the city (schools, adult colleges, universities, businesses etc) to improve their own performance as learning organisations in a learning city	Stakeholder Audits** for schools, universities, SME's and Adult Education Colleges, LILARA Learning Needs Audits for SME's universities and schools **		
10	Mentoring tools linking learners with counsellors and/or experts and/or people who can supervise their learning or behaviour	Hewlett Packard Maths Mentoring, USA Adopt a school schemes, IBM/Woodberry Down Twinning scheme+, industry coaches		
11	Tools administered by city learning providers to increase financial, physical and human resources available for lifelong learning	Training Courses for all staff		
12	Tools and techniques by which local and regional authorities can increase or better use financial, physical and human resources	Service Credit schemes+ eg time dollars,		
13	Tools using a combination of information, communication and broadcasting technologies to improve knowledge of, and active participation in, lifelong learning activities.	Local Authority Website, Espoo Museum and Library Displays, Wired City, The internet		
14	Tools for celebrating learning in Learning Cities and Regions	Learning Festivals+, Award events, Open Days etc		
15.	Tools for communication between citizens locally, nationally and globally	The internet		
16.	Tools for accrediting and ensuring quality in the city/region's operations and relationships with its customers	Investors in People etc, Stakeholder Audits for Local Authorities**		
17.	Publicity Tools for helping citizens learn about and help grow Learning Cities and Regions	LILLIPUT Learning Materials**, LONGLEARN Learning Materials* See example actionsheet 2		

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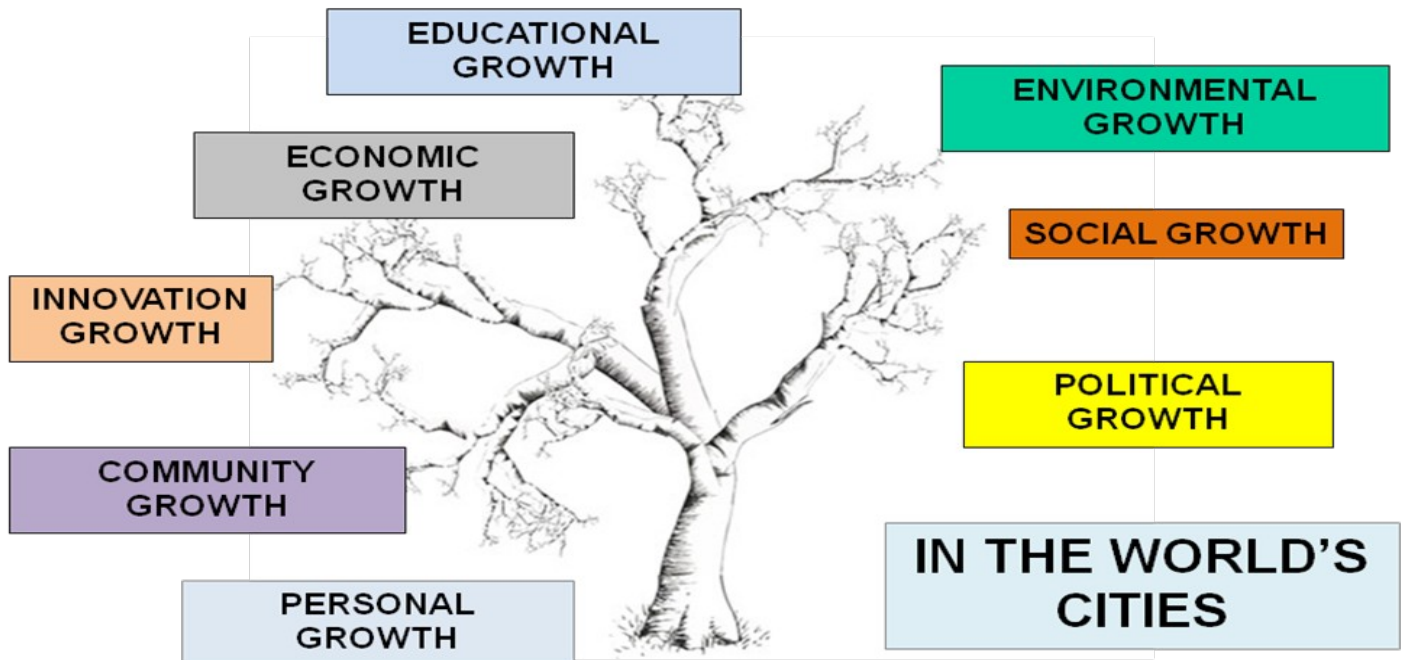
* LONGLEARN Website www.longlearn.org.uk

** Learning Materials etc <http://eurolocal.info>+

Create the Future: Become a Learning City

- revitalise your economic activity and increase your local GDP	
- re-skill the population with work and life skills and competences	
- stimulate knowledge and action for the environment	
- open up your city to the world's resources for learning	
- galvanise social inclusion and reduce crime	
- Inspire citizens to cope with rapid change	
- Empower people to contribute more to a vital, vibrant and dynamic city future	
- Create a healthier society and individual well-being	
- Enthuse people and organisations to work together for the good of the city	
- Increase the cultural awareness of your citizens	
- Kindle happiness and a sense of optimism for the future	
- Reduce ignorance and prejudice and encourage positive and critical thinking	

‘LEARNING IS THE FUEL THAT FIRES A CITY’S GROWTH’



Exercise: use the right hand column on the table above to put a mark describing each action's importance for you
 1= crucial, 2= very important, 3= important but not essential, 4= interesting, not important, 5= no importance
Norman.longworth@losmasos.com More Learning City Tools and Materials on this websitel.info

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
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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
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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

