

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 3.3:

Celebrating and Showcasing Learning Cities and Regions; Learning Festivals

‘The Marion Learning Festival was a great initiative and drew a terrific positive response from the public, business and government. It played an important role in bringing lifelong learning to the attention of more than 250,000 people each year when they visited the Marion Shopping Centre during the Festival and to over 1.3 million who saw the special feature in the State’s newspaper,’ (Denis Ralph)

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

Chapter 3 Session 3.3:

Celebrating and Showcasing Learning Cities and Regions; Learning Festivals

Session outline: The frequent celebration of learning is an essential element of learning cities and regions. More and more cities are planning and implementing their own learning festivals in order to display the fun and value of learning. This session therefore starts with a few points about rewards and continues by examining how learning festivals can enhance both the incidence of learning and the learning performance of citizens. A series of assignments leads learners towards a greater understanding of the variety of events and purposes in existing learning festivals and moves on to encourage them to plan a festival for 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 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 3 and 4 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignments 5 to 9 are again small group exercises offering opportunities for creative expression – you may wish to change the people working together to enable a mix of ideas, experiences and opinions and/or require the groups to display their results. Assignment 11 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round.

For *self-learning individuals* all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 55 to 60 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1A: Go back to your personal experience in learning – how has success been celebrated?

B. Make a list of your own personal ‘trophy’ that denote you have learned something (not just academic learning).

C. Does your city encourage:

- i) special programmes to recognise and reward learning achievement for adults? Yes/No
- ii) special programmes to attract reluctant learners back into learning? Yes/No
- iii) learning recognition events in the media for all types of learner? Yes/No
- v) special city awards/rewards for learning Yes/No

D. In industry companies go to great lengths to motivate their employees through reward. One example at a low level is a dinner for two for a job well done or a project well completed. They often pay the fees to go on courses, have celebration events in exotic places etc. Cities cannot always use ratepayers money to do this but try to think of a few innovative and affordable rewards that would both thank and motivate employees, organisations, citizens etc – aim for twelve.

E) Now discuss your work with others in groups followed by a plenary

Assignment 2. Story 1 in the Learning Kitbag below is an account of a Festival which took place in the Northern Japanese city of Hokkaido. Read it and jot down a few ideas for a learning festival in your own city. Read also the accounts in the Learning cities book of the Mt Isa and Marion Festivals and add to the list.

Assignment 6: Plan the outline of a questionnaire or a leaflet which act as part of the programme for a learning festival in your city or region.

Assignment 7: Design and display an innovative mascot for the festival. The Mannabee is shown in the Sapporo description below

Assignment 8. How would you get people to attend. Plan and write the publicity brochure for the festival.

Assignment 9. Design the outline of a booklet related to the festival for all citizens. The Japanese example is also shown below.

Assignment 10: How could it be made to pay for itself? Jot down a few ideas.

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 3

The

LEARNING

KITBAG

LEARNERS AT LARGE IN HOKKAIDO

A Visitor's View of the Sapporo Learning festival

Norman Longworth

A report on the Sapporo Learning Festival, September 26-30

As a bi-product of opening a conference of Teacher Educators at the Educational University of Hokkaido in Asahikawa, I was privileged to spend a couple of days with Yoshihiro Yamamoto at the Sapporo Learning Festival. Yoshihiro is one of the Lifelong Learning luminaries in the National Institute of Educational Research, a division of Monbusho, the Japanese Ministry of Education. He is also doing sterling work in raising awareness of WILL in Japan and South east Asia.

The festival was a fascinating experience. Its first impact was its size - the impression was of a Pacific Ocean of stands and demonstrations promoting every conceivable facet of Lifelong Learning for all sectors of national and community life and for all ages. It was not simply an exhibition of learning products, though IBM, Toshiba, Intec and the rest were certainly all there in force. Learning visitors could find, in addition, leisure products and pursuits of all kinds from fishing to fiddling, from sailing to skiing, from knitting to knetworking. It seemed that the whole of life was there. The spiritual side of Lifelong Learning was not neglected either - several religious groups were strongly represented - the sacred and the secular co-habiting under the flag of learning. There was a stand representing the 25 public Lifelong Learning Centres in Japan (there are also many private ones) and a large exhibition area promoting the virtues - economic, personal, familial, communal - of Learning. A telephone hot line was available to any who still harboured doubts.

On the central stage 3rd age choirs sang anything and everything from traditional Japanese folk ballads, through American glee club numbers to classics; magicians and fire-eaters plied their trade and fast-talking presenters involved the passing public in games and quizzes and activities. The ectoplasm of vitality and energy were phenomenal, and smiling faces showed how much it was a fun occasion - a celebration of the Learning condition.

I saw visiting classes of schoolchildren, including a set of 5 year olds, mesmerised by the 'magic of learning' stand, complete with magician. A constant procession of visitors of all ages, all backgrounds and all interests mixed and mingled and meandered, ever, it seemed with a smile. Sapporo is a provincial city with a population of about a million souls, akin perhaps to Bordeaux, Newcastle, Thessaloniki or Dusseldorf, and the organisers expected to attract 600,000 of these to events during the 5 days.

In the evening more cultural events connected with the festival were held at the city hall. My host had managed to obtain tickets for the opening musical event and we arrived just five minutes before the start. This was impressive to say the least and it was played to a packed audience. The overture comprised a 5 minute film depicting the considerable natural beauties of the island of Hokkaido - and then faded out to a darkened stage containing a group of 4 people - 2 instrumentalists playing a primitive flute and a two stringed sitar respectively, and 2 singers - a mother and a child. Together they produced some of the most remarkable and evocative folk sounds I have ever heard. It was an epiglottal tour de force - all throat and lungs - a vocal tone poem describing the mystical sadness of the sea, the

majesty of the mountains, the symbiotic maternal link between man and his environment, the joys and the sorrows of community and conflict in the natural world. These were sounds not heard outside of this area of Japan - a celebration of a thousand years of Ainu aboriginal culture, reminiscent of a Hebridean folk song, an Irish step dance, an Auvergnian mountain call, a Catalan lament or a Portuguese fado. To say the least it was an event which one experienced as much as heard, felt as much as saw.

The evening continued with 3 speeches from the Minister of Education, the head of the Hokkaido prefecture and the Sapporo city boss, all of them extolling the virtues of learning and the opportunities in the locality and all of them, mercifully for both stranger and citizen alike, not more than 5 minutes long. After that, further music from the city's close harmony group, which rivalled the King's Singers in purity of sound, though not in breadth of output, and the City of Sapporo Symphony Orchestra.

For a provincial orchestra the quality was surprisingly high - it confined itself on this occasion to selections of light music, though one had the impression that it would have been equally at home with Bach, Beethoven, Brahms, Berg and Birtwhistle (well, OK, perhaps not Birtwhistle). In between whiles the local television personality interviewed the performers and extracted from them how learning had contributed to their success.

Every citizen received at home 2 attractively coloured pamphlets - one produced by the city and another by the island prefecture. These were 16 pagers describing the rationale behind the joys of lifelong learning and explaining where, why, how and when the citizens of Sapporo could take advantage of them. They were surprisingly sophisticated and, in some ways, quite visionary. They dealt in simple terms with every facet of Lifelong Learning - networks, open and distance learning, the interaction between sectors of the community, integrated learning, qualifications etc and on an age by age basis from pre-school to third age. Their purpose was to broaden the horizons of the populace and even to encourage a strong international outlook.

生涯学習って何だ？



There was a festival mascot - a disneyesque character called the manabee (Honey bee) This was omnipresent whether as a huge blowup balloon, a print on festival products, a picture on shop windows and public notices, as badges to wear, on t-shirts. It was the symbol of the festival - a sort of learning Mr Blobby. Manabee could hold a honey pot or a computer screen or walking stick or indeed could be adapted to help to market each product individually. The over-riding impression of the whole festival was of the joys of human creativity and the enjoyment of learning.



How can I summarise this experience. Yes, of course it was a product of the Japanese culture and of course we are aware that there are cultural differences. It was a Japanese festival for Japanese people. It was one of a series planned on an annual basis for different parts of Japan - rather like the European cities of culture. Yes, of course we have to take into account cultural differences between nations. But there was an atmosphere about this event which transcended these. It was not brash or authoritarian - its aim was to stimulate, sensitise and coax rather than to exhort - to celebrate the joys of learning and the personal benefits to be gained therefrom. Perhaps 50,000 people, perhaps more, perhaps less, came into the learning fold for the first time.

We in Europe have much to learn about the marketing of learning, its representation as a way of life. This festival was an example of what happens in Japan - there are other beacons of lifelong learning

activity there - such as the establishment of 25 lifelong learning research departments in Japanese universities, and the Lifelong Learning Centres springing up in each prefecture.

Perhaps other parts of the world can design equally stimulating and creative ways in which its peoples can become learners for life, perhaps by establishing annual cities of learning, perhaps by a competition to find the European learning city, perhaps the use of modern technologies to link people and organisations into learning networks between cities, perhaps the carrying out of a learning audit of the learning needs of whole populations and the establishment of a city by city database of these. The possibilities are endless, and perhaps more to the point in a world of structural unemployment, the creation and satisfaction of learning opportunities is in itself a huge job creation scheme involving designers and planners, counsellors and councillors, researchers and promoters, and teachers and learners. Sounds good? - let's do it.

Where to find sessions on topics

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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
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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
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309	Enabling issues in the learning city and region	9.3
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The sessions themselves are downloadable from the learning materials section of the longlearn website

www.longlearn.org.uk