

# **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 8 Session 8.1:**

**Opening municipal eyes and minds: International roles and  
responsibilities for learning cities and regions**

*‘There is a sense in which cities and regions can play a much larger part on the national and global stage, often to their own medium and long term advantage’*

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

**LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE**

## Chapter 8 Session 8.1:

### Opening municipal eyes and minds: International roles and responsibilities for learning cities and regions

**Session outline:** Perhaps the most visible sign of learning cities and regions is the extent to which they look outwards towards the world in order to both import and export experiences, ideas, knowledge and awareness from other cities and regions. In a sense it is an additional resource. This session therefore outlines the rationale for cooperation exercises across the globe and examines the authority's present performance in this field. It is useful for raising awareness not just in council employees but in the population as a whole, and can be used in all types of learning provider and community organisations. Later sessions in this chapter will provide case studies of global actions that have produced local benefits.

#### 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 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 open session afterwards, facilitated by a learning leader. All other assignments may be completed in small groups of 2 or 3 people with frequent plenary group sessions to consolidate answers and allow the exchange of ideas and opinions. 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 chapter 8 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1:** Look at the quotations below.

A: On a scale of 1 to 5 put in column A your own assessment of the relevance of each one to your own city or region.

1= highly relevant, requires urgent action

2= relevant, the city/region should start to develop a policy

3= significant, but nothing needs to be done just yet

4= not very relevant

5= not at all relevant

B: in column B, again on a scale of 1 to 5, put in your assessment of how your city/region is addressing the issue raised. 1= already in practice, 2= policy being developed, 3= note has been taken but no action yet, 4= recognises issue but no action intended, 5= doesn't recognise as an issue

		A	B
1	<i>'We are leaving behind the paradigm of Education and Training, which has served us well in the latter part of the 20th century, and are entering a quite different 21st Century world of 'Lifelong Learning'. It is none too soon. The events of 11th September 2001 created new imperatives - that every mind should be opened to the ways in which human beings on this planet act and interact, that dialogue and understanding should replace hate and ignorance and that communities, organisations and people of all creeds, cultures, races and nationalities should seek out ways of helping each other to grow. That can only be achieved by making learning, lifelong and based on tolerance and enlightenment, the number one activity throughout the planet.'</i> (Professor Norman Longworth 'Lifelong Learning in Action')		
2	<i>'The world has been flattened by the force of technology and economics 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, will have the power to control their future in this new world order'</i> John M. Eger		
3	<i>'In the 21st century, systems of cities have become the world's social, economic, cultural and political matrix. The world's problems have become urbanized. Poverty, crime, environmental degradation, poor service delivery, degeneration of existing infrastructure, and lack of access to land and adequate shelter are among the main areas of urban concern. For the first time in history, cities are a crucial element affecting human survival'</i> Learning Cities ( the global urban Observatory)		
4	<i>'There is a sense in which cities and regions can play a much larger part on the national and global stage, often to their own medium and long term advantage. The unprecedented emotional and financial response to the Boxing Day 2004 tsunami crisis by people of all ages, incomes and political persuasions is but one demonstration of the extent to which people have advanced in their perception of this planet as a global village, an integrated and holistic unity'</i> (Longworth – Learning Cities, Learning Regions)		
5	<i>The sine qua non for sustainable urban development is the will to learn — to change the way we think and interact. Learning is critical to sustainability — especially to the sustainability of such rapidly changing systems as today's cities</i> (Jay Moore UNCHS)		
6	<i>Cities and Regions, whether their citizens like it or not, are now an essential part of the global economy. The concept of the ideopolis as a city capable of attracting new employment and other opportunities through its attractiveness to potential inward investment from wherever in the world, reinforces that. Further, the changing economic, social, environmental, political and cultural landscape in every city of the developed, and increasingly the developing, world, makes international investment a desirable priority.</i> Longworth, Learning Cities, Learning Regions)		
7	<i>The increased differentiation of society will mean a reduced role for the nation-state – until now a major force for standardisation. Third wave civilisation will be based on a new distribution of power in which other institutions, from transnational corporation to the autonomous neighbourhood or even city-state, assume greater significance</i> (Toffler – the Third Wave)		
8	<i>'To survive in the new millennium, cities must become learning organizations "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together."</i> Jay Moore		

9	<i>Regions will gain greater power as national markets and economies fracture into pieces some of which are already larger than economies and markets of the past. New alliances will spring up based less on geographical nearness or national identity rather than on common cultural, religious, or economic affinities (Toffler – the third wave)</i>		
10	<i>'Future success will come to those companies, large and small, which can meet global standards and tap into global networks.' And it will come to those cities and regions which do the best job of linking the businesses that operate within them to the global economy. Forces of globalisation are so powerful that communities must connect the global and the local and create a civic culture to attract and retain 'footloose' investment. The challenge is to find ways in which the global economy can work locally by unlocking those resources which distinguish one place from another. (Kanter)</i>		
11	<i>There can be little doubt in this digital age that the internet is compressing the planet and changing radically the way that people see the wider world. A Learning Region is an inclusive and democratic region. It will inform its citizens about the need for outward looking policies and engage them in them, not just as on-lookers but as activators and drivers' (local authorities stakeholder audit developed in the European Commission's 'INDICATORS' project)</i>		
12	<i>Local Government should remain local government, dealing only with local problems and solutions.</i>		

**Assignment 2:** On the rows below write in 5 key issues from these quotations which might indicate that an open, outward-looking city or region is important.

1
2
3
4
5

**Assignment 3:** What are the implications for your own city or region?

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**Assignment 4: A:** Choose the 3 quotations which you find the most persuasive \_\_\_\_ \_\_\_\_ \_\_\_\_

B: Why did you choose these? \_\_\_\_\_

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C: Which organisations, stakeholders or departments in your own city might be responsible for creating and maintaining international links?


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**Assignment 5:** Discuss your answers to these exercises and questions with others.

**Assignment 6:** Look at the Mawson Lakes vision statement on Actionsheet 1 in the Learning Kitbag below. Write a similar vision statement for your own city/region which includes a global component.

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**Assignment 7: A:** How in your view has technology affected international communication between cities and regions?

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B: What do you understand by the term 'global village?'

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C: How do you think that globalisation has had an impact on your own city or region? Give examples

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**Assignment 8** Now let's look at some advantages of this type of inter-city cooperation. Actionsheet 2 (2 pages) of the learning kitbag mentions some to be found in the book 'Learning Cities, Learning Regions, Learning Communities'. Have a look at these and answer the questions posed.

**Assignment 9:** Of course not all is roses in inter-city links of this type. Put down a list of the potential disadvantages that may crop up.

1
2
3
4
5

**Assignment 10:** Discuss the results of assignments 8 and 9 with others.

**Assignment 11:** The following quotation comes from the book 'Learning Cities, Learning Regions, Learning Communities.' Please read it and answer the questions.

*‘At the same time, quite a few people were blatantly adamant in saying that the common people of our city are not capable of thinking for themselves. Very few people felt that voluntary ‘people-led’ initiatives could work. This throws light on the low levels of self-confidence and high levels of dependency that most educated people have, and how they rationalize their apathy and try to escape thinking about their personal responsibilities and roles. Our present self-centred and mechanical lifestyles also do not encourage people to explore and engage in the different realities or opportunities that exist in the city.’*

*Such words will be very familiar to city planners and managers in many parts of the world. They articulate the distance that cities and regions have to travel in order to overcome such feelings of inadequacy in their citizens. At the same time the volume of mistrust, misinformation, antagonism and aggression between countries, religions, cultures and peoples in cities is undoubtedly on the increase. The breakdown of stereotypes and long-standing antipathy is only possible through a combination of education and communication. It won’t happen tomorrow or next week or even next year. This is a long process of learning about each other that can take as long as 20 or 50 or more years. But it must start as soon as possible, and it must include as many people of all ages, so that by the year 2020 we can point to a positive diminution of hatred, terror and mistrust, to replace it with cooperation, knowledge, understanding and wisdom. This is infinitely preferable to the use of military projects in which the lack of the creativity or will or imagination to develop more lasting solutions creates environmental, emotional, physical, political and personal disaster. Moreover not only is it infinitely less expensive but it also provides an alternative interpretation of globalization that celebrates cultural diversity and creative cooperation. ‘*

A. How far does the first paragraph mirror the situation in your own city?	Wholly	Partly	Not at all
B. How far do you believe the following			
that mistrust, antagonism etc is increasing on a world scale?			
that present lifestyles do not encourage people to engage			
that citizens feel inadequate when it comes to contributing			
That education and communication are the only ways to break down international stereotypes			
That this is less expensive than military solutions.			
That the process of reconciliation will take a long time			
That at least we must try to start a dialogue			
And engage as many as possible in the process			

**Assignment 12:** In groups, prepare a PowerPoint, or other, presentation saying why, where, what, when, how, who, how much local and regional authorities should become involved in global leadership and cooperation activities. Engage!

**Assignment 13:** 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/](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 14:** 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 8 Session 1**

**The**

**LEARNING**

**KITBAG**

# MAWSON LAKES VISION

To create a 21<sup>st</sup> century community, global in orientation, that successfully balances and integrates evolutionary strategies in economic, educational, social and environmental activity

- Live, learn, work and play
- Integrated, harmonious, safe and ecologically and economically sustainable environment



## Actionsheet 2: Advantages of Global Interaction between Cities and Regions

The book 'Learning Cities, Learning Regions, Learning Communities' suggests 7 advantages, shown below, for inter-city, inter-region cooperation with a less-advantaged city or region.

### 1. It is a preventative measure

A: What sort of things might it prevent	1 2 3
B: In what way(s) might it do that? (How/Why?)	1. 2 3.
C: Think of some possible examples of preventative action	1. 2. 3.
D: For your own comments/ideas	

### 2. It makes economic sense

A. In what ways might it make economic sense? (How/Why?)	1 2 3
B: How might a company profit from international links with other cities including a disadvantaged one	1. 2 3 4
C: For your own comments/ideas	

### 3. It can transform mind-sets (incremental, horizon-opening)

A: Whose mind-sets for example?	1 3 5	2 4 6
B: In what ways might it transform mind-sets (How/Why?)	1 2 3	
C: What about your own mind-set?		
D: For your own comments/ideas		

### 4. It is fulfilling for 1000's of people.

A: In what ways might it be fulfilling (How/Why?)	1 2 3
B: Name some people you know who might be fulfilled	1 2

	3
C: For your own comments/ideas	

**5. It creates new resources**

A: What new resources might it create?	1 2 3
B: In what ways might it create them (How/Why)?	1 2 3
C: For your own comments/ideas	

**6. It solves previously intractable problems**

A: What problems?	1 2 3
B: In what ways might it do that (How/Why)?	1 2 3
C: For your own comments/ideas	

**7. It is sustainable because it's so much more dispersed.**

A: What does this mean to you?	
B: Why is it important?	
C: For your own comments/ideas	

**8: Any other reasons you can think of?**


**9. Now put them in some sort of order for you. But first you may wish to read pages 185-188 of the book**

1		5	
2		6	
3		7	
4		8	

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

	Topics	Sessions
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
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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
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38	Towards true Learning Societies	2.2
39	Defining Learning Cities and Regions	2.1

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