

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 7 Session 7.6:

Resources for the Learning City: Service Credit, Social currencies and changing definitions

The principle is simple. If someone spends an hour on a charitable cause, he/she earns a 'time dollar.' It is deposited into a time bank and spendable in a variety of ways – perhaps an hour of another volunteer's time or a service. Participants receive regular statements from the time bank'

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

Chapter 7 Session 7.6:

Resources for the Learning City: Service Credit, Social currencies and changing definitions

Session outline: In order to move into a learning entity a city or region will need to re-assess the resources it puts into learning. These are not all financial as this session explains. Learners are encouraged to be creative about new and existing resource and to study several ways of funding for the future. The assignments and exercises look at the advantages and disadvantages of each, and end by creating a presentation for senior management on the many alternatives and opportunities open to cities and regions that wish to progress into learning cities and regions.

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 3 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 in small groups of 2 or 3 people again with the results discussed at intervals during completion. The emphasis should be on creativity throughout the session and the resultant presentation should be delivered to Senior Management in the city or region.. 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 158 to 159 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: It is understood that increasing local income taxes in order to make the necessary investments in the future is a difficult and often unpopular action. Nevertheless, a responsible Learning City/Region will need to invest in its own future through a variety of financial and resource strategies. Let us therefore explore together your perceptions of the need for such an investment. In the answers below

- 1= crucial that we understand and respond to this
- 2= very important – we are working on a strategy to address this
- 3= important enough to warrant the development of a future strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

		1	2	3	4	5
1	By converting previous valuable localised assets into ubiquities (inputs available everywhere at almost the same cost and time), the process of globalisation is curtailing the competitiveness of all companies that previously benefited from a favourable location, while enhancing the competitiveness of companies located elsewhere. This is both an opportunity and a potential disadvantage for regional development – to convert it into the former will entail much foresight and wise investment, mostly in education (Building a Cross-border Learning Region)					
2	To ask the public sector to support lifelong learning for adults is inequitable until and unless prior inequities in participation in education can be redressed (OECD)					
3	In every city, every region and every community, there is an abundance of unused talents, skills, ideas and experience which can be used as a new and inexpensive resource to educational organisations (Longworth – Lifelong Learning in action)					
4	The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and competitive advantage.. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper (Ball Action Agenda for Lifelong Learning)					
5	Learning should not be carried out in an institutional vacuum. Whether formal or informal it is a part of city life itself, and its practical benefits to the past, present and future of cities and regions and their citizens should be made clearer in terms that everyone can understand. People will be prepared to pay more for continuing education when they see the benefits personally and collectively. (Lifelong Learning in Action)					
6	Educational and Cultural policy is the key to the future. A nation's and a region's only salvation is the strength of its culture. Intellectual and social capital is its most important investment; the task of (local) government is to see to it that everyone has the same opportunities to learn, and to direct educational institutions throughout the region to support every branch of learning. Extensive collaboration is needed if we are to build a learning society. (Finnish National Strategy)					
7	In the overall scheme of things, the issue for nations and communities might be connected to whether they can afford <u>not</u> to implement lifelong learning, and we come back once more to the enormous cost imposed by a culture of ignorance which is by no means confined to the developing world. (lifelong Learning in Action)					
8	Perhaps the question ‘who pays for lifelong learning?’ might be expressed in a different way. When learning is regarded as an investment into personal, community, regional and national futures it becomes ‘Who benefits?’ and the answer suddenly becomes obvious. (Lifelong Learning in Action)					
9	Recent analyses of labour market trends by OECD have indicated that new employment opportunities requiring higher skill levels are increasing at a rate of 10% of the total labour force each year. However, the inflow of recently qualified young people from the initial education system is typically around 3 % of the total labour force in any given year. In removing the barriers to lifelong learning, individuals who may be locked in by geographical, family or other personal circumstances need to be given more access to learning opportunities. (Tom Healy, OECD - Research for LL policy and practice)					
10	Unless a significant proportion of those children and adults who are presently disengaged from learning are brought back into the learning habit, the economic, social and cultural prospects of nations, regions, cities and individuals will suffer. This is well documented and accepted by					

most informed politicians and by community and business leaders. The most urgent task therefore is to break down the mind-set of inaction, mobilize the people and broadcast the good news that learning is good, learning is enjoyable and learning is natural. (Lifelong Learning in Action)						
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Assignment 2: Put a tick against the 3 quotations which most reflect your view and express it in the most powerful terms

Assignment 3: What are, in your opinion, the general messages that these quotations are trying to put over.

Assignment 4: Discuss your results and observations with others

Assignment 5 Look at ActionSheet 1 in the learning kitbag. It suggests a number of alternative ways of increasing resources for learning. Say whether or not your own finance department is examining them for feasibility. Brainstorm some fund-raising ideas and, if you can, add other ideas of your own in the blank boxes.

Assignment 6: Put them in order of your own top ten preferences where 1 = the most favourable.

Assignment 7: ActionSheet 2 (2 pages) in the learning kitbag is a description of how Edinburgh has saved resource by creating a company to deliver lifelong learning services to the city. Answer the questions and exercises embedded in the text and then discuss your answers with others.

Assignment 8: ActionSheet 3 is a case study of industrial cooperation between company and region that has provided much-needed resources, Answer the questions and do the SWOT analysis. Then discuss the exercise with others.

Assignment 9: ActionSheet 4 is a case study of full service schools in which resources are concentrated into the areas of need. Answer the questions below it and develop the presentation. Deliver it and discuss your different approaches.

Assignment 10: ActionSheet 5 in the learning kitbag is a case study of a service credit scheme in which service to the community is converted into a form of time currency. Answer the questions below it and deign a presentation making a case for a time currency scheme in your own city or region. What it would do, how it would work etc.

Assignment 11: Other ideas for resource creation include using volunteer effort from the community. Brainstorm the proposition ‘ what the local community can do to increase the resources available to a school.’ Write your recommendations on the list on the next page. Aim for at least 40 and add more if possible.

Assignment 12: Partnerships are also opportunities for resource sharing and creation. In the boxes below write down 10 possible ways in which resources can be created by one type of organisation working with another.

Organisation 1	Organisation 2	Resource

Assignment 13: Now put all of these ideas, and others you may have, into one presentation for senior management that deals with resources for the creation of a learning city or region.

Assignment 14: 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 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.

Chapter 7 Session 7.6

The Learning

Kitbag

ActionSheet 2: Case Study 1 - Privatising the Lifelong Learning Effort in the city in Edinburgh (From Lifelong Learning at work)

One enterprising, in every sense of the word, example of public-private partnership comes from Edinburgh. In the words of its policy document 'Lifelong learning is more than a concept. It is a way of looking at education and training throughout life where the influences of science and technology, the restructuring of industry and economic imperatives, the changes in the nature of work, environmental requirements and education for a wider role in a democratic society are all critical factors. Lifelong learning provides an approach to achieving the objectives set out in the Council's City Strategy; its regeneration strategy and Edinburgh's Economic Future.'

Question 1: Has your own city or region made such a statement in its policy document? Yes/No

Exercise 2: In your opinion how do the following items affect learning in your city. Whose responsibility is it and how and why should be carried out?.

The influences of science and technology	
The restructuring of industry	
Economic imperatives	
Environmental requirements	
Education for a wider role in a democratic society	

These are ideals recognisable to every city already on the road to becoming a learning city, but Edinburgh is setting about implementation in a different, and modern, way. It will establish a company limited by guarantee, with a board of directors consisting of founding partners. The Company, called the Edinburgh Lifelong Learning Partnership, will have revenue raising powers from annual subscriptions, covenanted donations and sponsorship from businesses and organizations across the city and grants from the city council. Its operation will be financed through contributions from the partners from the public, private, business, voluntary and community sectors of the city. It builds on the existing strengths and achievements of education and training provision and takes them forward into a Lifelong learning future.

The remit of the company is to:

- provide a coherent framework for the development of lifelong learning strategies
- create a learning culture within the City
- develop collaborative work between sectors and organizations
- improve and increase access to existing learning opportunities in and out of the workplace
- identify and disseminate good practice and thus improve the quality of learning for all
- promote lifelong learning within individual organizations and sectors
- attract new resources for the promotion and development of lifelong learning activities in Edinburgh.

Exercise 3: What sort of things could such a company do in your city? Think creatively

By developing and implementing strategies and projects to unite all the social partners and organizations in the city - school and post school sectors, further and higher education establishments, libraries, museums, societies, business and industry - into a coherent and cooperative effort, it will address and progress lifelong learning issues, including the fight against exclusion.

It thus becomes, under one organization, a shared responsibility between private, public, business, voluntary and

community sectors, and is intended to achieve benefits which otherwise could not be realised through individual effort. It will also work with other local, national and international partners.

Question 4: What might be four advantages of setting up a company like this to implement lifelong learning in a city or region?

Question 5: What disadvantages might there be?

Among its particular responsibilities the Edinburgh Lifelong Learning Partnership has to

1. Provide regular, targeted information to the public about education and training opportunities in and out of the workplace.
2. Develop networks in the city to improve the quality of information and guidance.
3. Identify and implement collaborative arrangements that will improve access for all to learning opportunities.
4. Identify and develop the role and place of information technology in the learning city.
5. Involve local people in regeneration initiatives.
6. Improve links between Small to Medium Enterprises and education and training providers.
7. Strengthen the links between business and the community.
8. Participate in European projects to extend knowledge and understanding of lifelong learning policies and practice.
9. Develop strategies to enable the National Education and Training Targets to be achieved.
10. Promote community based flexible approaches which overcome barriers experienced by disadvantaged groups.

Exercise 6: Who performs these tasks in your city?

1		2	
3		4	
5		6	
7		8	
9		10	

Question 7: Could this idea work in your city? Yes/No/Maybe

Question 8: How would you go about setting up such a company in your city?

Exercise 7: Write here your own opinion about privatising the learning effort of a city or region

Iberdrola, Spain's largest electrical power company, provides further evidence of an innovative approach. Regional development is fundamental to the company's corporate strategy. It has established a small office in Bilbao to energise links between Iberdrola and regional governments in which the company helps in several ways. These include training individuals, promoting innovation and new technologies, providing consultancy services and diagnostic studies, mentoring SMEs and promoting the region. Since this is a collaboration activity which does not compete with academic or indigenous industrial institutions, these are all done a matched funding basis - the company pays half and the regional authority the other half. It is not altruism. The company works maintains that every wealth-creating activity it performs for a region also creates wealth and influence for the company. In a seven year period in the 1990s it developed 12 regional technology institutes, 11 computer and electronic centres, 24 technology days for universities and SME's (creating further links between these), 30 SME Management courses, and 3 diagnostic studies.

Exercise 1: Does your city or region have similar schemes with industry Yes/No/Don't know

Exercise 2: What's in it for the company? _____

Exercise 3: What's in it for the region ? _____

Question 4: Which companies in your city or region could take on such a role

Exercise 5: How would you go about persuading a company and the region to establish a similar arrangement? Do a SWOT Analysis in the boxes below

Strengths
Weaknesses
Opportunities
Threats

The development of the 'full service school' concept in the USA is another response to the over-compartmentalisation of social, health, employment and education services which, according to MacBeath ' often seem more adept at serving the needs of the professions rather than those of their clients.' 'The idea', he says, 'is to bring together under one roof the range of agencies whose job it is to serve families and communities, making it easier for professionals to meet, share their knowledge, and respond flexibly and swiftly to issues as they arise.' This appears to be an idea of which learning cities can take cognisance. In a city, the needs of families, or indeed individual citizens, do not occur in the neat and tidy parcels which local government has set up to deal with them. Everyone has personal, psychological, health, learning, housing, and a range of other needs. In particular, those trapped in the bottom layers of society suffer greatly from the fragmented system of benefits, education and other support services available. The notion of full service, client-centred cradle to grave focus, which concentrates on empowerment as much as on care, is said in the USA to cut truancy and raise achievement by streamlining services to young people. As the focus of education is changing from teaching to learning, and on the problems of the learner in order to satisfy the needs of the customer, so the focus of the service departments of our cities will change from reactive caring to proactive enabling of individuals in order to help them to help themselves. This will entail not just better cross-departmental communication, but a total rethink of the way services are administered in a more holistic way.

Question 1: What does MacBeath mean by 'more adept at serving the needs of the professions rather than those of their clients' when describing current education services.

Question 2: What are the advantages of the full service school concept?. Try for 5

1
2
3
4
5

Question 3: Is there anything like this in your city or region? Yes/No

Question 4: What are the obstacles in your city or region to creating full service schools?

1
2
3
4
5

Exercise 5: Design a diagram representing the full service schools concept that will be easily understood by city managers, parents and educators.

Exercise 6. Incorporate this design into a presentation on the full service concept for senior management. What it is, how it can be established, its advantages, opportunities for the city, who would benefit etc. This may be a powerpoint or flip chart

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

	Topics	Sessions
1	Consultation methods and levels	7.1, 7.2
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