

# 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 5:

### Learning for Elected Representatives (Councillors) – key people in learning city/region development

*‘quality will not pervade unless every person in the organization has been immersed into the concept. So it is in the city administration departments of a budding learning city. Each person will need to know at least the basic principles of the learning city and each department will have its own particular orientation towards implementing them’*

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

## Chapter 4 Session 5:

# Learning for Elected Representatives (Councillors) – key people in learning city/region development.

**Session outline:** Local politicians are one of the most important groups of people in the foundation of the city as a Learning City. Contrary to popular opinion, councillors are extremely hard-working people who give up a great deal of their time in order to be of service to their own community. Few of them are die-hard dogmatic populists on an individual ego-trip, and nor are many of them out to slash city budgets in order to gain brownie points with their constituents. Certainly there are differences of political emphasis but in general politicians work well with the professional administrators who have to maintain the continuity of city life. Many of them represent the poorest and most vulnerable people in the community they serve, and wish to do something that will ease their lot.

Responsible politicians have the well-being both of the city and its citizens at heart, and this includes the future as well as the present. This means, as in every other walk of life, that they must stay updated with the changes that are taking place with ever-increasing rapidity in the governance of the city and in the environment in which that governance has to take place. It means too a degree of flexibility and adaptability in order to make decisions that will be in the best interests of the city's present and future prosperity, its stability and the personal aspirations of its citizens. This session therefore provides an introduction to the concept of the learning city for city councillors. Of course other sessions and other chapters are also relevant for a proper understanding of all the implications, but hopefully this session will give the basics and reflect the urgency of creating a learning city or region able to meet the challenges of today and tomorrow. The Learning City cannot happen without the assent and support of local politicians, and this session, and others, introduce the concept in a more easily assimilated way.

### 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](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 21<sup>st</sup> 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 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](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 top this session:** *For seminars and courses with several participants it is suggested that assignments 1 to 4 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. All other assignments may be*

**completed individually or in small groups of 2 or 3 people again with the results discussed and opinions compared at suitable intervals.. Assignment 14 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 this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: The table below shows quotations from official reports and research results on the concept of the learning city. Please tick the column which describes your own view of the importance of the sentiments expressed to the development of your city or region.

1= This is crucial for the future of my city/region –a policy has already been developed to address its implications

2= This is very important for the future of my city/region – a policy should be in place as soon as possible

3= This is important but policy development can wait a couple of years

4= This has some relevance but not enough to warrant a policy development

5= This has no relevance to me or to my local authority.

		1	2	3	4	5
1	<i>Responsible politicians have the well-being both of the city and its citizens at heart, and this includes the future as well as the present. This means, as in every other walk of life, that they must stay updated with the changes that are taking place with ever-increasing rapidity in the governance of the city and in the environment in which that governance has to take place. It means too a degree of flexibility and adaptability in order to make decisions that will be in the best interests of the city's present and future prosperity, its stability and the personal aspirations of its citizens (introductory blurb)</i>					
2	<i>In the globalized world of the 21st century great and rapid change is inevitable. Those cities and regions that are flexible and versatile enough to be able to adapt quickly and effectively will be the winners and will best serve the interests of their citizens. (European Policy document)</i>	1	2	3	4	5
3	<i>All politicians and professionals in cities and regions will need to be closely involved sensibly and sensitively in the transformation process towards a learning authority, and eventually to bring citizens along with them through consultation at all stages and at all levels. This implies a massive educational programme for all decision-makers and staff within cities and regions and the insertion of learning city matters in continuous development schemes (European Policy document)</i>					
4	<i>Our study of 80 European local authorities indicates that cities, regions and towns in a globalised world cannot afford <u>not</u> to become learning cities and towns. It is a matter of prosperity, stability and the personal development of <u>all</u> citizens. (TELS research report)</i>					
5	<i>'This is not a world of education and training, it is more a world of constant re-education, retraining and a willingness to learn. The consequences of not dealing with this change in working and educational practice will hit the municipalities first through social unrest, rising crime rates and disaffected citizens'. The local and regional dimension of Lifelong Learning – Creating Learning Cities, Towns and Regions),</i>					
6	<i>Learning cities can understand much about how to find out the true learning need in their regions, and they can understand how to respond to it. The step increase in the standard of education required to produce a learning city able to cope with 21<sup>st</sup> century work 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. (Making Lifelong Learning Work)</i>					
7	<i>Yet the basic message of the Learning City is not for its citizens to plod compulsively through life as a reaction to mounting demands. Learning, and particularly learning together, is fulfilling when it helps solve genuine problems and when it helps to develop the good life, creativity and cultural skills, improved abilities and a strong sense of citizenship (Finnish National Strategy)</i>					
8	<i>The world has been flattened by the force of technology and economics -- the real effects of the telecommunications revolution if you will -- and in its wake we are witnessing a rebirth of an age-old concept of the "city-state" or more precisely, the "region-state." These new quasi-governmental entities, like the ancient city-states of Athens, Sparta and Rome, have the power -- some would call it innate sovereignty -- to control their future in this new world order; but only to</i>					

	<i>the extent they recognize that information is power in this new age, and information technology, the tools of wealth creation. (John M Eger - Building smart communities)</i>					
<b>9</b>	<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>					
<b>10</b>	<i>In the current environment, it is not relevant to ask if an agenda is liberal or conservative, but whether it is in tune with the new economic, technological, and social challenges facing each city and community. Today's politicians need to ditch the dogma and face the future with an open mind (Peter Drucker)</i>					

**Assignment 2:** The following is an extract from 'Learning Cities for a Learning Century'

But 'values' goes further than people. There are organisational values - a company develops a set of values about the worth of its people and invests in their development accordingly; a school, college or university develops a set of values which may, or may not, go beyond its statutory responsibility to provide a basic knowledge of the standard curriculum. Each is an investment in a lifelong learning future for both the individual and the organisation. A well-governed city or region promotes certain values as an investment in social cohesion and economic progress. This too is an exercise in survival in a competitive world.

What values are, in your mind, essential for the sustainable future of your own city?


**Assignment 3:** Write down 5 main issues for local and regional authorities resulting from the quotations in assignments 1 and 2 above.

1
2
3
4
5

**Assignment 4:** How will these affect the decisions you, as a local politician, make in the interests of the people you represent and the future of the city/region?

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**Assignment 5:** Discuss the issues raised in assignments 1 to 4 above with others.

**Assignment 6:** Look at Actionsheet 1 in the learning kitbag. It represents a list of priorities for councillors in cities and regions. Complete the questions and exercises on the diagram and then discuss them with others. Discuss your choices with others.

**Assignment 7:** Actionsheet 2 (6 pages) in the learning kitbag is a rationale for the development of learning cities, towns and regions and a description of the implications of doing so. You are invited to use it as a source document for answering the questions and exercises on Actionsheet 3 (3 pages) following it.

**Assignment 8:** Discuss with others your reactions to assignment 6.

**Assignment 9** Let's try to be creative and define what a learning city is. In the boxes below write down some words that you might use if you were to describe a place where learning is seen as important for all its citizens. Think of words that describe the sort of city or region you would like yours to be.


**Assignment 10:** Now compare your words with those of other groups and write any additional words you think might be useful below. You may also wish to add a few from Actionsheet 4 in the learning kitbag.


**Assignment 11:** Get a large sheet of paper and put the words into a definition that most adequately describes a learning city or learning region. Display it and compare it with that of other people. Give marks out of 5 for each or have an impartial judge. Write the final version below and put a ring around the words you consider to be most important.

**Assignment 12:** Actionsheet 5 is a diagram developed to encapsulate some of the actions a city or region should take in order to meet the future as a learning city or region. In the last column put a mark out of 5 to indicate the extent to which your city or region has implemented the action. 5= fully, 4= mostly, 3= about half, 2= partly, 1= not at all.

**Assignment 13:** Compare your marks with others and resolve the differences of perception.

**Assignment 14:** We have come to the end of this session but not to the end of your need to know more. So what do you consider to be your level of knowledge of the following aspects of your city or region.

**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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk)

**Assignment 15:** 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.

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## Chapter 4 Session 4.6

# The LEARNING

**KITBAG**

## Actionsheet 1

### The Local Politician and Lifelong Learning

It is understood that local politicians have different functions in different countries. However the list below outlines a number of priorities in the learning field.

1. How far is it the responsible local politician's function :  
 (1= very high, 2= high, 3= average, 4= low, 5= not at all)  
 add other functions in the blank spaces.

	Function	1	2	3	4	5	P
a	to stay up to date with current trends in education – eg LLL, how people learn etc						
B	to encourage that cities and regions invest in obtaining information through research for better policy-making						
C	to act as an interface between their constituents and the city administration						
D	to inform and educate their constituents						
E	to influence the administration's policy on learning						
F	to monitor the administration's implementation of educational policy						
G	to attend courses on educational matters						
H	to set budget priorities						
I	to justify the budget to their constituents						
J	to encourage active citizenship among their constituents						
K	to remain flexible, creative, imaginative and knowledgeable						
L	to prioritise learning as the link to the city's future prosperity						
M	to mobilise business and industry to contribute to learning						
N	to encourage partnerships between city sectors						
O	to take into account the medium and long term development of the city						
P	To encourage their constituents to take up learning						
Q							
R							
S							
T							

2. How do you and other local politicians perform each of the functions regarded as high or very high on your list above?

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3. Prioritise the 6 most important functions in the P column above – 1= highest priority etc.

4. Why did you choose this order?

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## Norman Longworth

# **LIFELONG LEARNING, THE LEARNING CITY AND THE LEARNING REGION - A Vision for the Future**

**A short guide to Lifelong Learning in cities, towns and regions for politicians and everyone interested in the future of their local authority**

*'Everyone will need to be educated to the level of semi-literacy of the average college graduate by the year 2000.*

*This is the minimum survival level of the human race.'*

Arthur C Clarke

*'The whole of Human History is a constant race between Education and Catastrophe'*

HG Wells

*'It would not be an exaggeration to suggest that the survival of organisations and societies in an advanced technological world depends on the development of lifelong learning skills and attitudes as an essential part of their culture. The smarter company, the shrewder university, the better school, the more enlightened city, the more perceptive association - they are already exploring the challenges, implications and opportunities of creating and sustaining lifelong learning organisations for their own long term durability and self-respect'*

Norman Longworth 'Submission to the UNESCO Commission on Education for the 21<sup>st</sup> Century'

## **Lifelong Learning, the Learning City and the Learning Region - A Vision for the Future**

### **1. Lifelong Learning is suddenly big news. Why?**

One reason is that the European Commission, advised by its member states, has nailed its educational colours to the lifelong learning mast. Its memorandum published shortly into the new millennium said

**‘Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe’s future.’**

As a result governments in Europe have published strategies and papers as a demonstration of their commitment to transforming their systems from an Education and Training based model to one based on the need to encourage learning throughout life. And it isn’t only in Europe. Momentum is building up world-wide for new, different approaches to the challenges that will inevitably arise as the knowledge society takes root, and as nations, organisations, municipalities, communities and individuals become more complex and inclusive.

Not only that, at global level the major world organisations - from UNESCO to International Corporations, the OECD, National Governments - are developing plans to introduce Lifelong Learning within their spheres of influence. And at the municipal level – forward looking local authority administrations, business organisations and institutions of all kinds are beginning to home in on the lifelong learning opportunity.

This thing is big - it’s going to influence every one of us, our children and our childrens’ children over the next century. And we are just at the beginning of the process. It’s an exciting time.

### **2. So Lifelong Learning is something new then?**

Not at all. Plato used the phrase ‘Dia Viou Paedeia’ 700 years before Christ - for him it meant the obligation of every citizen to develop his or her own potential and participate in the activities of the city. The Chinese philosopher, Kuan Tzu, in the 3rd century BC said ‘When planning for a year - sow corn, when planning for a decade - plant trees, when planning for a lifetime - train and educate men’. While that may seem to be sexist, I think that he meant humankind. More recently Comenius, in the 16th century drew up a picture of the whole world as a school for mankind and floated the idea of learning as *the* most basic human instinct.

Arthur C Clarke, the famous Science Fiction writer defined the minimum survival level of the human race as ‘everyone being educated to the level of semi-literacy of the average university graduate by the year 2000.’ HG Wells defined the whole of human history as ‘a constant race between education and catastrophe’ - he thought the latter was winning - and as we look around us at some of the more horrific and horrible activities of some of our fellow creatures, who can say he was wrong.

But the difference today lies in the rapidly accelerating speed of change. No longer is a good basic education sufficient to nourish someone for life. The motive power of a knowledge society is the proliferation of new facts, new understandings, new insights and new procedures. To stay employed is to stay smart, and to stay in learning.

### **3. So give a few example for us politicians who have to make decisions?**

There are many indicators of change engendering a need for lifelong learning. As a race we are slowly but surely coming to terms with the fact that this planet is finite - that we cannot continue to exploit its mineral wealth, its food resources in land and sea, and change its natural life-sustaining ecosystems without threatening our very existence. And with an expected 3 billion new members of the human race in the next 50 years, learning to adapt has got to play a large part in the future for all of us.

Another example. In what we call the developed world we have moved into an entirely different sort of employment situation. In the middle of this century we have come to expect to be employed in one job for a lifetime - that is no longer true for the vast majority of us and is becoming even less true for future generations. The workers of tomorrow will have several different jobs, several different careers - they will have to be adaptable and flexible, mobile and versatile, mentally, physically and geographically - they will constantly need to be trained and retrained to a much higher level than today, dipping in and out of education as necessary to renew their store of knowledge, skills and understandings. Indeed it is estimated that at least 40% of jobs in 2010 don’t yet exist.

A third indicator stems from the way in which the information, communications, news and broadcasting technologies have come together to revolutionise the way in which we receive information. The ability to receive packaged information so that we can assimilate it more easily is, at first glance, a good thing. But when the packaging is in the hands of a few powerful corporations, not all of them interested in a fair-minded and objective analysis, there is a great danger of being manipulated

and brainwashed. It can happen as much in liberal democracies as in third world dictatorships, and unless people are given the critical judgement skills to distinguish between good, bad and slanted news and information how can they come to an informed opinion on the many great issues that will be put before them?

These are just three of the many reasons why we could call this Century, the 'Learning Century' - because, unless it becomes just that, the alternative is more and more unhappiness, social disorder, deprivation, poverty and a breakdown of civilised and democratic structures.

#### **4. How do you persuade people to make the effort? Most of them are interested in education for their children but not always for themselves.**

That's true and that's why this is going to take time. We need 2020 vision. Lifelong Learning has profound implications for all parts of the system - not just the education systems in the schools, colleges and universities, but also the social, political, economic and cultural systems we have built up in our societies. It could be well argued that the age of Education and Training is dead and that the future focus has to be converted into a new era of Learning in which Education has to be brought to *all* people in the way in which they receive it best. Integral to it, not separated from it. Learning has to become fun, enjoyable, a pleasurable thing to do - whether it is for work, for leisure or for life it has to become a part of our lives in much the same way as shopping or banking or playing games.

But in order for that to happen the Learning providers at all levels have to start focusing on the needs of people as learners - finding out why, when, what, where and how people prefer to learn, discovering new learning methods, identifying the basic skills which people need in order to learn better - learning to learn, developing our potential, handling information, developing thinking skills - individually, in groups and in families - using the modern education delivery technologies and tools to provide new learning for renewed people wherever they want to receive it.

#### **5. Are the Education Providers in my authority ready for this?**

I can't answer that for your authority, but there are pockets of good practice around - some schools for example are transforming their curriculum into a skills-development activity and installing continuous education and personal skills updating programmes for their teachers so that they can respond better to their own learning needs and those of children. Some universities and adult education institutions are widening their intakes and modifying their courses to become responsive to the needs of a much more poly-accessible educational world from industry and the community around. They respond to individual learning styles. If providers in your local authority are fostering all of that, then they are well on the way.

But, perhaps surprisingly, the greatest breakthroughs have come in Industry education departments, and we can all learn from this. Especially in the large international industries, there is a much greater take-up of the tools and techniques of the new technologies and a much greater democratisation of the learning process. This is because modern companies have realised that their strength and their future lies in the performance of their people and that the development of individual skills and values is the most important thing they can do to survive in a very competitive world. Most major car manufacturers, for example, have taken a deliberate step to 'empower' their workforce, to put decision-making in the hands of those who do the work. This creates a whole new set of learning and skill needs among adults, which perhaps would have been better incorporated into schoolroom practice.

However, it has to be said too, that for the majority of education providers there is still a long way to go. They are providing an industrial age education for a post-industrial, knowledge age environment. The emphasis is still on information and memorisation rather than knowledge, high-order skills, understanding and values - teaching what to think and commit to memory, rather than how to think, how to communicate and how to discriminate between good, bad and indifferent. In an age in which information doubles every 5 years and then feeds upon itself to produce yet more new knowledge, this is a nonsense.

#### **6. But isn't it National Government which tells education organisations, particularly the schools, what to do?**

In some countries this is true, but it doesn't absolve local government from advising what is good and bad locally. And local politicians should be at the forefront of that. Government has financial levers and uses them to get its own way. That's why there is a need for mind-set change (if the first part of the word can be located) in all parts of the system. Both National and Local Government have an important part to play in understanding and creating the conditions for a true Lifelong Learning Society so that both the nation and the people prosper economically and mentally.

There is a very strong correlation between the economic health of a nation and the learning health of its citizens in the cities and regions. But it must base its actions on research and understanding of the true need for everyone, rather than ill-considered political dogma or prejudices nurtured in an elitist past. If, for example, we use a failure-oriented examination system, (that is one which creates failure in some in order to celebrate success in others), we can expect to take the consequences of coping with those who fail - and that affects social stability in towns and cities. Sure, successful learning must be celebrated and rewarded, but let's make it possible for everybody, or as many as possible, to participate in the fun of success.

Unfortunately National, and sometimes local, Governments are a little like dinosaurs. It takes a long time, years even, for the message to reach the brain and then for the brain to re-act in the most sensible way. This is why some of the more forward-thinking governments are outsourcing decision-making powers to regional and municipal authorities. Regretfully in some countries the reverse is true.

### **7. So does my Local and Regional Government also have a part to play?**

It certainly does, and it will be an increasingly important one in the future. Governments can pontificate, International Governmental Organisations can prescribe and Universities can produce research papers for other researchers to read, but the place where the lifelong learning revolution is going to happen is in the regions, cities, towns and villages of every nation. This is where the action takes place and where the skills, talents, knowledge and values of real people are developed. It is where you have a part to play. It is also why many regions, towns and cities are now moving rapidly towards becoming 'Learning Cities, Towns, Regions and Communities.'

### **8. Learning Cities, Towns, Regions, Communities?**

Yes – this is the 21<sup>st</sup> century model. They are places where local government encourages and enables business and industry, schools, colleges, universities, community and voluntary organisations and professional associations to cooperate closely in order to transform them into physically, economically, culturally and mentally pleasant places to live. A true Learning Community might be one:

- Which pro-actively encourages everyone, without exception, to continuously develop their potential
- Which provides the necessary support services and structures to enable them to do so according to their personal learning styles – counsellors, psychologists, mentors etc;
- where learning is an enjoyable and rewarding activity and is celebrated and recognised as such frequently;
- which energises all its resources, especially its human resources, talents, skills and knowledge from all parts of the community, and makes them available to all in a spirit of active citizenship;
- which looks outwards to the rest of the world and encourages its citizens to do likewise;
- which uses modern communications technology to link people internally and externally;
- which encourages its citizens to develop personal learning plans to develop their knowledge and skills;
- which mobilises special interest groups - birdwatchers, botanists, scouts, guides, church groups and the many informal organisations in which people congregate - in the monitoring and preservation of a sustainable environment;

That's an ambitious set of tasks for a city and region. But already councillors are helping some dynamic cities and regions world-wide – Liverpool, Southampton and others in the UK, Espoo in Finland, Goteborg in Sweden, towns and cities in Victoria and South Australia, Beijing in China - are responding to the challenge and taking the first steps towards becoming 'Cities and Regions of Learning.' It is not impossible to imagine, soon into the new millennium, a new world of linked Learning Communities in which knowledge and expertise and talent are shared with each other through electronic links between 3rd age citizens, schoolchildren in their studies, universities in their research activities, companies for trade, hospitals for medical assistance and knowledge. And that is already happening in those cities and towns with a leadership that can anticipate the learning future and create the learning condition that respond to it.

### **9. Has this anything to do with the Stakeholder Society we hear so much about?**

The concept of the Learning Local Authority goes further than the Stakeholder Society. Certainly there are similarities and many of the features of one are also features of the other. Empowerment of the workforce of a company for example, and the idea that citizens should play a large part in the development of their own community. Certainly local politicians have a large stake in that. The stakeholder society, quite rightly, gives rights and decision making powers to individuals. But a Learning Community is also a model for genuine cooperation and partnership between dissimilar organisations for their mutual benefit. It recognises that rights entail responsibilities - the responsibility of making efforts to understand the problems of others and to help to solve them.

For example, take the Woodberry Down School/IBM Basinghall Street schools-industry twinning scheme in the late 1970s (sadly, both organisations exist no longer). The close cooperation programme between the two organisations led to the skills, knowledge and talents of more than 50 highly qualified professionals being made available to enhance the education of staff and children at the school. Since this was a two-way cooperation the educational skills and knowledge and the facilities of the

school were made available to the company. Both organisations gained immeasurably from the 30 joint projects and the interaction between two dissimilar organisations. Energy flowed creatively.

This could also happen in a stakeholder society, but it might not be an essential feature of it. What both need though is leadership by example from politicians and professionals in Local Government, and a large programme for creating leadership skills in all sections of the community.

### **10. So Lifelong Learning is really about developing Learning Cities and regions?**

Not just that - that is a means to an end. Lifelong Learning is principally about people and the way in which they can develop their own human potential. In some cases people have been so scarred by their learning experiences that they have been put off it for life. It was Einstein who proposed that none of us, not even himself, ever use more than one-third of the capacity of our brains. Experimentation with brain-damaged people has shown how the deficit can be made up by other non-damaged parts of the brain. We are all capable of learning and we are all capable of enjoying learning. But many people put limitations on themselves. Good Lifelong Learning practice takes away those limitations and provides the new tools, techniques and motivations to learn.

Quite apart from the new economic necessity for everyone to learn throughout life in order to survive at something above a basic level, Lifelong Learning aims to create, or recreate, the habit and the joy of learning. The Ford Company, for example, makes available a sum of money for each employee every year to take a course in something - as long as it has nothing to do with the job or the company. Now the Ford Company isn't daft or even altruistic. It is in fact a very successful company as a result of these apparently strange practices of giving money away. It recognises that, by creating the habit of learning in all its employees it is building the foundation of its success in the marketplace. The new working practice of empowering workers means that they have to make decisions right down the line - and they have to make the right decisions. That's where the value of learning comes in. None of us is immune from it.

### **11. Sounds like a lot of empowering everywhere. And a lot of new learners once it catches on. How are you going to satisfy all these new learners?**

That's partly where the new technologies are useful. They're not very well-developed at present and resistance is high in schools, universities and elsewhere. But there is a promising future and they are becoming ever more sophisticated in what they can do to help learning. The internet is just one example of a powerful new resource for learning.

But there are other tools and techniques in the Open Learning firmament, for example using a mixture of sound, text, vision, graphics, motion picture to stimulate the take-up of ideas, imagination, facts and insights. And the use of collaborative teaching and learning techniques through interaction by email. Technology is therefore one of the keys to the development of a Learning local authority and the trick is to encourage ever-more creative use of these links both within and between communities.

For example, the Lifelong Learning University of the future will use modern open and distance Learning technologies to provide services for Continuing Education in local Industry and Government Offices, support for teachers in schools, extension courses for adults wherever they may be - in the shopping centres, the pubs, the home. They will use all the media at their disposal - television, local radio, satellite, cable, ISDN networks and the internet - to make learning the number one activity in each community. They will interact internationally to open up both learning opportunities and minds, and make research more applicable to those on whose behalf it is carried out.

Another example. Schools will make an extensive use of networks.

- Teachers will develop and teach collaboratively common curricula between schools in the community and internationally. Children will learn collaboratively with children from other cultures, regions, countries;
- Children will access databases and stimulating people to enliven and enhance their learning. For example in environmental studies;
- Children and teachers will participate in joint project work with community organisations and industry;
- Schools will build up their own geographical, historical and biological databases and share them with others;
- Language teaching will be given a new dimension through interpersonal contacts.

And they will use sophisticated open learning software to give them the skills, concepts and knowledge which allows them to cope with the more complex society they will inhabit. These are not threats to teachers - they are the tools of their future trade.

Business and Industry will profit from such networks, developing their own wealth-creating contacts between communities for the community, and receiving from the community aware, committed and open-minded employees with an in-built habit of learning.

## **12. So Lifelong Learning is all about technology then?**

Oops no!. Sorry if you got that impression. Sure, the possibilities to use learning technologies creatively are endless, and the opportunities to liberate minds and mindsets are abundant in all parts of education and training. But technology is simply one of the tools of the new 21<sup>st</sup> century teacher. Active learning includes a variety of other tools and techniques such as quizzes and audits, surveys, studies and development exercises, brainstorming sessions, role-playing exercises, case studies and visits. The concept of the classroom should expand to include the community.

And let's not forget the importance of values and attitudes. They are as important as Lifelong Learning skills and knowledge. Ask anyone over 30 what they remember about their schooldays. Very few will mention subjects and classrooms. Most will remember the extra-curricular events, the games, the plays, the choirs, the camping holidays, the playground activities where values and attitudes were created. A love of music, consideration for others, a talent for acting - these are acquired from participation in activities rather than taught by others.

But values goes further than people. There are organisational values - a company develops a set of values about the worth of its people and invests in their development accordingly; a school, college or university develops a set of values which may, or may not, go beyond its statutory responsibility to provide a basic knowledge of the standard curriculum. Each is an investment in a lifelong learning future for both the individual and the organisation. A well-governed nation promotes certain values as an investment in social cohesion and economic progress. This too is an exercise in survival in a competitive world. A Learning Community, whether it is a city, a town or a region, tries to inculcate into its citizens the values of co-operation and harmonious living.

And all of this will contribute at last to the development of the potential in every one of us. This is what is meant by Lifelong Learning. But it won't happen this year or next year, or even by 2020. This is a process which will take at least 50 years and, in some countries, much longer. The means to make it happen already exists. Do you have the will the vision or the bottle to make the 21<sup>st</sup> Century really 'The Learning Century?' in your own local or regional authority?

## **13. So Lifelong Learning is here to stay?**

You can say that again, and again, and again. The alternative doesn't really bear thinking about. Cities and regions that do not respond to the need for educational, social, political, environmental and cultural change will be the losers in a brave new world we don't even begin to understand yet. But we cannot stop here. Such a short paper cannot begin to deal with the many aspects of Learning affecting all our futures. Hopefully we now know why the transformation into a Learning City, a Learning Region, a Learning Town a Learning Community has to take place. The what, the where, the when, the who and the how is another, more complex set of questions, partly answered by a large number of people, including yourselves, reading the book 'Learning Cities, Learning Regions, Learning Communities.

About the author

Norman Longworth is the former holder of the IBM/UNESCO Chair in Education and Information Technology and Visiting Professor to the University of Stirling, Napier University Edinburgh, and ESC Toulouse. In the past he has worked at a high level in schools, in Industry and in Universities. He is a former President of the European Lifelong Learning Initiative and is currently Vice-President of the World Initiative on Lifelong Learning. He has been a Lifelong Learning Consultant to European Commission Educational Programmes, UNESCO, OECD and other organisations. His expertise lies particularly in the development of learning cities and regions, having lectured on the subject in more than 20 countries. He is the author of several books on Lifelong Learning, including 'Lifelong Learning' (1996), 'Learning Cities for a Learning Century' (1999) and 'Lifelong Learning in Action – Transforming 21<sup>st</sup> Century Education' (2003), 'Learning Cities, Learning Regions, Learning Communities' (2006) (all Taylor and Francis at [www.tandf.co.uk/books/](http://www.tandf.co.uk/books/))

**Actionsheet 3 (3 pages)**

**Please answer the following as best you can.**

1. Why does the author think that 'This thing is big?'

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2. Why do you think he is excited by the prospect?

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3. Do you agree with him that more effective learning throughout life will be important in the future development of your city/region? Think of some reasons of your own why this might or might not be so.

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4. Why might 'a good basic education' not be enough for the future?

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5. Why does the author believe that to stay employed is to 'stay smart and stay learning?'

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6. Does this apply to you in your own career? Say why or why not.

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7. What percentage of your friends are in the same position? \_\_\_\_\_

8. Name 3 'great issues' your city/region is faced with today and on which you need to take a view? In the second column say to what extent you believe you have the full information to make an informed judgement.

Issue	% of
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	informat ion

9. What do you think the author means by 2020 vision in this context?

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10. How far do the learning providers in your authority measure up to providing a 21<sup>st</sup> century education in the following respects. – give a percentage personal approval rating

	%
Schools teach basic learning skills as well as subjects	
Schools involve the community in the education of the children	
Schoolteachers have a continuous learning schedule including latest research on how children learn	
Universities are widening their intake	
Universities are becoming involved in local affairs	
Adult Education colleges aim at a wider public	
Adult Education colleges modify their teaching methods according to personal learning styles	
Industry education uses modern learning knowledge and techniques	

11. The author proposes learning as a pleasurable activity? How much fun do you think there is in learning ?

Place	%
In Adult vocational education establishments in your city	
In workplace education at your employer	
In schools in your city	
In Adult non-vocational education in your city	
Yourself – to what % is learning a pleasurable activity?	

12. What do you understand by the phrase ‘empowerment through learning’?

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13. To what % do you believe that are achieving your potential? \_\_\_\_\_

14. Does your employer take steps to ensure that you are empowered? \_\_\_\_\_

15. Do you know anyone who you think is empowered? Who? \_\_\_\_\_

16. Why does the author believe that politicians in local and regional authorities are important for creating a learning society?

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17. What do you understand by the term ‘Learning City or Learning Region?’

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18. Has your city declared itself to be a learning city? \_\_\_\_\_ -

19. Look at the indicators in section 8. To what percentage do you think they have been fulfilled in your city? In column 3 put your estimate of how long do you think it will take to implement each one Use the additional rows to add any more attributes you believe a learning city should have?

Indicator	%	Time
Proactive encouragement and support for everybody to achieve potential		
Provides necessary support structures – counsellors, psychologists, mentors		
Makes learning a pleasurable activity – reward, recognition and celebration		
Maximises resources and encourages active citizenship and participation		
Looks outward and encourages citizens to interact with other creeds and cultures		
Maximises the use of technology for learning		
Encourages personal learning plans,		
Mobilises citizens to actively care for the environment		
Frequent celebrations of learning and a reward and recognition structure		

20. The author talks about ‘mind-set change’ – what do you think this means in the context of your city?

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21. How important do you think values are in the educational context? Name 5 values you hold

1.	2.
3.	4.
5.	6.

22. ‘The alternative doesn’t really bear thinking about’ says the author. What is the alternative for cities, towns and regions which don’t become learning organisations??

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23. What do you consider to be your own responsibilities in the creation of a learning city or region and what actions will you take?


## CREATING THE LEARNING CITY - THE ROLE OF LOCAL GOVERNMENT

1. <b>L</b> eads a local Task Force or Steering Group to examine how Lifelong Learning can be implemented	A	B
2. <b>O</b> rganises the development and delivery of courses, seminars and workshops on Lifelong Learning to professionals and key implementers in local government and its institutions		
3. <b>C</b> ommissions studies and surveys to provide information on Lifelong Learning policies, progress and performance in all the city's institutions and workplaces		
4. <b>A</b> ctivates a 'Learner's Charter' which sets out every citizen's entitlement to learning and the actions the city will take to fulfil its commitment		
5. <b>L</b> egislates a full business strategy for the implementation of Lifelong Learning and measures and monitors its progress in all its institutions and workplaces		
6. <b>G</b> enerates Lifelong Learning knowledge and action through proactive local and regional promotional campaigns and innovative marketing strategies		
7. <b>O</b> rganises a programme of Learning Festivals and other events which stimulate people to take up learning.		
8. <b>V</b> italises the public acceptance of learning as a desirable and pleasurable activity through promotional campaigns such as advertising, billboards, local radio, websites, mass distribution of leaflets etc		
9. <b>E</b> ncourages Active Citizenship and the sharing of knowledge, expertise, values, skills and talents for the benefit of the whole community		
10. <b>R</b> estructures the financing of Learning through integrated budgets, resource sharing, including human resource, and community involvement		
11. <b>N</b> urtures people into learning through Personal Learning Plans, Guides, Mentoring, the development of Learning Counsellors and Learning Leaders		
12. <b>M</b> otivates citizens through innovative recognition and reward systems and events to celebrate learning as an enjoyable and personally rewarding activity		
13. <b>E</b> nlists the contribution of all stakeholders to contribute to the development of the town, city and region as a learning communities		
14. <b>N</b> ourishes international co-operation between the city's institutions and workplaces and encourages the transfer of ideas, concepts and actions between them.		
15. <b>T</b> ransforms the city into a prosperous and stable 'Learning Community' by removing all barriers to learning and releasing the full potential of all citizens and organisations.		

The initial letters say what is responsible for implementing the actions

In columns A (desirability) and B (implementation) put down a figure from from 1 to 5 where 1 is fully, 2 is mostly, 3 is medium, 4 is partly, 5 is not at all.

## **Actionsheet 5**

### **Some words for a learning city definition**

Empower, human potential, development, enjoyment, understanding, support, prosperity, social stability, inclusion, learning, fulfilment, mobilisation, active, citizenship, creativity, sensitivity, adaptability, flexibility, resources, vibrant, participative, contribute, cultural, enlightened, economic powerhouse

## 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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9

	<b>Topic</b>	<b>Session(s)</b>
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 <sup>st</sup> 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
27 8	Two-way profiting from international cooperation	8.6
28 9	Organisational issues in the learning city and region	9.2
30 9	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