

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 9 Session 9.1:

Recommendations, Recommendations, Recommendations – and their implementation

‘.....demonstrating how the education and training society, presided over by national, local and regional government throughout most of the latter half of the 20th century, is giving way to a more holistic and inclusive lifelong learning world in which local and regional government becomes fully involved in building up a culture of learning for all its citizens’

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

Chapter 9 Session 9.1:

Recommendations, Recommendations, Recommendations – and their implementation.

Session outline: Within the last 5 years there has been a great deal of activity in the development of learning cities and regions. A plethora of recommendations on how to establish a learning city have been made by expert committees and projects to national, regional and local governments. There are many of them. Some cities and regions have even implemented some of them. This session brings together some of these recommendations and the activities they propagate, and examines what cities and regions may need to do in order to turn them into reality. It also acts as a summary of the issues that have been raised in the book ‘Learning Cities, Learning Regions, Learning Communities’ and adds other parameters taken from reports to the European union, the TELS project, Victoria, OECD and other sources. Finally it encourages learners to produce materials and knowledge that can be useful within their own cities and regions.

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.

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

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 2 and 13 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. All other assignments may be completed individually or in small groups of 2 or 3 people again with the results discussed 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 192 to 195 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Have a look at Actionsheet 1 in the Learning Kitbag. It is a poster used initially by the European Lifelong Learning Initiative to help define a Learning City in broad terms. Firstly put a mark out of 5 against each one for your own city, where 5= Fits this description, 4= Well on the the way, 3= Is trying but not succeeding 2= a long way to go but some signs and 1= are you joking? Compare your marks with others.

Assignment 2: Try the same exercise on your family and friends. Let it stimulate discussion and note down the comments. Discuss the results with others and consolidate the lists.

Assignment 3: (optional) In conjunction with other people, develop your own poster that you think might stimulate people to start thinking about how they would want to see their city. Display the results.

Assignment 4: An Espoo case study. Look at Actionsheets 2A and B. They are some of the ways in which Espoo, a city near to Helsinki in Finland, is promoting its credentials as a learning city to its people. As in assignment 1 put a mark out of 5 your own city’s performance in each and compare your marks with others.

Assignment 5. Read the newsletters – and then imagine that you are the chief editor responsible for developing a similar newsheet in your own city. In the boxes below jot down a few ideas on what you would include and how you would present it.

Assignment 6: Discuss your ideas with others and come to a common agreement on the newsletter. Jointly plan out the next edition.

Assignment 7. Recommendations for would-be learning cities are dotted throughout the book ‘Learning Cities, Learning Regions, Learning Communities’ and have also been made to national, regional and local governments. The statement below shows one of these made to the European Commission, and Actionsheet 3 shows the beginning of a mind-map to develop what it says. See if you can complete the arms of the mind map, particularly the How? question by jotting down the logical development of the parameters that have to be taken into account when fulfilling this recommendation. If you have access to mind-mapping software, please feel free to use it.

‘Develop a Learning City/Region development strategy and a business plan. Set realistic goals and objectives. Link it to the regeneration, sustainable development, marketing, wealth creation, leadership development, cultural development, security, social services and health, transport and other city plans for the future. Give it a time line and benchmarks’

Assignment 8: Have a look at Actionsheet 4A. It takes the key words from the recommendations of the European Policy Document on the Local and Regional Dimension of Lifelong Learning, all of which are intended to help create a learning city or region. Firstly put an asterisk against the 7 you consider to be the most important and compare these with others.

Assignment 9; Now, starting with the important ones, expand the statements into a series of action points on how your city or region will tackle it. You may wish to use the same mindmap method or use your own. You may wish to make this into a class effort, each group taking a different selection.

Assignment 10: Try to put your own within a timeline and then consolidate the line with the others. The result should be a relatively complete agenda for action within each one, the whole comprising a large number of actions.

Assignment 11. Actionsheet 4B shows the full recommendations. Use it to flesh out your list of activities.

Assignment 12: Many cities, towns and regions are already implementing some of these actions these – put a mark against the list you have in front of you to indicate your own perception of you city’s/region’s performance in this 1= already up and running, 2= in course of being implemented, 3= some thought being put into it but no action yet, 4= little thought, less action 5= no evidence at all.

Assignment 13: At this point you may wish to surf the web for evidence of the way in which cities and regions are implementing learning city strategies and actions. Find 5 examples of an activity which you consider to be helpful in creating a learning city in 5 different cities. Use the diagram below.

City	Action

Assignment 14: Now consolidate your list with that of others to make a snapshot of activity in learning city/region development from around the world.

Assignment 15: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
3.8	Towards true Learning Societies					2.2
3.9	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book **‘Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government’** by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 16: 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.

IS YOUR CITY A LEARNING CITY?

'A place where the development of all Human Potential is the basis of all its strategies, policies and actions'

'A vital, vibrant, vigorous and exciting place to live and work'

'A place where everybody contributes to the well-being and happiness of everybody else'

'A place in which learning is naturally done and naturally enjoyed throughout life'

'A City open to the world where strangers can immediately find themselves at home'

'A place where every organisation and every citizen knows what Lifelong Learning means and why it is important'

'A place where all sectors of society work together for individual development, social harmony and the creation of work and wealth'

Wondering how to let all your people in on the secret of the Learning City?

Use the LONG LEARN Learning Materials! Invest in the Future.

Espoo - The Learning City Action points

- **We communicate learning and develop new ways of learning**

-

We promote collaboration between education and economic life

-

We increase inclusion and interaction of citizens and provide a readiness for the knowledge society

-

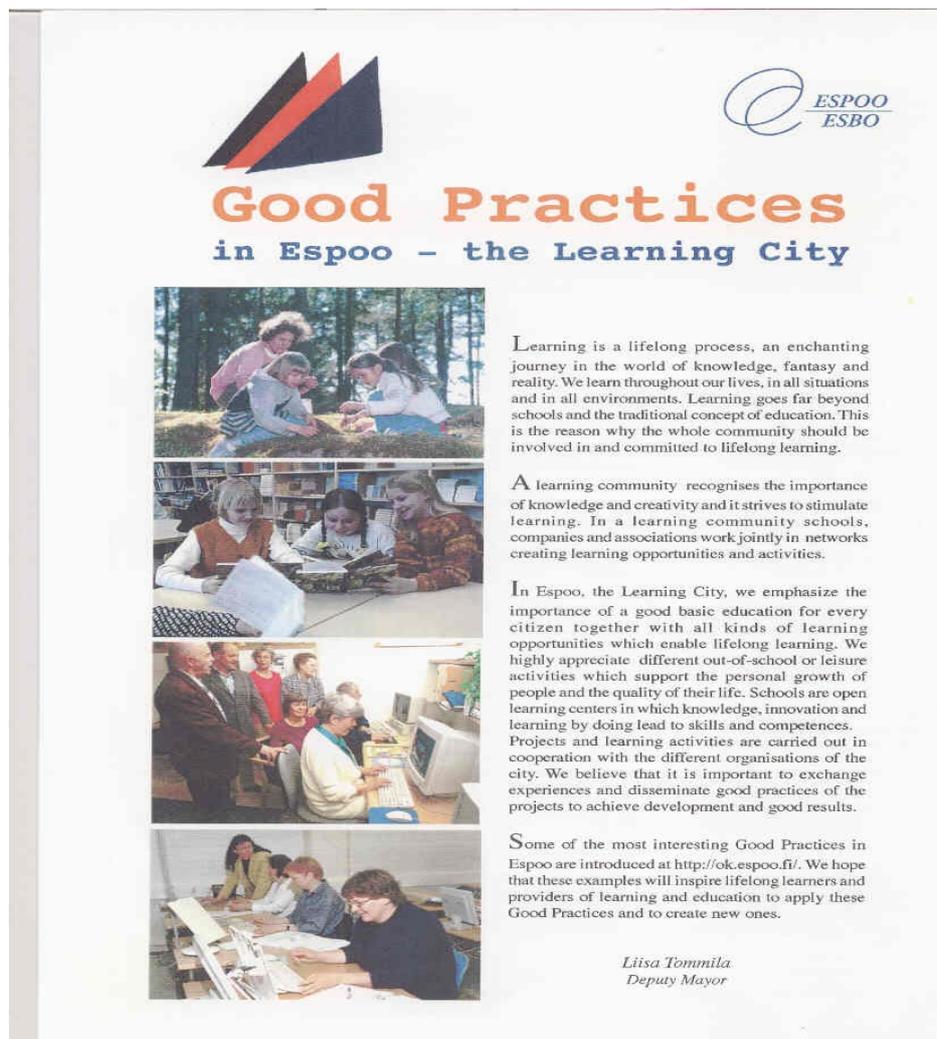
We encourage and help organisations, including the City Council, to become Learning Organisations

We support good practices and disseminate them

We work in Learning City networks in Finland, Europe and World-wide

We evaluate our achievements by research, bench-marking and participation in projects

We reward learning enterprises, schools and institutes, teams of work and lifelong learners



Good Practices
in Espoo - the Learning City

Learning is a lifelong process, an enchanting journey in the world of knowledge, fantasy and reality. We learn throughout our lives, in all situations and in all environments. Learning goes far beyond schools and the traditional concept of education. This is the reason why the whole community should be involved in and committed to lifelong learning.

A learning community recognises the importance of knowledge and creativity and it strives to stimulate learning. In a learning community schools, companies and associations work jointly in networks creating learning opportunities and activities.

In Espoo, the Learning City, we emphasize the importance of a good basic education for every citizen together with all kinds of learning opportunities which enable lifelong learning. We highly appreciate different out-of-school or leisure activities which support the personal growth of people and the quality of their life. Schools are open learning centers in which knowledge, innovation and learning by doing lead to skills and competences. Projects and learning activities are carried out in cooperation with the different organisations of the city. We believe that it is important to exchange experiences and disseminate good practices of the projects to achieve development and good results.

Some of the most interesting Good Practices in Espoo are introduced at <http://ok.espoo.fi/>. We hope that these examples will inspire lifelong learners and providers of learning and education to apply these Good Practices and to create new ones.

*Liisa Tommila
Deputy Mayor*



Learning City News

2/2001

The Third Learning City Competition in Espoo

Good learners and learning organisations taking part in the development of services in Espoo will once again be rewarded. The competition is open for learning societies (the city's units, enterprises, knowledge-producing organisations, etc.) as well as for individual persons and groups. The intention is to find and reward efforts and learners, who have developed their operation in a creative and reforming way that sets an example to others.

The nominees should fall under one of these themes of the competition:

Lifelong Learning
Knowledge and Competitiveness
Management of the Information Society
Inclusion and Interaction
Quality and Mastery of Life

The competition ends 30 September 2001.
Further information: phone +358 9 8696 704,
susanna.waly@espoo.fi.

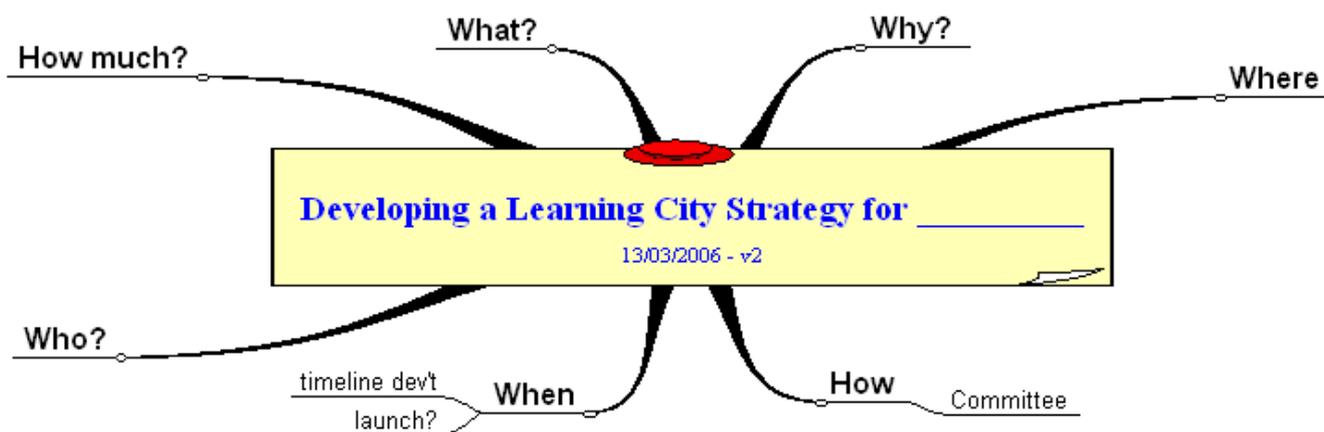
New Good Practices

WHAT'S ON

• **LCN – European Learning Cities Network** has established a net service at www.learningcities.net. In the field of learning it offers information about audits, studies and reports, events and experts. The net also provides possibilities for groups to interact. Most of the services are charged for on the basis of membership.

• **A new TELS project**
EU financing of a new TELS (Towards a European Learning Society) project has been applied for. The objective of the project INDICATORS is to establish measurable criteria for a learning city. The subfields are: education of children aged 5 to 18 years, tertiary education, vocational further education, city administration, teachers' training and the education of small and middle-sized companies.

Actionsheet 3



Actionsheet 4A

1	Involving key people	
2.	Deciding the Action Areas	
3	Setting targets and goals.	
4	Appointing a Champion	
5	Spreading the message	
6	Obtaining involvement, commitment and ideas	
7.	Collecting and acting upon these ideas	
8.	Creating debate	
9.	Developing leadership	
10	Cascading ideas and knowledge throughout the city	
.		
11	Learning from others	
12	Organising a Learning Festival.	
.		
13	Auditing Learning Needs of all	
14	Obtaining knowledge and research	
15	Sustaining the momentum	
16	Using tools and techniques	
17	Developing a City Charter	
18	Marketing the Learning City/Region	
19	Promoting interaction	
20	Improving learning	
21	Finding and Fostering Good Practice	
22	Involving Stakeholders	
23	Encouraging innovation and out of box thinking	
24	Training Key people	
25	Linking Learning Cities	
26	Promoting local culture	
27	Managing the environment	
28	Using the media	
29	Consulting the People	
30	Mobilising the people	

Actionsheet 4B Recommendations from the European Policy on the Local and Regional Dimension of Lifelong Learning

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

	Topics	Sessions
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11	Tools for measuring city and region performance	3.1,4.1,4.2,4.3,4.4,4.5
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38	Towards true Learning Societies	2.2
39	Defining Learning Cities and Regions	2.1

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