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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 4 Session 3:

Your city/region. Making Progress.

‘administrators, councillors and others with a concern for learning city and region development can reinforce their knowledge and measure just how far they have travelled from the points made in this session’

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

Chapter 4 Session 3:

Your city/region. Making progress

Session outline: Back in 2000 TELS produced its results of the survey of 80 European cities, and recommendations for the future. In this session learners are asked to assess progress made since that time in each domain in their own city, and to comment on this. At the same time they are asked to make an assessment of the feasibility and progress made on the TELS recommendations, and to formulate some recommendations of their own to elected representatives and city managers.

Guidelines for using this Active Learning session

Goals

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

Learning approach

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

Learning Organisation

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

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

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental

manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

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

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

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

Target Audiences

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

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

Further Reading

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

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

Ideas for treatment particular to this session: *For seminars and courses with several participants it is suggested that assignment 1 can be completed as an exercise in groups of 2 or 3 with the answers and comments debated in open session afterwards, facilitated by a learning leader. Assignment 3 may also be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignment 5 is an opportunity for individual creative expression, which can be displayed for others to see and the results consolidated in plenary session. 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 64 to 70 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: The following are quotes from each section of the Final TELS report in 2000 – put in a mark for your assessment of how far your own city management has progressed in each field. 1= Now fully operational 2= mostly operational, 3= half-operational, 4= little progress, 5= no progress. Spaces are left for your comments on your marking and why you have chosen this.

		1	2	3	4	5
Learning City Commitment	There was a sense that many cities were, in 2000, at the beginning of a very steep learning curve, and that, before they even set foot upon it, many key people need much more convincing. On the one hand there was a vague awareness in some cities of the need to embrace lifelong learning concepts, and on the other hand a complete lack of awareness of what those concepts are, and their implications for the way in which education is changing into learning. Even in some of those cities that were already active, there were signs of a belief that a minimum amount of tinkering with existing system would produce a lifelong learning city					
Your comment on this						
Learning info and communication strategies	However, while there were some excellent examples, particularly in UK and Finland, the marketing of learning as an <i>attractive</i> activity for citizens was not given high importance by most cities. Further, the provision of learning wherever, whenever and however people might want it appeared to be an alien concept in many municipalities. The paradigm of institution-provided education and training to those who require it still dominated, while the economic and social rationales of bringing all citizens back into the learning fold as lifelong learners needed to be more loudly proclaimed in the vast majority of cities.					
Your comment on this						
Partnerships between stakeholders	There was however little evidence that, even in the few cities where a partnership programme existed, their full potential as resources and skills generators wasn't being realised. . In particular, the potential benefits to real learning resulting from international cooperation demonstrated a shortage of perception, as did the lack of research and survey expertise in Learning City matters					
Your comment on this						
Leadership	Results from this section identified those places where leadership training is given, although very little of this is specifically directed at 'lifelong learning' or happening within the cadre of a 'Learning City'. Some courses may have contained an element of that, but this depended on whether the city had made the leap from an 'education and training' mindset into the lifelong learning paradigm of learner-focused and flexible interactive education for all throughout the city					
Your comment on this						
Barriers to Learning and	The lack seemed to be in practical ways of building self-esteem, self-confidence and self-reliance, which most respondents told the TELS survey were the chief causes of a reluctance to engage in learning activities. Further,					

the use of tools	the basic tools of lifelong learning for doing this, such as Personal Learning Action Plans, using mentors and guides (and constructing a register of those who would be willing to act as such), encouraging personal learning requirements audits (as described in chapter 5) were in very short supply. Most cities had not heard of them, still less implemented them					
Your comment on this						
Environment and citizenship	Where they were perhaps more lacking was in the environmental education of adults, and in the <i>practical</i> involvement of both groups in tackling, jointly or separately, the key issues The conclusion is that the search should be for more practical and exciting ways of motivating people to learn about both environment and citizenship, rather than the content and classroom driven methods of the past.					
Your comment on this						
Using technology	given the declared intention of increasing the use of computers and the internet, there was rather less activity in the more extensive and creative possibilities introduced by the concept of the 'wired city,' perhaps because it was not so well understood or publicised.					
Your comment on this						
Wealth Creation	A variety of initiatives existed in most cities to increase wealth-producing capacity. However, few of them were connected with learning in the minds of the city fathers. The notion of learning as the driving force behind prosperity had not been fully taken on board. Only 9 cities included personal lifelong learning skills in the school curriculum, and more than half the sample had not highlighted the changing world of work as a requirement in courses in any of their establishments. Not had any cities plans for making all citizens formally aware of the centrality of learning for future prosperity					
In Service teacher training	Teachers are a key group in any learning city. But only 9 cities believed that their teachers could, for example, draw up and use personal learning plans for their students. Less than 15% of the teachers in about half the number of cities could make use of learning audits. Only one city revealed that lifelong learning is on the curriculum in in-service teacher training. And it was believed that three-quarters of teachers did not keep themselves up to date with new knowledge on how people learn. While much of what teachers do they do very well, the question has to be asked in a learning city whether they were doing the right things. They were well able to teach to the requirements of SATs and other tests, but were they able to measure the emotional and spiritual intelligences of their students identified by Goleman and Zohar, and the 8 intelligences identified by Gardner? Much of this calls for mobilizing all good forces, within the city administration, among the organizations run by the city and also the elected representatives of the population					
Your comment on this						
Active Citizenship	Few of the European cities had formal plans for tapping into the goodwill and experience in the community for volunteering, an activity well developed in for example Australia and the United States, and nor had any creative work been done on the use of innovative schemes such as experiential learning, service learning or time currencies					
Your comment on this						
Family Learning	The value of the family as a motor for learning was vastly underestimated in most cities. Despite government interest in preserving the family as a unit in many countries in the face of increasing divorce - the family which learns					

	together stays together - few cities had specific plans for involving families in learning events					
Your comment on this						
Learning Celebration	Some cities considered fairs and festivals (see chapter 3) to be more important in the promotion of the city as a learning city. Since this also has an economic rationale, this was understandable, and in increasing awareness among the population of a learning city's significance for them, it could be a valuable exercise. But the overall impression was again not of the activity, but of the lack of it in the majority of respondent cities. 19 cities ran festivals aimed specifically at celebrating the learning condition, but another 61 seemed not to bother. This is difficult to comprehend					
Your comment on this						

Assignment 2: Discuss your marking and your comments with others.

Assignment 3: Look at Actionsheet 1 in the learning kitbag below. Give two marks out of 5 to each action. The first on how relevant it would be to your authority to implement. The second on how far it is has been implemented. 1= fully relevant/fully implemented to 5= not relevant/not implemented.

Assignment 4: Compare your choices with others.

Assignment 5: What conclusions do you come to after working on this session? What recommendations would you make to your elected representatives? What recommendations to your city/regional managers?

A Elected reps (councillors)

-
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

B City Managers

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
-

Assignment 6: 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 7: 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 4 Session 3

The
LEARNING

KITBAG

Actionsheet 1

<u>TELS Recommendations for Embryo Learning Cities</u>	A	B
<p>1. Establish a Lifelong Learning Partnership Committee comprising people from all parts of the city, private and public. Be bold - invite unconventional people on to it eg unemployed. Establish the guidelines for this Committee and give it powers to initiate activities, and set targets for each of these activities.</p> <p>2. Establish a sub-committee for each action area - Involve as wide a selection of people as possible in each group. Set targets and goals for people and organisations.</p> <p>3. Appoint a Champion of Lifelong Learning - one of the most influential figures in the City. Give him/her powers to get things done.</p> <p>4. Hold a one-day conference of 100 key people and hire key Lifelong Learning experts to deliver the Lifelong Learning message to them. Make the conference bi-directional - during the day hold a series of guided brainstorming sessions in several aspects of Learning City activity to obtain their commitment and ideas. Give someone the responsibility to collect and act upon these ideas.</p> <p>5. Create an electronic Learning City Forum to which these people and others can contribute. Give them access to national and international forums (eg the TELS Forum) to allow them to communicate with sources of expertise in other cities.</p> <p>6. Develop a leadership plan. Hire experts to run a series of Lifelong Learning City workshops, seminars and conferences for people from all parts of City life in order to create as quickly as possible a core of committed workers. Make this a cascade process - require the experts to provide the materials and train participants to train others.</p> <p>7. Join a Learning Cities organisation - more than one if there is value-added. Some offer more than others. For example, some networks can offer access to experts for workshops and seminars, electronic forums between professionals and councillors in many cities, the facility to develop good practice Case Studies, information and knowledge on-line and a core of like-minded cities with which you can work.</p> <p>8. Organise a Learning Festival. Involve many organisations in the city. Link it to other activities taking place eg Adult Learners Week, Achievement Awards etc</p> <p>9. Audit the Learning Needs of all your citizens. Devise a questionnaire administer it in companies, shopping centres, pubs etc Use the Universities to carry out and analyse the research results.</p> <p>10. Hold a (bi)-annual conference for organisations in your, and others', city. Set your targets to be reported back at this. Set new targets based on these.</p> <p>11. Encourage the use of the tools and techniques of Lifelong Learning in all your educational and business establishments- personal learning plans, mentorship programmes etc</p> <p>12. Develop a City Charter outlining the actions you will take to improve learning in the city.</p> <p>13. Make a database of the talents, skills, knowledge, experience and creative ideas of the citizens and discuss with them how they can contribute to the learning of others</p> <p>14. Involve people in designing strategies for, and monitoring, their own environment.</p> <p>15. Put as many people as possible, from all walks of life, in touch with others in different cities, towns and countries through electronic networks.</p> <p>16. Develop a strategy and a business plan. Link it to the activities described above. Set realistic goals and objectives.</p>		