

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 9.2:

Fostering 21st Century Learning in Cities and Regions – Six Organisational Issues

‘One important characteristic of any learning organization is the willingness of its staff to stay up to date with developments not only in their own field but also in the general field of the organization for which they work. Multinational companies for example work hard to inculcate a company culture on their employees which makes them all ambassadors of the organization to its customers, clients, audiences and suppliers.’

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

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 9 Session 9.2:

Fostering 21st Century Learning in Cities and Regions – Six Organisational Issues

Session outline:

In order to move into the knowledge age in the 21st century, a city or region will need to consistently innovate, renew and analyse its performance as a learning city/region. This session is a summary of many of the organisational issues raised in the book 'Learning Cities, Learning Regions, Learning Communities', and of some of the follow-up exercises recommended in the Long Learn Learning Materials. A series of assignments and exercises leads the learner to an understanding of the issues and transformation processes that any city or regional management will need to consider in order to create a city or region for the future. It includes the processes of decision making, joined up local government, the city as a learning organisation, the city's institutions as learning organisations, the development of continuous improvement programmes for administrators and the development of an outward-looking vision.

Ideas for treatment:

For seminars and courses with several participants . All assignments can be completed individually and the observations, answers and ideas discussed with other people at a later time. However some assignments lend themselves more easily to small group work in 2's or 3's than others. It is suggested that the session leader, if there is one, decides in advance what will be done individually and what will be shared. It is advised that there are frequent plenary group sessions to review progress to date, to exchange and consolidate ideas and answers, to deal with difficulties and to obtain feedback. 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 195 to 205 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 actionsheets 1A and B in the learning kitbag. They comprise a number of quotations from reports and books on the subject of organisational change in cities and regions. Carry out the exercise described at the top of page 1A.

Assignment 2: Against each quotation, put a mark out of 4 to describe your opinion of the performance of your own city management in addressing this challenge. 1= completely on top of this, 2= Facing the challenge with some success, 3= recognises the challenge but doesn’t do much about it. 4= Doesn’t recognise it as an issue.

Assignment 3: In column 1 put an asterisk against the 5 challenges which you think are most important for your city or region.

Assignment 4: On the lines below write down 4 insights which this exercise has given to you personally.

1

2

3

4

Assignment 5: Compare your answers with those of others

Assignment 6: Have a look at actionsheet 2 of the learning kitbag. It is taken from ‘Learning Cities, Learning, Regions, Learning Communities’. In column 3 write down the actions which you believe should be taken by your city or region to address the issue.

Assignment 7: Now look at actionsheet 3 – add any you may have missed to your list and discuss your results with others.

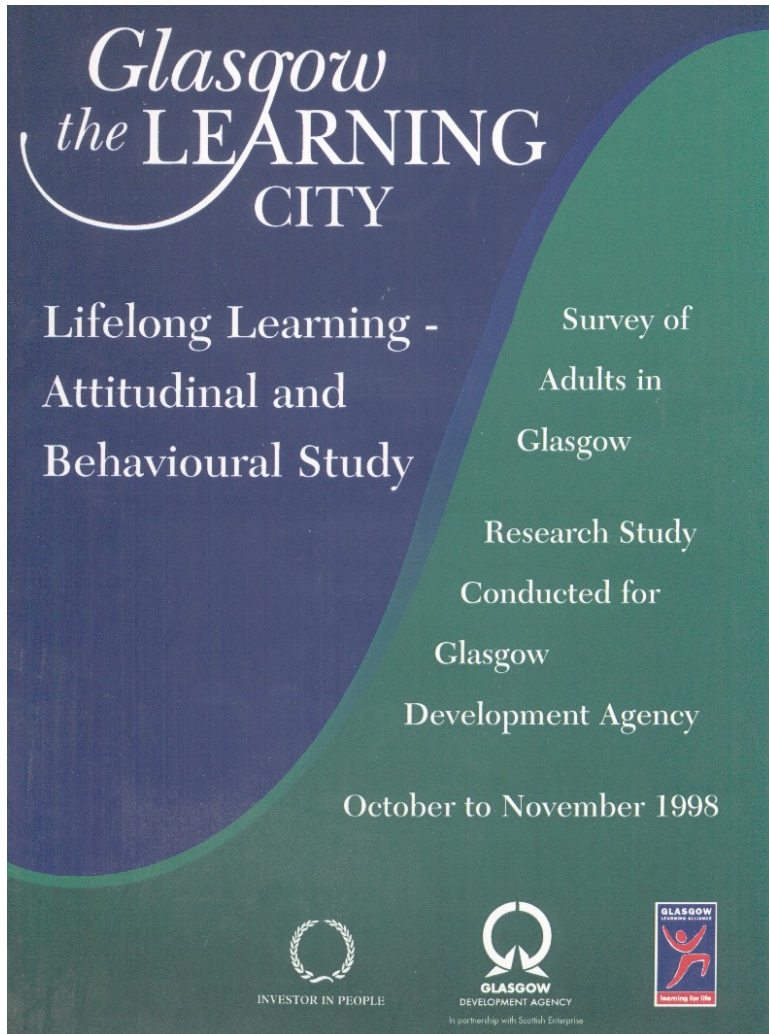
Assignment 8: If you haven’t already done so look at the sessions on the city as a learning organisation (chapter 2 session 4) and complete the assignments

Assignment 9: Sheets 4 to 7 are modified extracts from the stakeholder audit for local authorities. Answer the questions in each one and where you don’t know the answer try to find out.

Assignment 10: Discuss your answers and observations with others.

Assignment 11: Look at sheets 8A and B. For each organisational issue below put a cross in the box which represents your opinion of how far your city or region has progressed in implementing it. On the lines below your assessment, write down 1 example and 2 actions that would improve its performance.

Assignment 12: Discuss your observations and examples with others.



Assignment 13: A local or regional authority will need good information in order to make good decisions about its journey to becoming a learning authority. The diagram above is the cover of a study of learning attitudes among adults carried out in Glasgow. The results have led to the formulation of many initiatives to improve the general educational level of Glaswegians. So, on the rows below say what information studies, surveys etc you think need to be carried out in your city so that it can enter the knowledge age. Put a tick against it if it has already been commissioned.

Assignment 14: Discuss your observations and ideas with others. Consolidate the lists.

Assignment 15: Sheet 9 in the learning kitbag is a case study from Japan. Read it and then put a few ideas down on sheet 10 for the way in which your own city could promote similar policies.

Assignment 16: Discuss and consolidate your ideas with others

Assignment 17: Have a look at sheet 11 in the learning kitbag. It is a charter for modern good practice in any organisation. For your own organisation, or one that you know, give a mark out of 5 for the extent to which it practices each of these items. 5= fully implements to 1 = not at all. Discuss your results with others.

Assignment 18: 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 19: 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 9, Session 9.2

The

LEARNING

KITBAG

Organisational implications - quotations:

The following are extracts from reports and books affecting the way way in which local and regional government organises itself for the future. A) In the end column give a mark out of 5 for the extent to which you agree with the sentiment expressed. (5= fully agree, 1 = do not agree) In the blank boxes below each quotation, please insert what you think are the implications for governance in your city.

1	<p><i>The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and competitive advantage. We are experiencing a paradigm shift. The evidence suggests that the development of learning organisations is not merely desirable, but essential to the survival of companies in the next century. This is a challenge faced not only by business and industry, but also by city and regional administrations and not-for-profit organisations in the voluntary and educational sectors. Schools, colleges, universities and local authorities also need to be learning organisations, if they are to prosper (Ball Action Agenda for Lifelong Learning)</i></p>	
2	<p><i>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. Clearly, there is a challenge to local and national governments and enterprises to match training provision to ever-increasing skill requirements in a more competitive work environment. 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)</i></p>	
3	<p><i>The steep increase in the standard of education required to produce a learning city able to cope with 21st century work patterns; the enhanced understanding of the technological tools which will come into common usage in many households; the environmental imperative to safeguard and sustain an ecologically sound and stable environment in the city; the threat to democracy caused by a lack of interest and informed thought on issues affecting the livelihood of millions; these will not be addressed without the stimulus of a new local learning environment accessible to, and comprehensible by, all people. (Learning Cities for a Learning Century)</i></p>	
4	<p><i>A learning city must look outwards to the world. Especially in the richer developed world, we have a responsibility to help people less fortunate than ourselves. Technology makes it possible to establish links between people and organisations that were not possible before. This must be the way forward in helping solve some of the problems that face us at a global level. Communication and interaction is better than bombs and conflict. (Learning Cities and a global role)</i></p>	
5	<p><i>Today, a noticeable shift towards more integrated policies that combine social and cultural objectives with the economic rationale for lifelong learning is taking place. New ideas about the balance of rights and responsibilities of citizens and public authorities have begun to take hold. More people have become more confident about claiming distinctive identities and ways of life. There is now widespread demand for decisions to be taken as close as possible to people's daily lives, and with their greater participation (European Commission memorandum on lifelong learning)</i></p>	

6	<p><i>It is essential to raise the demand for learning as well as its supply, most especially for those who have benefited least from education and training so far. The aim of local management should be to encourage people to follow open learning pathways of their own choice, rather than being obliged to follow predetermined routes to specific destinations. This means, quite simply, that education and training systems should adapt to individual needs and demands rather than the other way round. (European Memorandum on lifelong learning)</i></p>	
7	<p><i>People will only plan for consistent learning activities throughout their lives if they want to learn. They will not want to continue to learn if their experiences of learning in early life have been unsuccessful and personally negative. They will not want to carry on if appropriate affordable learning opportunities are not practically available wherever, whenever, and however people want them. Nor will they feel motivated to take part in learning whose content and methods do not take proper account of their cultural perspectives and life experiences (European memorandum on Lifelong Learning)</i></p>	
8	<p><i>Educational and Cultural policy is the key to the future. A nation's, a region's, a city'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)</i></p>	
9	<p><i>'Effective governance of the City relies on an empowered local government and strong avenues for participation by stakeholders such as citizens, businesses and communities. The strengthening of participation in the governance of a city relies on the strengthening of direct citizen and community involvement in decision-making channels' (Dublin City Development Board)</i></p>	
10	<p><i>But the manner in which it is done is a huge challenge., a difficult task at the best of times, and many minds react badly to anything that takes them out of their comfort zone Concept change requires mind-set change. Closing the gap between the experts and the citizens can only happen with an informed population willing to keep an open mind, to anticipate the future with intelligence, and to learn. Consultation is not a viable process if mind-sets rotate around 'I know what I think, please don't confuse me with the information.' Local and regional authorities will need to close that gap. (Learning Cities, Learning Regions, Learning Communities'.</i></p>	

Six Organisational Issues affecting Learning Cities and Regions.

ActionSheet 2

ORGANISATIONAL	ISSUES	AFFECTING	LEARNING CITIES AND REGIONS
	20 th Century Educating City/region	21 st century learning city/region	Action points
1. Decision-making,	Educational decision-making in city rooted in a 20 th century mass education and training paradigm	Decisions made on human potential model of individual learning needs, demands and styles of all citizens of all ages and aptitudes	
2. Joined up Local Government	Cities, Towns and Regions foster empire-building within separate and discrete departments	Cities and regions encourage cooperation between departments.	
3. The city as a <i>Learning Organisation</i>	Top-down provision of educational services to selected citizens. Little consultation or attention to learning styles, demands or comfort.	Cities and Regions become customer-oriented <i>Learning Organisations</i> treating each citizen as a potential customer for learning.	
4. City Institutions as <i>Learning Organisations</i>	Education and training supplied to existing and committed learners by Learning Providers in cities and regions as a statutory duty	All Learning Providers provide formal and informal learning in response to the researched needs of all citizens Learner feedback constantly sought and acted upon	
5. Continuous Improvement	Professionals and administrators attend educational courses according to need or desire. Occasional seminars in workplace	Every professional, administrator in the city has a continuous improvement plan for personal skill and knowledge development embedded into the management system	
6. Outward-looking Vision	Cities Towns and Regions provide inward-looking educational systems to satisfy specified needs	Outward-looking systems - to open minds, encourage broader horizons, promote understanding of others and develop trading links	

ActionSheet 3

ORGANISATIONAL	ISSUES	AFFECTING	LEARNING CITIES AND REGIONS
	20 th Century Educating City/region	21 st century learning city/region	Action points
1. Decision-making,	Educational decision-making in city rooted in a 20 th century mass education and training paradigm	Decisions made on human potential model of individual learning needs, demands and styles of all citizens of all ages and aptitudes	Commission frequent surveys and studies. Find and satisfy customer needs for learning. Develop a learning city/region development strategy based on real need and good information.
2. Joined up Local Government	Cities, Towns and Regions foster empire-building within separate and discrete departments	Cities and regions encourage cooperation between departments.	Invite all departments to submit plans for the development of lifelong learning in the local community. Include these into the learning strategy. Look at Full Service Budgets
3. The city as a <i>Learning Organisation</i>	Top-down provision of educational services to selected citizens. Little consultation or attention to learning styles, demands or comfort.	Cities and Regions become customer-oriented <i>Learning Organisations</i> treating each citizen as a potential customer for learning.	Discover the learning needs and dreams of all citizens. Seek and act upon feedback constantly. Apply annual indicators to measure progress and performance towards learning city/regions
4. City Institutions as <i>Learning Organisations</i>	Education and training supplied to existing and committed learners by Learning Providers in cities and regions as a statutory duty	All Learning Providers provide formal and informal learning in response to the researched needs of all citizens Learner feedback constantly sought and acted upon	Staff obtain feedback from students for each lesson and act upon it. Administrators consistently seek feedback from teaching staff on how to improve delivery. Use annual Indicators to measure progress and performance at city/region level..
5. Continuous Improvement	Professionals and administrators attend educational courses according to need or desire. Occasional seminars in workplace	Every professional, administrator in the city has a continuous improvement plan for personal skill and knowledge development embedded into the management system	Encourage the development of written continuous improvement plans for all city staff and for all students. Use learning needs analysis tools, audits and encourage personal learning plans. Extend these others in the community. Use mentoring.
6. Outward-looking Vision	Cities Towns and Regions provide inward-looking educational systems to satisfy specified needs	Outward-looking systems - to open minds, encourage broader horizons, promote understanding of others and develop trading links	Twin with other learning cities. Use technology and networks to link people of all ages nationally and internationally to enhance understanding of other creeds, cultures and customs. Accept global responsibility. Help companies grow through trade delegations

To what extent do you think that those responsible for guiding your city into the future believe the following statements

1= crucial to the future development of the authority

2= very important – implementable strategy now in place

3= important enough to warrant the development of a strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

		1	2	3	4	5
1	The future prosperity of my city/region depends upon its ability to persuade its citizens that learning is a lifelong activity					
2	Future social stability in my city/region depends upon its ability to persuade its citizens that learning is a lifelong activity					
3	Much more needs to be done to transform education and training into lifelong learning in mycity					
4	As the economic need for a better educated and skilled workforce increases, the under-educated/skilled must be prevented from falling further behind					
5	Imaginative strategies must be designed to reach out to those currently uninterested in learning in order to create a culture of learning in my city/region					
6	Local and Regional Government Administration should set an example by installing continuous development programmes for all					
7	The Local/Regional Authority is responsible for making lifelong learning a reality within its boundaries					
8	Becoming a learning city/region will contribute a great deal to the future of my city/region.					
9	All members of the administration should be involved in helping to create a learning city/region					

B. Strategies and Policies Development

A Learning City/Region will have a strategy and an implementation plan or it will be in the process of putting one together. Let's explore together the way in which your local/regional authority is already active in developing strategies towards becoming a learning city/region. For those authorities with or without such a strategy this section is valuable as a checklist.

		Yes	No	In plan
1	Has the concept of the learning region been a important item of discussion in your Local Authority?			
2	Has the town, city or region in which you are situated formally declared itself to be a learning town, city or region?			
3	Does your Local Authority have a formal strategy for developing a Learning Region?			
4	If yes did any of the following organisations contribute to its development? If no do you believe that the following should be included in the development of a strategy			
4.1	The City/Region Council			
4.2	The Chief Executive Officer's department			
4.3	The City/Regional Development Board			
4.4	The Education Department of the City Administration			
4.5	Other Departments of the City Administration			
4.6	The University (if any)			
4.7	The Adult Education College			
4.8	Schools			
3.9	Business and Industry in the city/region			
4.10	Trades Unions			
4.11	Voluntary/Community Organisations			
4.12	Citizens Representative Organisations			
4.13	Others (please state in the boxes below			
5	Does your authority have a Mission Statement for Lifelong Learning and/or a Learning Region?			

To what extent is your local authority implementing a learning city/region strategy

		True	Partly True	False	In plan	Don't know
1	There is a written strategy implementation plan.					
2	The implementation plan is the responsibility of a Senior Executive in the city/region					
3	A senior person has been appointed whose sole responsibility it is to implement learning city/region strategy on the ground					
4	The Local Authority has established a committee for implementing the learning city/region strategy					
5	This person has a budget to do the job					
6	The strategy is freely available to all citizens					
7	The strategy is publicised in all parts of the city					
8	Every employee has been given a copy of the Learning City/Region mission statement					
9	Every employee knows, and acts upon, the Local Authority part of the strategy					
10	A Charter or set of statements describing its commitment to implementing Learning City/Region solutions has been developed and displayed in all parts of the city/region?					
11	The following organisations have developed and are implementing their own parts of the city/region strategy					
11.1	All Schools					
11.2	University(s) if any					
11.3	All Adult Education Colleges					
11.4	Small Businesses					
11.5	Large companies					
11.6	Community and Voluntary centres and organisation					
11.7	The Police department					
11.8	Social Services department					
11.9	Hospitals and the Health Departments					
11.10	All parts of the cultural services departments – libraries, museums etc					
11.11	The Chief Executive's Office					
11.12	The Education Department of the Local Authority					
11.13	Financial Services department of the Local Authority					
11.14	The City/region Publicity and Information Department					

Here we explore the learning initiatives your city/region has taken in order to help create wealth. Give a mark out of 5 for each in your city/region

1= First priority – top of the agenda, 2= very important – strategies to address it are now in place
 3= Important – now developing strategies to address it 4 = interesting but not important enough for strategy development, 5= of no interest

		1	2	3	4	5
1.	Developing a socio-economic strategy for local wealth creation					
2	Increasing the general employability of people in the region?					
3	Increasing the proportion of 16-19 year olds in education, work or training					
4	Increasing support to 16-19 year olds from low-income families to stay on at school and/or college, raising participation and retention rates					
5	Increasing graduates as a proportion of the workforce					
6	Increasing the proportion of people in employment undertaking training					
7	Increasing educational links with other regions nationally					
8	Increasing educational links with other regions internationally					
9.	Carrying out regular surveys of skills needs for the region					
10	Special courses on the learning region in adult education colleges					
11	Encouraging business and industry to invest in training					
12	Linking the development board with local industry to identify new business opportunities					
13	Entrepreneurial skills courses in schools					
14	Entrepreneurial courses in local adult education colleges					
15	Creating a city/region-wide database of learning opportunities					
16	Advertising the benefits of lifelong learning in the region					
17	Lectures/sessions/seminars in schools about the learning region and its role in helping it happen					
18	Lectures/sessions/seminars in adult education colleges about the learning region, the knowledge economy and its role					
19	Encouraging development of personal learning plans and learning audits for all employees					
20	Appointing someone to manage the region’s links with industry and other regions					
21	Special educational grants for new business start-ups					
22	Support for universities developing advanced courses for industrialists					
23	More schools/industry links					
24	Encouraging business and industry to form links with other educational organisations					
25	Other Initiatives (please let us know)					
26						
27						
28						
29						
30						

Much is already happening in cities and regions, and much more needs to be done. In the boxes below, put a tick against your estimate of how far your own city is towards the optimum implementation of each organisational issue below. On line 1 below each, give one or more examples from your own experience or knowledge, and on lines 2 and 3 say what you think needs to be done to make further progress.

A. Decision-making. The ability to involve the people in making decisions that will improve your city’s prospects of meeting a prosperous, stable and personally rewarding 21st century future

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 _____

2 _____

3 _____

B. Joined-up local government: The ability to combine budgets and resources, to foster inter-departmental cooperation and to make local government services transparent to all who use them.

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 _____

2 _____

3 _____

C1: The Local/Regional Authority as a Learning Organisation: The customer orientation of every city department and function, the extent to which all employees are consistently learning how to improve performance and processes from their experiences and the willingness of management to listen and act upon new information.

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 _____

2 _____

3 _____

C2: The City or Region as a Learning Organisation: The extent to which all citizens feel impelled to consistently learn and strive to improve the quality of their own lives, and the facilities and inducements that are in place to help this happen.

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%

1 _____

2 _____

3 _____

Sheet 8B

D: City Institutions as Learning Organisations: The extent to which all the city’s or region’s formal and informal learning providers - schools, colleges, universities, companies, community organisations, hospitals etc – operate in accordance with learning organisational principles of continuous improvement, analysing and meeting the needs of all their people as customers and encouraging personal excellence.

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1									
2									
3									

E1: Continuous Improvement for all in local government: The extent to which all staff in the local or regional authority are involved in a continuous development learning programme that constantly improves their own skills and performance levels and extends into many aspects of their lives.

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1									
2									
3									

E2: Continuous improvement for all citizens: The extent to which all citizens are using the tools that enable them to become involved in continuous development learning programmes that constantly improve their own skills and performance levels and extend into many aspects of their lives.

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1									
2									
3									

F: Outward-looking Vision: The extent to which the city or region involves its administration, its stakeholders in city institutions and its people of all ages and callings in cooperative projects with other cities and regions nationally and internationally

0-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
1									
2									
3									

NB: These are 6 of the organisational issues that lead towards the development of learning cities and regions. The next sessions deal with other issues. It should be apparent to the learner that all cities and regions have a long way to go in order to qualify for that title.

In Japan, where, in general terms, crime levels are low and health care is good, lifelong learning is not seen as the preserve of the national education ministry or local education department. The comparative study carried out by the National Institute for Education Research in conjunction with UNESCO Institute for Education describes how each separate ministry devises its own plans.

The Ministry of International Trade and Industry (MITI), which helped to enact the Law for the Promotion of Lifelong Learning, has also established a Division of Lifelong Learning Policy within the Ministry, and is currently conducting professional educational activities through the medium of the Chambers of Commerce and Industry. It has created a budget for the implementation of lifelong learning programs.

The Ministry of Labour has produced a plan to develop lifelong learning by establishing centres for workers, and in particular, working youth and working women. Furthermore, this Ministry is developing lifelong learning professional skills, and is creating centres for the advancement of lifelong education within companies to develop a system for the advancement of the professional skills of people in industry.

Industrial development and town improvement for Lifelong Learning is part of the responsibility of the Ministry of Agriculture, Forestry and Fisheries, mainly to improve rural mountain and fishing villages, and for the preparation and deployment of village resources. Many examples of the construction of facilities connected to lifelong learning can be seen in every community.

The Ministry of Construction is pursuing lifelong learning in relation to a policy of residential housing. In order to plan for the enhancement of the community and to support the policy of town improvement, a lifelong learning community structure is being developed by the Ministry. Furthermore, This involves the National Land Agency, which is considering the practical use of community centres.

Meanwhile, the Ministry of Health and Welfare is concerned with lifelong learning from the point of view of national health-care. There are public health centres, welfare centres, municipal health centres, senior citizens' homes, each with a mandate to use lifelong learning as an aid to health improvement and to speed up the participation of elderly people in social activities.

The Economic Planning Agency promotes lifelong learning activities directed towards leisure activities within national life. Even the Prime Minister's Office is involved in lifelong learning. Its interest is to strengthen measures for both the fostering of sound body and mind among children and the encouragement of international exchange among youth.

The Schools Education Ministry, believing that lifelong means lifelong, has developed initiatives that promote a love of learning at schools level so that children will carry this through to adulthood. While this is difficult in an examinations mad society, the insights so gained are leading to new forms of training in lifelong learning for teachers. At the same time the processes of ensuring a smooth transition from school to work to ensure are receiving increasing attention under the lifelong learning banner.

While each ministry has its own independent objectives and roles to perform in the promotion of lifelong learning policies, this trickles down to local level in the cities, towns and communities and imposes new responsibilities on local authorities. More than 100 initiatives are proposed, implemented and verified for third age people alone. For Japan, lifelong learning encompasses all the qualities of human nature and life, from learning related to individual objectives such as personal hobbies and health management, to learning that covers many social objectives such as town improvement and interpersonal development on a systematic basis. All these are set in motion through the support of the various national ministries.

Governments in the rest of the world can learn from this. It demonstrates a keen awareness of the multi-dimensional character of lifelong learning that it is the responsibility of everyone. Learning Cities too have much to learn here. More cross-departmental projects leading to a breakdown of existing autonomous structures, would also lead to the rebuilding of new cooperative lifelong learning frameworks in local government. Here again the imperative of Lifelong Learning is fighting against inertia and the vested interests of existing power structures. This is why, to succeed, it needs a strong and highly influential character at its head.

	Department/Function	Learning Idea

THIS IS A LEARNING ORGANISATION

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

We declare that we will invest in Lifelong Learning within our organisation by:

- 1. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL**
- 2. AUDITING THE LEARNING REQUIREMENTS OF STAFF AND STUDENTS FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING**
- 3. SUPPORTING LEARNING FOR STAFF AND STUDENTS THROUGH MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES**
- 4. SUPPLYING LEARNING AS FAR AS POSSIBLE WHERE, WHEN, HOW AND FROM WHOM IT IS REQUIRED, LIFELONG.**
- 5. STIMULATING DEMAND FOR LEARNING INTERNALLY THROUGH INNOVATIVE COMMUNICATION STRATEGIES AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM**
- 6. STIMULATING DEMAND FOR LEARNING EXTERNALLY BY HELPING TO DISCOVER THE LEARNING REQUIREMENTS OF PEOPLE IN THE COMMUNITY IN WHICH WE EXIST AND PROVIDING THE SUPPORT AND LEARNING TO SATISFY THEM**
- 7. ENABLING THE APPROPRIATE AND EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES THROUGH AN INVESTMENT AND TRAINING STRATEGY**
- 8. MOTIVATING STAFF AND STUDENTS TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT**
- 9 ENCOURAGING THE DEVELOPMENT OF PERSONAL LEARNING ACTION PLANS BY STAFF AND STUDENTS**
- 10. RESPECTING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY**
- 11. HELPING MORE PEOPLE LEARN BY ENSURING THAT ALL STAFF ARE KEPT UP TO DATE WITH MODERN KNOWLEDGE OF HOW PEOPLE LEARN**
- 12. CELEBRATING AND REWARDING LEARNING AND ACHIEVEMENT BY PROMOTING FREQUENT EVENTS OPEN TO ALL**
- 13. ASSISTING THE GROWTH OF OUR COMMUNITY, CITY AND REGION INTO A CARING, CREATIVE, ACTIVE AND OUTWARD-LOOKING AUTHORITY**



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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
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