

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 6 Session 6

Cultural Services in Transition: Bringing Museums, Libraries, Archives and Galleries into the learning world

‘museums, libraries, galleries and theatres have a central role in the building of the learning city and region. Here is where there is great scope for innovative approaches, both to the marketing and execution of learning region concepts’

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

Chapter 6 Session 6.7

Cultural Services in Transition: Bringing Museums, Libraries, Archives and Galleries into the learning world

Session outline: Museums, Libraries, Galleries and other cultural services are an essential part of the total educational effort in a learning city or region. In the UK for example, most public libraries and museums have developed mission statements acknowledging their contribution to lifelong learning. Equally the new technologies have expanded the role of museums and libraries. This session therefore explores what their new contribution in the overall scheme of things might be and how it can be implemented. It is primarily aimed to improve the understanding of those who are not immersed in the culture of museums, galleries, archives and libraries, but also the experts will find some good practice examples here from which they can learn. It may not be possible to complete all exercises here in a single session. Group leaders and/or learners should choose which are the most appropriate for their purposes.

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 to 4 are completed as an exercise for individuals with the answers debated in the two open sessions indicated, facilitated by a learning leader. All the rest of the assignments should be completed in small groups of 2 or 3 people again with the results frequently discussed 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 0: These learning materials derive from, and extend, the concepts and ideas in ‘Learning Cities, Learning Regions, Learning Communities.’ Reading pages 136 to 137 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: You are reminded that one definition of a learning city/region stakeholder is:
A learning city or region stakeholder is any organisation, institution, association or person that can benefit from the construction, growth and maintenance of a learning community, city or region and is willing to contribute some or all of its human, physical, intellectual, financial or other resource in order to support its development

A. Can you think of 3 ways in which, in your opinion, a museum or library would benefit from the construction, growth and maintenance of a learning city or region

B. Think of a few ideas on how a museum or library could contribute to learning community or city development as described

Human Resources	
Physical Resources	
Intellectual Resources	
Financial resources	
Other resources	

Assignment 2: Discuss your perception with others

Assignment 3: Look at the quotations below. In the columns 1-5 put a tick for the extent to which you agree with the sentiment expressed 1= fully agree, 2= mostly agree, 3= half agree, 4= partly agree, 5 = don't agree at all

Put a cross for the extent to which you believe that museums and libraries in your city have acted upon the sentiments expressed 1= they have noted and have taken measures to address it, 2= they are in the process

of taking measures to address it 3= they have noted and are not taking any measures to address it 4= they haven't even thought about it.

	1	2	3	4	5
<i>Learning is no longer seen as being at the receiving end of the transmission of knowledge and information, but rather as a process requiring the individuals' participation, enabling them to approach learning in a variety of different ways. Museums have a part to play in that. (Reading museum service)</i>					
<i>In a society of lifelong learning public libraries will be nodes connecting the local learning setting – whether or not it is of the formal or formal kind – with the global resources of information and knowledge. Public libraries can therefore play a role of fundamental importance in the development of future systems of lifelong learning. (IFLA)</i>					
<i>Libraries have been destinations for millennia – their traditional book-based functions are now being changed by new technologies and their user groups expanded by policy makers, and demographic shifts, with the result that a new breed of libraries is emerging (Anna brown)</i>					
<i>The most modern and well-equipped library is not necessarily the most developed in the art of stimulating popular participation and democracy (IFLA)</i>					
<i>Only a few institutions in the education sector formally acknowledge library staff to be part of the teaching and learning process. There remains a major advocacy job to be done to convince key players of the important contribution libraries and library staff have to make (library association)</i>					
<i>Museums, archives and libraries belong at the very heart of peoples' lives, contributing to their enjoyment and inspiration, cultural values, economic prosperity, learning potential and social equity. (Resource – council for museums, archives and libraries)</i>					
<i>In recent years there has been a shift in how we think about museum education. Many people now tend to see this in terms of how museums facilitate learning, rather than how they 'educate' (CILIS)</i>					
<i>'Museums must do more to unlock the full potential of collections and must become inclusive places for learning and inspiration' (Cornwall library service)</i>					
<i>Access to culture is something which is facilitated when physical, cultural, social, financial, intellectual, psychological and emotional barriers are removed or reduced." (Manchester Museum access policy)</i>					

Assignment 4: Write down 5 general points about the world of cultural services that these quotations are trying to make. Then, if you have any comments about the quotations use the lines below

1	
2	
3	
4	
5	

Comments

Assignment 5: Discuss your observations in assignments 3 and 4 with others

Libraries (Ideas stores)

Assignment 6: Look at the case study of Tower Hamlets on Actionsheets 1 and 2 in the learning kitbag below. Situated in Inner London, this is one of the boroughs with the most deprived populations in the UK. Try to answer the questions embedded into the Case Study

Assignment 7: Discuss your results with others.

Assignment 8: The actions in Actionsheets 3 and 4 of the learning kitbag below are distilled from several examples of good practice from regions such as Reading, Cornwall, Wrexham, Norwich and Scotland in the UK: Complete the end columns with a tick saying whether or not this happens in your city or region. Where you don't know try to find out as a research project – or invite a librarian into the class to help answer.

Assignment 9: In column X of Actionsheets 3 and 4 of the learning kitbag put a cross where that action strongly helps to contribute to the construction of your city as a learning city.

Assignment 10: Write below some observations on these exercises and then discuss them with others.

Assignment 11: Try to put together a charter (similar to the one done for schools and business in sessions 6.2 and 6.4) containing no more than 10 points which would describe the role and responsibility of the library to the citizens of your city or region, and which could be displayed publicly. A template is shown on Actionsheet 5 of the learning kitbag.

Assignment 12: Consolidate your work on assignment 11 with others and try to come to a common charter, which may be presented to senior management in the Library

Museums

Assignment 13: Look at Actionsheet 6 in the learning kitbag below – it invites you to comment about what you think museums in your city or should be. Say how much you agree with each statement.

Assignment 14: Discuss your observations and opinions with others.

Assignment 15: Actionsheets 7 and 8 in the learning kitbag are a list of good practices distilled from a number of museum services in the UK, particularly in Reading which has done a great deal of work in bringing its museum service up to date with the needs of a lifelong learning society. Say whether or not your own city or region comes up to scratch by completing the end columns.

Assignment 16: If you have a large number of don't knows, either resolve them by researching the answers at your local museum or invite a museum director to the class.

Assignment 17: Against the relevant column of Actionsheets 7 and 8 of the learning kitbag put a cross where that action strongly helps to contribute to the construction of your city as a learning city.

Assignment 18: Write below some observations on these exercise and then discuss them with others.

Assignment 19: Try to put together a charter (similar to the one done for schools and business in sessions 6.2 and 6.4) containing no more than 10 points which would describe the role and responsibility of the museum to the citizens of your city or region, and which could be displayed publicly in the museum. A template is shown on Actionsheet 9 of the learning kitbag..

Assignment 20: Consolidate your work on assignment 19 with others and try to come to a common charter, which may be presented to senior management in the Museum

Assignment 21: As its stakeholder contribution to the PALLACE project, the city of Espoo (Finland) engaged its cultural services department in the development of a portable display on Espoo as a Learning City and the practice of Lifelong Learning in the municipality. This would be available in Libraries, Museums, Art Galleries and other public places. Visitors would be asked to comment on the display and their opinion of the concept of Espoo as a Learning City, and importantly, what they believed could be their own contribution to its further development. This was highly successful in that particular context. You are now invited to do a similar exercise for your own city. If there is a group of you, the task can be divided into slices – some working on different aspects of the exhibition, and others working on different aspects of the questionnaire.

Assignment 23: 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 24: 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 6 Session 6.7

The

LEARNING

KITBAG

In Tower Hamlets, a £20 million project is underway which will eventually build seven ‘Idea Stores’, the first of which opened in Bow in 2001. The plan is to create a series of bright new buildings offering a combination of library services, lifelong learning facilities and cultural attractions.

Exercise 1A: What do you think of the use of the phrase ‘idea stores’ for libraries

Exercise 1B: Think of some other titles that might be used to attract people to cultural services of this kind

Working with the Adult Education Service, the Library and Information Service and Tower Hamlets College, the Council developed the Idea Stores concept after a period of intensive research and detailed surveys of local people. Currently, over 70% of people in Tower Hamlets don’t use libraries at all: one of the key aims of the Idea Stores programme is to double the number of library users in the borough.

Exercise 2A: What percentage of people in your city or region don’t use libraries? _____

Exercise 2B: Has any research been undertaken in your city or region to ask people what they think of cultural services?

Exercise 2C: What do think are the 5 main reasons why library (or idea store) use is low in the present population of your city or region

1 _____

2 _____

3 _____

4 _____

5 _____

Over 70% of those surveyed expressed a desire to combine a trip to the library with shopping, banking or other commercial high-street activities. The result was a critical plank of the Idea Stores concept:

Exercise 3: Against those words in red below estimate what additional % of the population in your city would be more motivated to attend the library.

they are located **in shopping centres well served by public transport**, (%) and bear a strong, **high street-style brand**. (%)

The Idea Stores will have **longer opening hours than the current library service** (%), will **provide fully accessible services for people with disabilities** (%), and will offer a **crèche service** (%)

‘to make life simpler’. All Idea Stores include:

- **traditional library services including books, CD-ROMs, computer**

games, videos, story tapes and children's libraries; (%)

• learning facilities such as classrooms, workshops, homework clubs and other study spaces (%)

• latest in IT from public computer suites (%) to business IT and support services (%);

• information on various subjects like healthy living, (%) careers advice (%) and tourist information (%), plus an improved reference and information service and local history and archives collection; (%)

• entertainment including music shows, (%) art exhibitions, (%) a café (%) and other community activities. Further market research into the learning needs of the borough, supported by SRB funding, is being conducted by the Adult Education Service and Tower Hamlets College.

The Idea Stores are tackling social exclusion head-on by creating destinations which fit into the cultural map of a deprived borough. It is clearly a deliberate choice to do away with the word 'library' altogether, to focus instead on creating inviting, accessible and strongly branded facilities which offer products and services to meet the learning, information and cultural needs of local people. Doing away with social and physical barriers to entry and use — by, for example, providing a crèche — is central to the concept.

Exercise 4: Write down a few points on your own opinion of this case study, what it is trying to achieve, how it is doing it and what you think the result will be.

Exercise 5: What do you believe your own city or region should be doing in this area? Be specific – give the authorities a 5 point plan.

1
2
3
4
5

Libraries too are hotbeds of innovation and good practise, linking their special services to the lifelong learning agenda of the locality. What follows is a (long) list of good practices distilled from libraries and library services throughout the UK. You are invited to assess how much your own local library measures up – and of course to add a few of your own at the end.

		yes	no	Don't know	X
1	The library has developed a lifelong learning policy that integrates with that of the local or regional authority.				
2	A strategic group has been formed with responsibility for ensuring a cohesive approach to lifelong learning, and for implementing the actions which flow from the policy				
3	Library staff sit on the local lifelong learning committee				
4	The library links with the wider cultural sector (museums, archives and galleries) to				
5	The library acts as a gateway to learning.				
6	The library runs joint training courses for staff with other cultural sectors				
7	Library staff participate in local joint training courses with other cultural sectors				
8	The library service and its libraries are genuine learning organizations				
9	All library staff have continuous learning programmes to improve their knowledge and skills				
10	All library staff have undertaken a course in lifelong learning concepts				
11	Library staff are trained on how to help people develop their knowledge, skills, judgment and creativity				
12	The library has sophisticated quality assurance processes				
13	Standards, kitemarks, benchmarks are included in the context of Best Value and other self-assessment and action planning quality systems				
14	Library staff are trained to tailor learning support to the learning style of the individual				
15	Library staff are trained to treat all visitors as valued customers				
16	Training includes creating a welcome which inspires learning				
17	All Library staff have teaching skills				
18	All staff are committed to promoting lifelong learning as a core activity				
19	All library staff are made aware of learning opportunities for customers				
20	The library puts together programmes that support national curriculum				
21	The library employs a trained teacher to run the learning programmes				
22	The library has in service-points for local and national external educational agencies (eg U3A and Open Universities)				
23	The library operates as a large multimedia open learning centre for customers				
24	The library provides open learning packs in several subjects free of charge for use anywhere in its region				
25	These include workbooks, cassettes, videos and/or computer software				
26	The library links into the national learning provision open learning grid (eg Learndirect in UK)				
27	The library gives it members freedom to study where, when and how they wish using the study packs				
28	Contents may include workbooks, cassettes, videos or computer software				
29	The library gives information about local and national courses				
30	And contact details for local and national education providers				
31	A large number of computers is available for use free of charge by visitors				
32	These are all linked into the internet and can be accessed whenever the library is open				
33	The library offers a 24/7 on-line information service on the net				
34	The library runs free Computer Clubs and courses for working age adults				
35	The library runs free computer clubs and courses for children from 7-16				
36	The library runs free computer clubs and activities for very young children under 5				
37	The library runs free computer clubs and courses for third age people				
38	Funding is targetted towards initiatives that seek to encourage the 'difficult to reach' to participate in learning				

39	The library organises frequent lectures using guest speakers				
40	The library is at the hub of a regional library network				
41	The library regards itself as a cultural and recreational amenity for the whole community				
42	The library offers desktop publishing facilities				
43	The library offers word-processing facilities				
44	The library is adapted for use by people with disabilities				
45	The library offers dvds and video-cassettes for loan				
46	The library offers a music service on CD or other medium for loan				
47	The library provides a collection and deposit service for out-of-hours use by customers				
48	The library links into and services libraries in local education providers				
49	The library links into and services libraries in local community centres				
50	The library provides special research facilities and advice for university students and staff				
51	The library provides special research facilities and advice online for customers doing local or family history projects				
52	The library provides a digitised media service of local press editions				
53	All library buildings are excellently signed and guided to ease access to learning materials and resources				
54	The library provides high standard of equipment and furnishing				
55	The library also acts as a heritage centre for the city and region				
56	The library makes available microfilm records such as parish registers and probate records online to its customers				
57	The library provides a special business reference section offering research and advice online to local businesses				
58	The library offers a European Information Centre to offer a range of business and European information to the local business community				
59	All connections are broadband				
60	The library develops special multimedia or computer software presentations for delivery at special events.				
61	The library provides an all-day cafeteria or restaurant service for its customers				
62	The library houses the local tourist information centre				
63	The library works very closely with the local tourist information centre				
64	The library contains a learning shop				
65	The library houses the local branch of a television or radio station				
66	The library works very closely with local television and radio.				
67	The library has a large nearby car park with video surveillance				
68	The Library service ensures that every resident is within seven miles of easy access to the ever-growing range of on-line education, learning, communication and information services.				
69	The library service develops special programmes for families				
70	The library contains a crèche				
71	The library runs story-time sessions for pre-school children, together with activities specifically geared for this age-group				
72	The library runs special sessions for children during the school holidays				
73	The library runs and staffs homework clubs				
74	The library provides for whole-class visits				
75	The library organises writers circles and poetry groups				
76	The library provides a service for people who are housebound or in residential care				
77	The library hosts events, activities, corporate members lunches, conferences, meetings and performances				
78	The library caters for Visually impaired users by providing Bobby compliant screen readers				
79	The library provides facilities for research placements				
80	The library uses volunteers to help customers				
81	The library provides access for all, regardless of age, gender, social status, ethnic origin or ability				
82					
83					

THIS IS A **LIFELONG LEARNING** LIBRARY

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE WELL-BEING OF PEOPLE IN OUR CITY, OUR SURVIVAL AS A LEARNING AND CULTURAL PROVIDER AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW

We declare that we will assist the development of a Learning City in _____ by:

1

2

3

4

5

6

7

8

9

10

	<i>Statement</i>	Strongly agree	Agree	disagree	Strongly Disagree	X
1	Much of the public thinks that Museums are boring places to visit					
2	Museums can be exciting places to visit					
3	Museums should be part of the learning experience of all young people					
4	Museums should link some of what they do to the national curriculum					
5	Museum education should be aimed primarily at learning in schools					
6	Museums need to reach the places where the people are					
7	Learning should always be enjoyable					
8	Museums should have frequent special exhibitions on special topics					
9	Museums should always explain things in an attractive manner					
10	Museums should let people come to their own conclusions					
11	Museums are a real asset in the community					
12	Museums should be a learning asset for the community					
13	Modern technology is an opportunity to make museums come alive					
14	Museums should reach out into the community to deliver their message					
15	Museums need to market themselves better than they do					
16	Museums need to enter the lifelong learning age					
17	Museum education contributes to economic growth					
18	A museum's education programmes should be for all sectors of the public					
19	Lifelong learning will help increase the popularity of museums in the future					
20	Museums can help create a learning society					
21	Museums should reflect the culture of a region or city					
22	Museums should work with teachers in the schools to make them more accessible to children					
23	Everyone who works in a museum should be involved in learning					
24	All museum Directors/Managers/Curators should have training on how to promote real learning					
25	Museum staff should get out and about a lot more than they do.					
26	Museums offer a unique experience – they should do what they do best and leave the curriculum to schools					
27	Museums should always have a section on local history					
28	Learning is the key to everything a museum does					
29	Museums should work with media people to make their product more accessible to the public					
30	Museums cannot work alone, they have to form partnerships with other agencies if they are to be effective					
31	Museums are an integral part of a local authority's lifelong learning policy					
32	Museums should be externally evaluated by experts					
33	Museums should ask for more detailed feedback from their visitors					
34	Museums have a key role to play in the development of a learning city, region or community					
35	Museums should be used to display learning and social messages to the locality and ask for feedback					
36	Museums should offer a more hands-on service					
37	Museums should take on many more volunteer staff					
38	Museums should exhibit in many places in the community					
39						
40						
41						
42						

Please add your own statements in rows 39-42

Museums are becoming innovative. In many UK cities, for example, they work closely with the local authority as an integral part of the lifelong learning team, serving people of all ages and organisations of all types. This is a (long) list of the facilities that (some) modern museums make available to citizens in local communities, cities and region .. You are invited to say whether or not the museum service in your own city or region matches up to this – and perhaps even add a few of your own.

	Ye s	N o	Don' t Know
1 Museum Director is included on the city lifelong learning committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Museum works with local education authority as a key part of its lifelong learning strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Museum develops appropriate links and networks with local education authority personnel,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Museum develops appropriate links and networks with schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Museum develops appropriate links and networks with universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Museum develops appropriate links and networks with adult education colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Museum staff visit schools and other venues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The Museum is a genuine Learning Organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 All museum staff have continuous learning programmes to improve their knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 All museum staff have undertaken a course about lifelong learning concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Museum staff are trained to help people develop their creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Museum staff are trained to treat all visitors as valued customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Works in line with national and local examinations and qualifications strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Offers direct hands-on access to museum objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Allows web site interaction with its on-line resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Exists to help provide inspiration, motivation and information as an integral part of the local learning agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Provides outreach services at non-museum venues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 provides access for all, regardless of age, gender, social status, ethnic origin or ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Recognises the contribution that creativity can make to learning and employment and is always innovative in its presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 provides consultation sessions to regional, national and international museums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 provide access to other collections that can inspire, motivate and stimulate curiosity as well as inform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 introducing pupils and students to 'real evidence'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Provides museum staff-led sessions delivered within the museum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Provides a loans service for schools and educational groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Makes an on-line booking system available for all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Runs special education sessions for local teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Provides specialist advice and guidance for undergraduate and post graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Provides facilities for research placements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Provides outreach sessions to enable users unable to visit the museum to be able to have access to both museum collections and trained museum staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Caters for pupils and students with special educational needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Makes free lunch spaces available for schools booking visits to the galleries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1 Provides a 'Phone a Friend' service, enabling teachers to book a free thirty minute introduction to the museum with a session leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3			

3	Cooperates with local e-learning credit systems to buy museum services	
3	Operates as a regional centre of excellence	
4	Makes loan boxes of artefacts available to educational institutions	
3	Engages in fund raising initiatives to improve its education service,	
5	Engages in partnerships wherever possible	
3	Always uses original objects in the loan boxes unless they are incomplete, deteriorated or too complex	
8	Information notes are supplied for each item in the loans box providing a short paragraph for each item and brief background information	
3	Runs special holiday period sessions for children	
9	Has a marketing and publicity plan to make the museum and its offerings more attractive to the public	
4	Each group is met by a member of staff who will welcome it to the museum	
2	Strongly supports in-service development of teachers	
4	Runs a weekly museum surgery to allow members of the public to discuss their own objects with museum staff	
3	Runs a lecture programme for adult groups on themes relating to the collections and museum services	
4	Runs a work experience programme for 14-18 year olds - each student provided with a varied, printed, programme of work for their placement at the start of their week by a member of the museum staff	
6	Caters for differing learning styles. (e.g.visual, auditory, kinaesthetic)	
4	Has developed new approaches to museum learning through handling objects	
7	Creating oral histories	
4	Development of video and audio clips	
9	information, games, quizzes presented on Touch screens	
5	virtual and physical interactives	
1	role play	
5	story telling	
3	Tots Trails	
5	clear text both in print and on screen	
5	Runs events and activities linked to a national event, council initiatives, partnership projects, etc	
7	Caters for Visually impaired users by providing Bobby compliant screen readers.	
5	Museum staff answers general public enquiries in person, by letter, over the telephone and e-mail	
8	Full information sheets are linked to all collections	
6	Makes the museum store (non-displayed items) and research room) available to the public by appointment.	
2	Museum staff develop learning materials both in print and online	
6	Makes learning resources available on the web site.	
3	Organises a 'Friends of the Museum' association	
6	Concentrates particularly on tackling social exclusion	
5	Makes self-study Kiosks available in the galleries	
6	Tactile signage is provided throughout the museum	
6		
7		
8		

6 9	Each gallery has its own icon to help visitors find their way around	
7 0	Each formal education session is subject to a process of continuous evaluation content and quality of the session, as well as the standard of museum facilities.	
7 1	All gallery and classroom sessions are evaluated by means of a questionnaire form handed out to each group at the end of their session	
7 2	Museum staff trained in modern education techniques which engage the learner	
7 3	Museum staff trained to advise on self-directed learning	
7 4	Museum staff trained to adapt the content of their introduction, ensuring that all information is delivered at an appropriate level	
7 5	Handling collections housed in specially designed trolleys and objects in the galleries are used extensively during these activities to engage the pupils' imagination and stimulate discovery about the topic.	
7 6	Delivery and collection of boxes to schools is organised every half term by courier service	
7 7	<i>Loans On-Line</i> enables all website users to browse the collections, and schools that subscribe to the service are given a password that allows them to check availability and book their choices up to two years in advance.	
7 8	Innovative People and Place Gallery allows visitors to find out how local people lived in the past and how both famous and ordinary men and women made the town we know today.	
7 9	Museum has created videos about the history of the city and makes these available to groups with a speaker if required	
8 0	Museum houses specialized galleries and collections from local industries and benefactors	
8 1	Innovative 'Green Space' gallery traces the development of the city's environment, landscape and wildlife, using hundreds of geology and natural history specimens	
8 2	Provides a 'book corner' for visitors to use to find out more about the subjects explored in the gallery.	
8 3	Hosts events, activities, corporate members lunches, conferences, meetings and performances	
8 4		
8 5		
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8 9		

THIS IS A **LIFELONG LEARNING** MUSEUM

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE WELL-BEING OF PEOPLE IN OUR CITY, OUR SURVIVAL AS A LEARNING AND CULTURAL PROVIDER AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW

We declare that we will assist the development of a Learning City in _____ by:

1

2

3

4

5

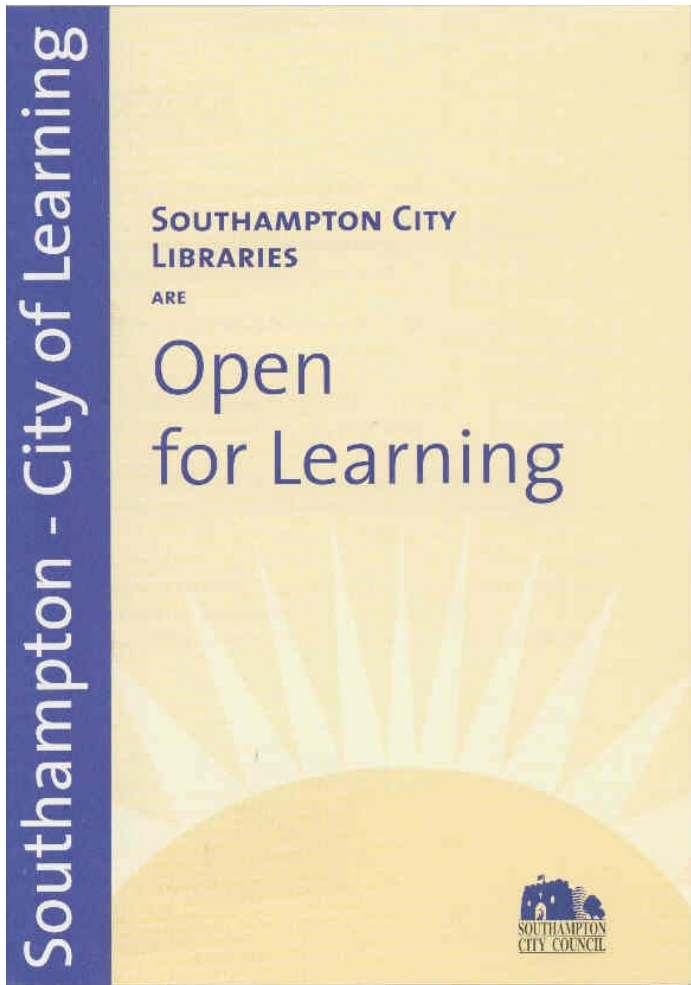
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10



LEARNING MATERIALS ON CITIES AND REGIONS FOR THE FUTURE – A REMINDER

		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