

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 4 Session 1:

Learning City/Region Understanding and key people: Analysing learning needs.

‘the lifelong learning revolution is not about isolating new ways of delivering education, but more about taking a new look at all aspects, values and procedures in nations, cities and regions and refashioning them into a more complete and holistic learning image in order to prepare for a future shaped by rapid change’

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

Chapter 4 Session 1:

Learning City/Region Understanding and key people: Analysing learning needs.

Session outline: The evidence for the desirability of establishing a learning city or region is incontrovertible. This session asks learners to assess the importance and implications of quotations from a variety of sources, including a definition of lifelong learning. Further, the very fact of moving in this direction imposes a large number of new learning needs on workers and inhabitants. We explore with the learner the extent of these in general terms and solicit some ideas on how they might be met.

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 5 and 6 may be completed in small groups of 2 or 3 people, each group displaying the results of 5A and an open discussion on the rest. Assignments 8 and 9 are again small group exercises – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 11 is another opportunity for individual creative expression, which should be discussed in plenary session after completion. 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 1: The following Quotations are taken from official reports and books on the local and regional dimension of lifelong learning. Say what importance you believe your city or region ought to give to them in its strategies for the future. 1= crucial, 2= very important, 3= quite important 4= little importance 5= no importance

		1	2	3	4	5
1	<i>To survive in the new millennium, cities must become learning organizations "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together' (UNCHS - The global urban Observatory)</i>					
2	<i>The step increase in the standard of education required to produce a learning city able to cope with 21st century work and living patterns; the enhanced understanding of the technological tools which will come into common usage in many households; the environmental imperative to safeguard and sustain an ecologically sound and stable environment in the city; the threat to democracy caused by a lack of interest and informed thought on issues affecting the livelihood of millions; these will not be addressed without the stimulus of a new learning environment accessible to, and comprehensible by, all people. (European Policy paper on the local and regional dimension of lifelong learning)</i>					
3.	<i>The application of quality in one area of the city depends on upon the application of quality standards in the others. A lack of commitment to quality in any part of the system can affect the whole system. It also gives food for thought to aspiring learning cities about how this principle can be applied right across the city institutions, including local government offices. Some cities may wish to devise their own quality standards rather than use an externally moderated programme, but, whatever they do, they should be applied and monitored in every part of the city's activities.(Jardine)</i>					
4	<i>As the focus of education is changing from teaching to learning, and on the problems of the learner in order to satisfy the needs of the customer, so the focus of the service departments of our cities will change from reactive caring to proactive enabling of individuals in order to help them to help themselves. This will entail not just better cross-departmental communication, but a total rethink of the way services are administered in a more holistic way. (Longworth – European Policy Paper)</i>					
5	<i>Access to new forms and sources of learning, including communications and information technology, should be universal and should increasingly become a routine part of the organisational, cultural and physical environment of our everyday lives. Even the architecture and design of public spaces should come to include access to lifelong learning opportunities for all, including the availability of information and communications technology(2nd Fryer report)</i>					
6	<i>Today, a noticeable shift towards more integrated policies that combine social and cultural objectives with the economic rationale for lifelong learning is taking place. New ideas about the balance of rights and responsibilities of citizens and public authorities have begun to take hold. More people have become more confident about claiming distinctive identities and ways of life. There is now widespread demand for decisions to be taken as close as possible to people's daily lives, and with their greater participation ((European Memorandum on Lifelong Learning)</i>					
7	<i>Many cities, both in the developed and in the developing world, suffer from an information crisis that is seriously undermining their capacity to develop effective urban policy. They have neither a sustained nor systematic appraisal of urban problems and little appreciation of what their own remedial policies and programmes are in fact achieving. Existing tools for urban policy in both</i>					

	<i>developing and developed countries have been largely inadequate in providing an overall picture of the city and how it works. Rarely do these tools provide the means for understanding the relationship between policy and urban outcomes, nor do they provide an indication of the relationships between the performance of individual sectors and broader social and economic development results. (UNCHS - The global urban Observatory)</i>					
8	<i>In determining the causes of urban dysfunction and in monitoring progress toward achieving sustainable cities, it is increasingly necessary to develop and apply more effective tools and institutions to help us understand the performance of cities. It is also necessary to have accurate and timely data on key policy variables and performance indicators which measure urban conditions and changes. (UNCHS - The global urban Observatory)</i>					
9	<i>The increased differentiation of society will mean a reduced role for the nation-state – until now a major force for standardisation. Third wave civilisation will be based on a new distribution of power in which other institutions, from transnational corporations to the autonomous neighbourhood or even city-state, assume greater significance. (Toffler – The Third Wave)</i>					
10	<i>This enlarges the vision of learning from an education and training focus, in which specialised services are provided top down from a central education department, to a whole of life activity in which many sectors of city life can play a part in learning - formally and informally – and which proactively encourages participation by everyone. The local support services needed to nourish lifelong learning therefore would originate from many city departments and organizations, as they have done in Japan for many years. (Longworth – Lifelong Learning in Action).</i>					

Assignment 2: Write down 6 messages that these quotations suggest to you personally

Assignment 3: Now Jot down at least 5 implications of these quotations for your own local and regional government.

Assignment 4: Discuss your results of assignments 1 to 3 with others.

Assignment 5: Lifelong Learning is now the major strategy in Europe and many other parts of the world for creating competitiveness, increasing social stability and fulfilling human potential. But what does it mean?

A. The following words and phrases are used in the European Lifelong Learning Initiative's definition of lifelong learning. Try putting them in the right order. Write your finished version into the lines below

LIFELONG LEARNING is

they will require	and to apply them	the development of	all the	creativity
in all roles	supportive process	to acquire	through a	skills and understanding
human potential	which stimulates	circumstances	and environments	and empowers
throughout their lifetimes	individuals	and enjoyment	knowledge	continuously
values	with confidence			

B. Circle what you think are the key words and phrases in this definition.

C. How much has this definition been applied to your own personal learning%

Assignment 6: What, in your opinion, implications does this definition have for education policy in local and regional authorities?

Assignment 7: Discuss your thoughts with others

Assignment 8: Which people within your authority, in your opinion, need to learn about Learning City and Region matters and how much?.

		Basic Concepts of Learning city	Basic concepts + other selected knowledge to improve quality of contribution including use of appropriate tools	Basic concepts + other selected knowledge for decision makers including use of appropriate tools	Detailed knowledge of all learning city/region aspects
1	Elected Representatives				
2	City/Region Development Board Managers				
3	City/region Development Staff				
4	Chief executive office managers				
5	Chief executive office staff				
6	Heads of Department				
7	Community workers				
8	Social Services Department				
9	Cultural Services managers and staff				
10	Police Department				
11	Health department managers and staff				
12	Benefits department managers and staff				
13	Education Department managers and staff				
14	Citizens – Joe Public				
15	Voluntary organisation staff				
16	Managers in companies				
17	Employees in companies				
18	Teachers in schools				
19	Lecturers in Colleges				
20	Schoolchildren				
21	School management				
22	University Managers				
23	University staff				
24	Trades Union organisation staff				
25	Finance Department managers and staff				
26	Information department staff				
27	Local Media staff				
28	Research department staff				
29	Fire Department				
30	Housing Department staff				

31	Human Resources Department staff				
32	Doctors and Hospital staff				
33	Cleaning Department				
	You personally				
	Your manager				
	Others (please add below)				

Assignment 9: Put a circle in the diagram above around the key drivers in the city or region in your opinion.

Assignment 10: Discuss your choices with others.

Assignment 11: Jot down a few ideas on how these new learning needs might be met in your city or region and how the tools described in the book might be administered.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Assignment 12: 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
38	Towards true Learning Societies					2.2
39	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 13: 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.
