

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 9.3:

Fostering 21st Century Learning Cities and Regions – Eight Facilitating Issues

‘one key element of strategy emphasised in this book is the importance of letting people know how important learning is to the development of their own city and/or region and hence their prosperity within it. For this it will need to use the stakeholder organizations themselves – the schools, the workplaces, the colleges, the hospitals, the museums and libraries etc - as messengers, as happens in Espoo’

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

Chapter 9 Session 9.3:

Fostering 21st Century Learning Cities and Regions – Eight Facilitating Issues

Session outline: Learning Cities and regions will not be created through a small tinkering with existing systems. More imaginative and innovative methods are required. The eight issues highlighted in this session are those that open the doors to a better implementation of learning city and region concepts. They include promoting active citizenship, marketing the value of learning, productive partnerships, breaking down the barriers to learning, affording access, support systems, using technology and networks, joined up learning and the promotion of employability. Each of these is an issue that has to be addressed in a sensitive, productive and innovative way. In the session, assignments and exercises lead the learner to a greater depth of understanding of each issue, tap into personal experience and creativity and require the formulation of local solutions based on case studies from those places that are ahead of the field.

NB Because this session deals with several issues it is longer than most – each issue may be dealt with separately over a period of a half-hour to an hour depending on the degree of discussion generated. Many of the issues are given a more thorough treatment in previous separate sessions. Where these exist they are mentioned in the text.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue

- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

- Elected representatives and Mayoral staff
- Managers, Professionals and staff from all departments in local government as part of a continuous development programme
- Community and Voluntary organisation leaders
- Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces
- Industrialists and Business people as stakeholders in the local authority
- All Citizens with an interest in the development of their community
- Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

- 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth
- 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on <http://europa.eu.int/comm/education/poledu/tels.pdf>

Ideas for treatment particular to this session: *For seminars and courses with several participants* The assignments and exercises in the learning space can be completed individually or in small groups of two or three people. It is recommended that the learning leader uses a mixture of these, and brings the group together at suitable points to discuss results, observations difficulties, insights etc and to consolidate the knowledge gained. The last assignment will provide the feedback that allows the next delivery of this session to be improved.

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 205 to 212 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

General

Assignment 1: A: Have a look at Actionsheet 1 of the learning kitbag. It shows ten quotations on a variety of issues affecting today’s cities. Say to what extent you think that the sentiments expressed in the quotations are relevant to life in your own city or region by giving each a mark out of 5 where 5 = crucial, 4= very relevant, 3= 50-50, 2= partly relevant and 1 = not at all relevant.

B: Which 3 are most relevant to you personally?

C: Write down 4 of the main issues for your city or region that this exercise has raised in your mind.

1
2
3
4

Assignment 2: Discuss your observations and ideas with others.

Assignment 3: Actionsheet 2A in the learning kitbag below shows 8 facilitating issues for learning cities and regions, and the way in which change is altering the focus and practice of learning in each. In the blank column at the end of each write down a few ideas on what you think is the main action for change that your city needs to implement and who should be responsible for doing it.

Assignment 4: Have a look at Actionsheet 2B and include any words or ideas that you may have missed in assignment 3. Then discuss your results with others.

Active Citizenship

Assignment 5: To what extent do you agree with the sentiments expressed in the following 3 quotations Give a mark out of 5 where 5= completely agree, 2= mostly agree, 3= about 50% agree, 2= partly agree, 1= don’t agree at all. In the blank box below each say why you have given this mark.

There are three realities that prevent people moving from an adaptive culture (one that merely adapts to constraints such as new technologies, global financial markets, etc.) to a sustainable culture (one which encourages contribution and participation).’ These are

- They don’t exist as full “participant citizens”. They are excluded. At least, they feel excluded.*
 - They don’t live together with the other components of the community. They don’t feel as if they share basic common goods and a common destiny*
 - They don’t work together to define and implement common goals for the urban community. Each active group of citizens is fighting to achieve its own specific goal. Co-operation remains a difficult process*
- (Dr. Riccardo Petrella, President of the European University of the Environment)**

‘...values and responsibilities as well as skills and competencies. Social and moral responsibility, community involvement and political literacy are what every child should have more than a glimmer about’ on leaving primary school.’ Rights are balanced by responsibilities, Children should be taught to become ‘active citizens,’ and to play a full and energetic part in local democracy.

(The report from the UK Advisory Group on citizenship headed by Sir Bernard Crick)	
<i>Volunteering is a fundamental building block of civil society. It brings to life the noblest aspirations of humankind – the pursuit of peace, freedom, opportunity, safety, and justice for all people (Opening lines of The Universal Declaration on Volunteering,)</i>	

What do you understand by the term Active Citizenship?

Assignment 6: Look at Actionsheet 3. It is an audit of your own potential contribution to the community. Try completing the questions creatively and then consolidate your list with that of others to give a full spectrum of potential contribution from the group.

Assignment 7: What do you think is needed in your city or region to tap into this huge potential resource? For more ideas have a look at Volunteering Queensland on the internet.

Assignment 8: Put together a PowerPoint presentation giving the pros and cons of Active Citizenship and how it can be fostered in your own city.

NB A more thorough treatment of Active Citizenship, with case studies, is presented in chapter 7, session 4.

Marketing Learning

Assignment 9: Have a look at Actionsheets 4A and 4B in the learning kitbag. They are an amalgamation of what some cities are doing to give the message of the learning city to their citizens and people and investors beyond. Complete the exercises – only use the don't know column where you cannot possibly find out.

Assignment 10: Have a personal brainstorm of ideas that would communicate the message of the learning city and its implications to your fellow citizens and to those outside the city who might benefit it.

Assignment 11: Discuss your answers to assignment 9 and your ideas in assignment 10 with others into a consolidated list.

Assignment 12: Here's a time to be creative. Design an eye-catching poster or leaflet that would present your city as an attractive, go-ahead learning city with an eye on the future. Post it on the wall. Send it to the person in your city who should read it.

Productive Partnerships

Assignment 13: Have a look at Actionsheets 5A and B in the learning kitbag. They explore the sorts of partnerships that may exist in your city or region and the extent to which your local authority is involved in making them happen. Go through the various exercises and then compare your input with others.

Assignment 14: Taking your cue from the last exercise on Actionsheet 5B imagine a partnership between your own department or organisation and a school or adult education institution. Write down 5 possibilities of projects that could happen using the talents and skills available in both organisations.

Assignment 15: Time to be creative again. Design a poster or leaflet that would attract different organisations to form productive partnerships. Put it on the wall. Send it to the relevant person in your local authority or to the organisation you are targeting.

NB A more thorough treatment of partnerships, with case studies, is shown in chapter 6 session 8.

Breaking the barriers to learning

Assignment 16: Have a look at Actionsheet 6 in the learning kitbag. It asks some questions about learning barriers in your city or region. Answer questions 1 and 2 and compare your observations with others. At some point in the discussion introduce Actionsheet 7 of the learning kitbag. These are the TELS results – although there are some differences in the barriers, the general trend may, or may not, be similar.

Assignment 17: Now complete Actionsheet 6 by answering questions 3 and 4, and compare your observations with others.

Assignment 18: More creativity. Put together a personal presentation of the issues and solutions raised in this section. Be sure to make this really personal by including your own feelings, experiences and ideas.

Access to Learning and Support

Assignment 19: Have a look at Actionsheets 8A, B and C in the learning kitbag. They explore questions of access and support to learning. Go through the questions section by section, stopping to discuss with others when convenient.

Assignment 20: To what extent do you believe that these issues can/should be influenced by the Local Authority? _____

Assignment 21: Now the creative part again. Put together a powerpoint presentation summarising these issues and their solutions.

Technology and Networks:

Assignment 22: Look at Actionsheets 9A and B in the learning kitbag. They ask some questions about the use of technology for learning in your city. Please do the exercises section by section stopping at appropriate points to discuss your observations with others. If you don't know make an estimate.

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C: What effects do you think this might have on budgeting and resources?

D: Give your own opinion of the idea of a true community school such as this.

Assignment 27: Now add the concepts, advantages, disadvantages and examples of joined- up learning to your existing power point presentations.

Further, more detailed, materials on joined-up learning can be found in chapter 2 session 5, chapter 6 sessions 2, 3 and 4 and chapter 8 session 4.

Promoting Employability

Assignment 28: Look at Actionsheet 11. It contains some questions about your city's commitment to employability. Please answer them in the relevant box, as far as possible treating the 'don't knows' as 'find outs'.

Assignment 29: Have a look at Actionsheet 12 in the learning kitbag – modified from an exercise in chapter 1 session 6. It is a list of the skills for employability found in 'Learning Cities, Learning Regions, Learning Communities.' In column A assess your own competence for each one (1= fully skilled, 2= high level, 3= average level, 4= need more training/application, 5= don't have it.) In column B put your assessment of how much these competencies fit into your own perception of the future need (1= crucial, 2= needed by many people, 3= needed by a few people 4= not needed at all). In column C give a mark for the extent to which you believe they are taught in the city's or region's educational establishments.

Assignment 30: What do these exercises tell you about the future need in the city's learning providers?

Assignment 31: Discuss your observations to the above assignments with others. Then add 'promoting employability' to your rolling powerpoint presentation

Several sessions deal in more detail with issues of employability, particularly Chapter 1 session 5, chapter 2 session 3, chapter 4 session 1, and most sessions in chapter 5.

Summary

Assignment 32: Take a look at Actionsheets 13A and B. They bring together all the strands of this session and ask you to make an assessment of your own city's performance. Please complete the exercises and then discuss your observations and ideas with others to form a consolidated list of recommendations for senior management.

Assignment 33: Now complete your PowerPoint presentation and present it to the relevant level of management. You may wish to include the names of places that are already implementing the ideas contained in this session. Actionsheet 14 in the learning kitbag provides the information that will allow you to do this. Find the place and the example from chap 9

Assignment 34: We hope that you have enjoyed completing these assignments and exercises and the insights that your discussions with other people will have given to you. This completes the session, but hopefully not your need or wish to know more about learning cities and regions. To that end, the table on the next page lists the topics that are relevant. You are invited to go through noting your knowledge deficiencies.

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 36: 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 9.3

The

LEARNING

KITBAG

Actionsheet 1

Some facilitating quotations

1	<i>'Lifelong Learning requires that individuals, as learners, develop an increasing responsibility for their own education, training and personal development, and in this regard appropriate guidance and counselling should be available to learners.'</i> (2 nd of 9 recommendations Dublin Communiqué of the Council of European Ministers.)
2	<i>As the focus of education is changing from teaching to learning, and on the problems of the learner in order to satisfy the needs of the customer, so the focus of the service departments of our cities will change from reactive caring to proactive enabling of individuals in order to help them to help themselves. This will entail not just better cross-departmental communication, but a total rethink of the way services are administered in a more holistic way by the council (European Education White Paper)</i>
3	<i>Most people are not educationists and are unfamiliar with neither the jargon nor the new education methodologies. Most are not even familiar with the term 'Lifelong learning' and unconvinced of the need. The activities under this heading would include jargon-free, attractively presented booklets, pamphlets and other reading materials, a poster campaign (including smaller posters for shops, offices, schools and other organizations), media promotion through tv and radio, press coverage, and the development of a Learning Festival to take place with a regional conference (Lifelong Learning in Action)</i>
4	<i>A good synergetic relationship between organizations would establish facilitating links at many levels, have the imprimature of powerful people in all participating organizations, employ someone to drive it (volunteers from either or all organizations?), break down stereotypes, solve problems for participating partners and engage a large number of people in interaction with each other. Good partnerships act as human, physical, intellectual and financial resource generators for each partner and for the city. (European memorandum)</i>
5	<i>One key element of local government strategy is the importance of letting people know how important learning is to the development of their own city and/or region and hence their prosperity within it. For this it will need to use the stakeholder organizations themselves – the schools, the workplaces, the colleges, the hospitals, the museums and libraries etc. It will need to transmit the learning city news by displays, exhibitions and posters in surgeries, restaurants, shopping malls and public places; by electronic means on the city and stakeholder websites; by broadcasting means on tv, radio and videotape and by the printed word in leaflets, brochures and in the local newspapers (Learning Cities for a Learning Century)</i>
6	<i>Identification and action at an early age by surrounding kindergartens and primary schools with the experts – counsellors, psychologists, logopedists, mentors etc as happens in Espoo - who can work with teachers to solve problems immediately they occur, and build up self-esteem in young children, is one possible route for city administrations Others lie in the empowerment of vital and vibrant communities around the schools and the use of local expertise, skills and knowledge, as in Mawson Lakes. (Learning Cities, Learning Regions, Learning Communities).</i>
7	<i>As most city managers are now aware the future lies in the use of the technological tools at our disposal, at the marriage of the information, communications and broadcasting technologies into powerful pedagogical tools. No educator can compete with the internet as an information source. No lesson can have a more powerful impact than one which is carried out in collaboration with a student from the other side of the world, or one which uses the immediacy of satellite transmission to depict, say, French farmers rebelling in Brussels against agricultural imports (Lifelong Learning)</i>
8	<i>Future citizens can expect to have several jobs, and sometimes careers, in a lifetime, and to keep themselves continuously updated. Companies, and increasingly local authorities, now aspire to world-class standards simply in order to survive. As most local and regional governments are aware, employability is now the watchword, leading to the need for such personal attributes as adaptability, flexibility, creativity, imagination, and the ability to think outside the box, hardly the type of school graduate our mass-producing, subject dominated examination systems are providing. (European Memorandum)</i>
9	<i>Within every community there are untapped talents, experiences, ideas, skills and knowledge that should provide a valuable source of enrichment for the education of our schoolchildren. Teachers cannot know everything – they should bring in the resources of the community to make school lessons into real-life, fun-based experiences and to stimulate mentoring.(Learning Cities for a Learning Century)</i>
10	<i>A learning city focusing on the needs and demands of learners will encourage its learning providers to be creative in their delivery of courses in terms of place, time and opportunities and methods for people unaccustomed to learning.</i>

Actionsheet 2A

ENABLING	ISSUES	FOR FACILITATING THE CREATION OF	LEARNING CITIES AND REGIONS
	20th century education and training systems	21st century lifelong learning outlook	Action for change
1. Active Citizenship	Education as a top-down academic exercise by learning providers with little community involvement	The city as a hive of voluntary activity involving citizens in a large variety of supportive and interactive programmes which contribute to the growth of a Learning city. Learning providers as facilitators. Contribution as a learning experience for all.	
2. Marketing the Value of Learning	Education and training as a financial investment for cities, organisations and nations	Learning as a social, personal and financial investment in and by people for the benefit of nations, organisations, the community and themselves personally	
3. Productive Partnerships in the Learning City	Each sector of the city, town and region determines its own needs and bids and acts separately for them	Holistic and inclusive – increases resources and motivation through partnerships and cooperation between each sector of the community.	
4. Breaking the barriers to learning	Laissez-faire approach in top-down education system. Little attempt to detect and rectify barriers to learning	Cities and regions identify learning barriers as well as learning needs early and address them through positive action.	
5. Access to learning	Take it or leave it courses developed and delivered by city learning providers on their own premises	Learning made available where, when, how and from whom the learner wants it with the learner's consent	
6. Technology and Networks	Most teaching based on traditional methods of classroom delivery	Increasing use of technologies for education including distance learning, multimedia, the wired city and the internet. New collaborative learning networks for enhanced learning experiences	
7. Joined-up Learning	Education is compartmentalised according to age, aptitude and purpose	Learning is Lifelong in concept and content, providing links vertically and horizontally between age groups in learning centres open to the whole community	
8. Promoting Employability	Educates and trains for employment and short term job need	Promotes learning for employability in the long-term at all levels	

Actionsheet 2B

ENABLING	ISSUES	FOR FACILITATING THE CREATION OF	LEARNING CITIES AND REGIONS
	20th century education and training systems	21st century lifelong learning outlook	Actions for change
1. Active Citizenship	Education as a top-down academic exercise by learning providers with little local community involvement.	The city as a hive of voluntary activity involving citizens in a large variety of supportive and interactive programmes which contribute to the growth of a Learning city. Learning providers as facilitators. Contribution as a learning experience for all.	Encourage active citizenship by individuals, families, organisations and communities through volunteering and commitment. Mobilise city/region learning organisations to help as an essential part of their contribution and curriculum. Organise and channel all the available good-will to where it is needed
2. Marketing the Value of Learning	Education and training as a financial investment for cities, organisations and nations	Learning as a social, personal and financial investment in and by people for the benefit of nations, organisations, the community and themselves personally	Market the joys of learning strongly as an investment in the future - by a city in its citizens, by a workplace in its workforce, by learning providers in their students' future, by people in their own future worth and happiness . Use every aspect of the media
3. Productive Partnerships in the Learning City	Each sector of the city, town and region determines its own needs and bids and acts separately for them	Holistic and inclusive – increases resources and motivation through partnerships and cooperation between each sector of the community.	Facilitate fruitful partnerships between sectors as an investment in new resources and knowledge . Adopt a total service budget approach which acknowledges the synergy between stakeholders and desired outcomes.
4. Breaking the barriers to learning	Laissez-faire approach in top-down education system. Little attempt to detect and rectify barriers to learning	Cities and regions identify learning barriers as well as learning needs early and address them through positive action.	Find the barriers to learning and develop a strategy to dismantle them. Provide learning counsellors and other personal support systems. Use the tools to create a culture of learning through a strategy based on support for lifelong and life-wide learning for all.
5. Access to learning	Take it or leave it courses developed and delivered by city learning providers on their own premises	Learning made available where, when, how and from whom the learner wants it with the learner's consent	Encourage providers to provide learning where people are - homes, housing estates, workplaces, pubs, sports stadia, church halls etc
6. Technology and Networks	Most teaching based on traditional methods of classroom delivery	Increasing use of technologies for education including distance learning, multimedia, the wired city and the internet. New collaborative learning networks for enhanced learning experiences	Invest in technology provision in all learning providers. Provide email addresses for all students. Encourage use of email, the internet and collaborative learning with international learning providers. Employ distance learning techniques, develop multimedia software. Commission research into the wired city concept etc
7. Joined-up Learning	Education is compartmentalised according to age, aptitude and purpose	Learning is Lifelong in concept and content, providing links vertically and horizontally between age groups in learning centres open to the whole community	Open up learning to the whole community. Provide community-based facilities which encourage links between learning providers and people of all ages. Community schools, Lifelong Learning Centres etc
8. Promoting Employability	Educates and trains for employment and short term job need	Promotes learning for employability in the long-term at all levels	Carry out regular skills surveys leading well into the future. Cooperate with industry to determine needs. Provide skills courses. Teach skills in schools

1. Make a list of the talents, skills, experiences, knowledge and attributes you have personally that may be of help to some else in the community – however small or significant it may appear to you.

a) Talents, skills and competences – what can you do? Mention also hobbies and personal skills

b) Knowledge – what do you know that others might be able to benefit from?

c) Attributes and personality – what are your personal positive qualities and characteristics?

d) Any other potential contributions

2. Write down a couple of contributions to community life that you already make.

3a. In your past and present life what positions of responsibility have you had or have, however small.

3b In your future life, what ambition do you have to take responsibility? _____

4. How much time per week do you think you could spare to contribute to the community in which you live? _____

5. Look through your lists. What possible contributions could you make during this time? Include other things you could do

6. Would you prefer to do this alone or with others? _____

7. So what is preventing that from happening at present? _____

8. Think of four advantages to the community if everyone donated some time to active citizenship.

Actionsheet 4A**Communicating the message of Learning**

The consent of its citizens is important and so modern, innovative strategies for keeping them informed and involved need to be utilised. These questions therefore relate to the way in which the City and Region not only keeps its citizens informed but also actively empowers their thinking. Try to keep the don't knows down to a minimum by finding out.

1. Use of the Media -

Does the city actively promote and publicise itself as a Learning City by any of the following means?

		Yes	No	Don't know
1.1	Television Advertising about the city as a learning city			
1.2	Developing a Video specifically publicising the city as a learning city			
1.3	Radio Advertising about the city as a learning city			
1.4	Frequent radio or TV programmes on the subject			
1.5	Local Press Advertising about the Learning City			
1.6	Posters about lifelong learning or the learning city in visible places			
1.7	Special regular articles on lifelong learning in the Local Press			
1.8	Special Promotional Events for Learning in the city			
1.9	A Lifelong Learning or Learning City logo usable by Learning Providers			
1.10	Internet pages specifying the city as a Lifelong Learning City			
1.11	Information points in Shopping Centres and other public places			
1.12	Other – please specify			
1.13				

2. Literature

Is there a generally available leaflet which proclaims the city as a Learning City? Yes/No/Don't know
If yes, which of the following have received it or can obtain it ?

		Delivered	Can obtain on request	Not available
2.1	All households			
2.2	Some households			
2.3	Schools			
2.4	Adult education colleges			
2.5	Community centres			
2.6	Community and voluntary organisations			
2.7	Companies			
2.8	All Local Authority employees			
2.9	Others? (please say)			
2.10				

3A. Marketing of Lifelong Learning – Seminars/workshops

		Yes	No	Don't know
3A.1	Are workshops/seminars on learning city matters available to:			
3A.2	Local Authority employees?			
3A.3	Teachers/Lecturers?			

3				
3A. 4	Local elected representatives?			
3A. 5	Other City leaders?			
3A. 6	Students?			
3A. 7	The general public?			
3A. 8	Others (please say)			
3A. 9				

Actionsheet 4B

3B. Marketing of Lifelong Learning – Other aspects

		Yes	No	Don't know
	Where have courses on the learning city been held in your city?			
	Schools			
	Community centres			
	Universities			
	Adult education colleges			
	Company education departments			
	Local authority premises			
	Other (please say)			
	Has the message of the learning city been given in any of the following?			
	Advertising literature about the city			
	Information leaflets to citizens			
	Information literature for parents of schoolchildren			
	Community Centre brochures			
	Information literature for adult education colleges			
	Display Boards in council offices			
	The city webpage			
	Display Boards in shopping centres			
	Display Boards outside the City Hall			
	Display Boards in Companies			
	A full page advert in the local newspaper			
	Literature attracting investors into the city			
	Estate agents literature			
	Other Literature attracting people to come and live in the city			
	Other (please state)			
	Is there a learning city logo that any organisation can use?			
	Has there been a Learning City Festival in your city?			
	Has there been a launch of the city as a Learning City?			
	Are there learning centres in public places where people are eg shopping centres?			
	If so where?			

Please give details of any innovative initiative, project or plan to improve the distribution of information about the learning city, the joy of learning or its provision in your city.



Actionsheet 5A: Productive partnerships

A Learning City thrives on fostering productive partnerships between its stakeholders.

1. Put a tick in the relevant column below if you know about a partnership between the organisations across the top and those down the left-hand side. We have left in a blank column to allow you to insert another stakeholder organisation which may have a partnership with those mentioned.

	A.The local authority	B. Schools	C.Companies	D. Adult Ed Colleges	E.Universities	F.
1. The Local Authority						
2. Schools						
3 Companies						
4. Adult Edn Colleges						
5.Universities						
6						

2. Give 3 examples of what happens in a partnership between No 1 and any of the other organisations

3. Pick an example of a partnership involving a school. What 3 advantages does this give to the school?

Partners = _____

a

b

c

4. Pick an example of a partnership involving a company or business. What are 3 advantages here?

Partners = _____

a

b

c

5. Does your city promote partnerships in any of the following ways?

	Yes	No	?
Actively encouraging Industry to form partnerships with educational organisations?			
Drawing up guidelines to help make partnerships more productive for all partners?			
Appointing someone with a responsibility to foster partnerships			
Initial financial support for forming partnerships			

Monitoring partnership activities and suggesting how they can be improved			
---	--	--	--

Actionsheet 5B

6. In the partnerships which exist in the city which of the following are a feature?

		In all	In some	In none
A	Formally identifying the resources each can provide for the other			
B	A Coordinator to drive and the dynamic and optimise the results			
C	The physical exchange of people into each others' organisations			
D	The sharing of existing learning resources			
E	Frequent meetings between staff to break down stereotypes			
F	Involvement of as many people as possible in the partnership			
G	A set of Specific sub-project(s) with specific outcomes			
H	Mentoring relationships between the organisations			
I	Identifying financial advantages and opportunities			
J	Development of a proper business plan for the partnership			
K	Other – please say)			
L				
M				

7. The following is a list of the activities which resulted from a close 'twinning' relationship between a school in a deprived area of London and the local office of a multi-national company. Put a tick against any of these that you are aware of happening in your own city or region.

Staff and student visits to company to study curriculum areas - eg commerce students to administration departments; maths and business studies to computing department.	<input type="checkbox"/>
One week/one day work experience and job shadowing for students in these departments.	<input type="checkbox"/>
Reciprocal visits to the school by staff of company to give lessons on business and computing. Company staff invited to contribute to debates on curriculum	<input type="checkbox"/>
Social events - each organisation entertains the staff of the other - usually accompanied by a short talk on a topic of mutual interest and snacks	<input type="checkbox"/>
A trust fund established for voluntary contributions from staff of both organisations for new careers centre and children to rural study centre	<input type="checkbox"/>
Cultural development - workshop for children given by company-sponsored opera company at the school - children's opera visits. (established flourishing opera club in school)	<input type="checkbox"/>
Scrap computer/typewriter parts and obsolete paper donation to the school	<input type="checkbox"/>
Contacts established in Spain through company to assist in Spanish exchange scheme	<input type="checkbox"/>
School staff attended company management and personal development courses	<input type="checkbox"/>
Company staff organised and delivered interviewing scheme for older pupils at the school	<input type="checkbox"/>
School students joined the company sail training programmes;	<input type="checkbox"/>
Termly debates, attended by the joint staffs, alternately at each location.	<input type="checkbox"/>
Company staff contributed to English, Maths and Science lessons and assisted with coaching sports - high level players of tennis, cricket, soccer and rugby	<input type="checkbox"/>
'Understanding Education' sessions at company premises delivered by Head and Senior staff	<input type="checkbox"/>
Joint seminar for government ministers on industry/education partnerships	<input type="checkbox"/>
Frequent exhibitions of childrens' work at the company location	<input type="checkbox"/>
Large collage commissioned for display in the central foyer of the company location	<input type="checkbox"/>

Actionsheet 6 Barriers to Learning

'In Britain, only 1 adult in 4 describes him/herself as a learner, 1 in 3 has taken no part in education or training since leaving school, at any one time only 14% of employees are taking part in job-related training, only 5% of the workforce has obtained an NVQ and over 40% of 18 year olds are not currently in any kind of education and training'

Fryer (Education for the 21st Century)

1 Please mark your perception of the barriers to learning in your own city/region on a scale of 1 to 5. Add some of your own observations in the blank spaces

1= affects all people, 2= affects most people, 3= affects half the people, 4= affects only a few people 5= not in our city/region

		1	2	3	4	5
1.1	Poor family culture of learning					
1.2	Insufficient personal and emotional support from the home					
1.3	Insufficient support services to catch reluctant learners early					
1.4	Low aspiration - perception of learning as irrelevant					
1.5	Low self-esteem - think they can't learn					
1.6	The school curriculum was seen as irrelevant					
1.7	Lack of facilities to study at home					
1.8	Poor standard of teaching					
1.9	Competition from television and the media					
1.10	Peer group pressures to conform to other priorities					
1.11	An anti-learning culture in the neighbourhood					
1.12	Poverty - cannot afford to take learning					
1.13	Lack of opportunity - right courses not available locally					
1.14	Lack of ownership of own learning					
1.15	Methods of teaching seen as old-fashioned					
1.16	Too many other distractions					
1.17	Ineffective publicity					
1.18	Learning seen as finishing after formal education					
1.19	Other - please mention other perceived barriers in your city region					

2. Now put a cross against the 5 which, for you, are the most prevalent in your city or region

3. Which of the following strategies is the city/region using to remove the barriers? Add your own into the blank spaces.

3.1	Displaying eye-catching publicity for learning in public places	
3.2	Making more computers and education technology available	
3.3	Encouraging employers to foster learning	
3.4	Carrying out learning audits in the city to find out what people might want to learn	
3.5	Using tools that persuade more people to become more involved in the learning process	
3.6	Catching learning reluctance early in the schools	
3.7	Concentrating on removing feelings of failure from the schools - building confidence	
3.8	Adopting new learning methods based on new knowledge of how people learn	
3.9	Adding the development of personal learning skills into the curriculum	
3.10	Reducing class sizes	
3.11	Developing a charter for learners	
3.12	Rationalising the qualifications system	
3.13	Making learning a more pleasurable activity	
3.14	Spreading the message of lifelong learning	

3.15	Putting more resources into adult education	
3.16	Increasing the number of Learning Counsellors for adult learners	
3.17	Initiating mentoring programmes	

4. Now put a cross against the 5 you think may be the most effective

Actionsheet 7: Extract from the TELS report

	1	2	3	4	5	No answer
Lack of finance to participate in learning in large numbers of people	8	8	7	14	10	33
Lack of facilities to study at home for large numbers of people	8	6	11	15	7	33
Distance from educational provision for large numbers of people	2	2	9	14	18	35
Lack of local creche provision for parents	4	5	9	16	12	34
Lack of facilities for the disabled in educational establishments	4	9	4	17	12	34
Poor family culture of learning	19	5	5	5	13	33
Bad childhood experience of learning	8	11	16	4	7	34
Low aspiration - perception of learning as not important enough	17	8	8	6	8	33
Low self-esteem – learning is for others not the likes of me	17	7	11	5	6	34
Poor information services attracting people to learning	5	9	11	14	9	33
Learning providers not geared to the needs of learners	3	11	16	7	8	35
Perception that the benefits system discourages learning	3	9	9	15	8	36

Figure 22. Perceived Barriers to Learning

Here, as the table shows, there was general agreement. The most highly rated factors were those concerned with personal skills (or the lack of them) and family background. They were, according to their relative importance, firstly, a poor family culture of learning, secondly, low aspiration with the perception of learning being not important enough and thirdly, low self-esteem, -learning is for others and not the likes of me. 20 cities identified these three as the predominant reasons why people do not learn, and this accords with research carried out in UK, USA and Europe. Not surprisingly, although learning is said to be a natural instinct, it is strongly related to the motivation to learn, and learning cities should devise strategies to counter lack of aspiration, esteem and confidence in their citizens.

By contrast the three factors considered as ‘not important’ as a barrier to learning were, firstly, distance from educational facilities for large numbers of people, secondly, lack of local child-creche service available to parents and thirdly, lack of facilities for the disabled in educational establishments. Much of this depends on local circumstance - rural areas might give a different answer to the first, while particular groups of respondents might give different answers to the second and third. In the middle come the other factors - lack of finance, lack of home facilities, a contradictory benefits system - and the educational reasons - poor childhood experience of learning, poor information services and lack of awareness of learning providers to real needs, which might be seen to reflect badly on the city's performance in educational provision. Many cities will have learned much from addressing this question and will probably be able to add other local factors. However the unanimity of response in respect of the first 3 from all parts of the sample is instructive.

Actionsheet 8A: Wherever, whenever, whatever, however, and what support

1 Wherever

		Yes	No
1.1	Are courses in the city/region delivered in any of the following place		
1.1.1	Shopping Centres		
1.1.2	Community Centres		
1.1.3	Third Age Residential centres		
1.1.4	Theatres		
1.1.5	Libraries		
1.1.6	Museums		
1.1.7	Football Stadia		
1.1.8	Sports and leisure Centres		
1.1.9	Church Halls		
1.1.10	Prisons		
1.1.11	Other (Please state)		
1.1.12			

1.2 How important do you believe it to be that learning is more accessible in terms of place? Justify your answer

1.3 How can it be made to happen? Try for 3 ideas

2. Whenever

2.1 Which groups of people might have difficulty in receiving learning at the times that learning providers normally deliver it.

2.2 How do learning providers in your city respond to this need?

2.3 How much is continuous assessment (when students are ready) a feature of the courses provided by adult education in your city.

2.4 How important do you believe it to be that learning is accessible when people want to receive it? Justify your answer.

Actionsheet 8B

2.5 How can it be made to happen?? Try for 3 ideas

3. However

		Yes	No	In Plan
3.1	In which of the following does the authority require management to assess learning styles and provide appropriate learning methodologies			
3.1.1	Schools			
3.1.2	Adult Vocational Institutions			
3.1.3	Adult non-vocational institutions			
3.1.4	Local Authority in-house education facilities			
3.1.5	Other (please state)			

3.2	How do you personally like to learn? Put a % of the time on a course you would prefer to use that method	%
3.2.1	By yourself in front of a computer	
3.2.2	In a classroom with others	
3.2.3	One to one tutor-student relationship	
3.2.4	One to several tutor-small-group	
3.2.5	Using study texts provided by a distance learning academy	
3.2.6	Through role-playing case studies and simulations	
3.2.7	Visually - watching tv or videos	
3.2.8	By writing theses or extended essays which require personal research	
3.2.9	Other (please say)	
3.2.10		
3.2.11		
3.2.12		
3.3	How do you like to be assessed? Put a tick in the end column	
3.3.1	Being continually assessed through the course	
3.3.2	By one-off examination when you are ready	
3.3.3	By one-off examination when everyone else is examined	
3.3.4	By thesis or extended essays	
3.3.5	Other (say what)	

3.4 To what extent do learning providers in your city cater for this diversity? _____

3.5 How important do you believe it to be that learning is accessible however people want to receive it? Justify your answer.

3.6 How do you think it can be made to happen? Try for 3 ideas

Actionsheet 8C

4. Whatever

		Yes	No
4.1	Has the city/region ever carried out a learning requirements survey to discover what people in its area want to learn and the qualifications they want in any of the following?		
4.1.1	Schools		
4.1.2	Companies		
4.1.3	The community		
4.1.4	The Local Authority Workplaces		
4.1.5	Other (please state)		
4.2.	If no – how does it know what courses its adult education institutions should offer?		
4.2.1	Intuition		
4.2.2	The examination boards decide		
4.2.3	Experience		
4.2.4	It doesn't really know		
4.2.5	Other (please state)		

4.3 How important do you think it is that people should be asked what they want to learn and to have some ownership over the result? Justify your answer.

4.4 So how can it be made to happen?

5. Learning Support in the City region

The massive proliferation of people learning in a Learning City will require a sophisticated learning support system, especially for those for whom learning is not traditionally easy. Please answer the following questions

		all	most	some	none
5.1	Do learners in your city/region received the following special support actions				
5.1.1	Initial preparation courses for further study				
5.1.2	A formal mentoring support system during their studies				
5.1.3	Trained Learning Counsellors (not their own teachers) before they start their studies				
5.1.4	Trained Learning Counsellors in case of learning/personal difficulties				
5.1.5	Neighbourhood Learning Counsellors				
5.1.6	An assessment of their most appropriate (mix of) learning styles				
5.1.7	Advice on the need for continuing learning				
5.1.8	Advice on learning to learn skills				
5.1.9	Access to Psychological support if needed				
5.1.10	Assistance to develop Self-Esteem if needed				
5.1.11	Prior Experiential Learning Credits for life experience				
5.1.12	Please list any other supports				

Actionsheet 9A: Using Technologies for learning

1 Distance Learning

1.1 To what extent are the following organisations in the city receiving and using broadband learning programmes at distance (estimate)?

	All	Most	About half	Few	None
Schools					
Universities					
Companies					
Adult and Vocational Colleges					
Homes					
Other?					

1.2 Your authority's plans for Distance Learning in the future

	Yes	No	Don't know
Is there city/regional strategy to increase broadband facilities for learning in the learning providers under its control?			
Has the city/region installed a distance learning delivery infrastructure (eg by satellite, radio, cable, ISDN etc) for use by any organisation?			
Is there a central studio facility for distance course development and delivery?			
Is there a defined strategy for using it to deliver courses over distance?			
Is there a defined strategy to improve the knowledge of educators about the effective uses of distance learning systems			
If yes, for whom			
University Lecturers			
Workplace education staff			
School teachers			
Further and Vocational Education College lecturers			
Others please say)			

2 1 Using email and the internet for communication

	All	Some	None
Which local authority organisations use the internet for developing and/or receiving learning or programmes for learning?			
Local Government Administration Departments			
Junior Schools to 11 years old			
Secondary Schools 11to 16 years old			
Upper Secondary/Tertiary Colleges 16-18 years old			
Further/Vocational Education 18+			
Non-vocational Community and Adult Education Organisations			
In-service/Pre-service Teacher Training Institutions			
Other (please say)			

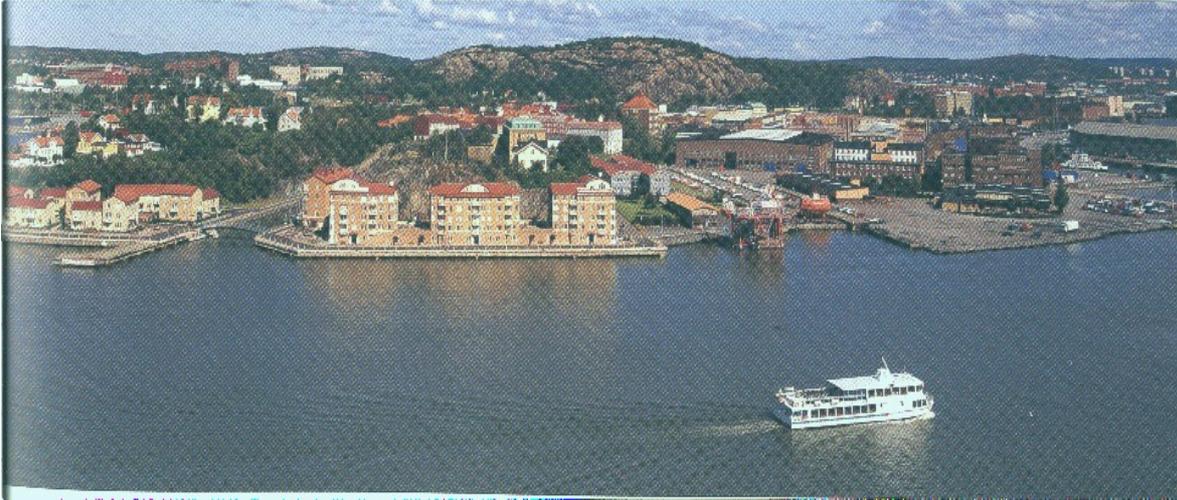
Actionsheet 9B

2.2 Using the internet for learning

	Yes	No	Don't know
Is there a formal course for educators on the effective educational use of the internet			
Is the internet and email used in the city in any of the following ways?			
For Home-school links			
In schools for formal collaborative Learning with other groups in another region/country			
For international project work between schoolchildren in another country			
For linking third Age people with other third age people			
For the delivery of learning materials			
For accessing and understanding databases			
For encouraging family learning			
For telementoring			
Other (please say)			
Is there a formal plan to increase this activity within the city/region or with other cities/regions			
Does the city/region participate in any European or National projects involving electronic networking as a learning medium.			

3 Multimedia and Open Learning.

	Yes	No	Don't know
Does the city have a policy of encouraging the use of educational multimedia software in its educational establishments?			
Does it have its own educational software development group?			
Is there a defined programme to train in-service educators in the use of multimedia computer software for learning			



Introduction

This Case Study relates how a world-class Learning Community in the city of Gothenburg was created by placing a knowledge center as a catalyst for renewal at the heart of a derelict part of the city.

Background

A city of 470 000 people, Gothenburg is in the process of transforming itself from a dependence on shipyards and manufacturing to developing new electronic industries. The sudden closure of four shipyards in the 1970's and early 1980's meant the loss of 12 000 jobs and devastation of the existing industrial, economic and social infrastructure.

The island of Hisingen is a former shipbuilding community. In the 1970s it was a depressed and blighted area of the city, devastated by the loss of thousands of jobs in the heavy shipbuilding industries which use to dominate the island. People moved out, machinery rusted and the land was polluted. Only the homeless and the hopeless remained there.

Transformation

All this changed. The island is now a learning community housing high-tech industries, mostly small and medium sized businesses specialising in all aspects of the information and communications industry. More recently university departments have moved in to help create a formal partnership between industry, research and learning.

The focal point of the transformation is the learning facility established there. Lindholmen Knowledge Centre lies at the heart of the old shipyard area. It is based in a tastefully redesigned former warehouse, and equipped with the technology to provide both high-class teaching and world-class research – computers, virtual reality facilities, high-class fully-fitted learning classrooms with satellite and computer access to the whole world of learning. It was, together with a small IT department of the university, one of the first of the new buildings to be located there. In time, two schools and a further education college followed together with a small amount of community housing.

Hisingen Now

Now, the knowledge centre functions as a meeting place between all parts of education, industry and the community. A constant dialogue about the companies' needs and the content and methodology of education is created, and this results in courses tailored for particular companies, workplace training and

Actionsheet 11: Promoting employability

Learning pays. The link between wealth creation and learning has now been well-established through many research papers and government reports. Similarly, in a world of rapid change in which a high proportion of jobs ten years hence do not exist in the present, the emphasis is more on employability – adaptability to new learning situations - than on employment. These questions therefore cover the extent to which the city exploits that relationship by encouraging new activities which go beyond its statutory obligation in order to promote wealth creation, employment and employability.

		Yes	No	Don't know
1	Are surveys of the skills needed for future employment regularly carried out in your city or region?			
2	Has this resulted in the creation of special courses			
3	Is there a city-wide database of learning offerings from all learning providers available to citizens?			
4	Has the city ever carried out a learning audit of the individual learning needs of all its citizens?			
5	Are there specific links between the city and business in matters of education, training or learning?			
6	Does the city influence its schools to include personal Lifelong skills for learning in its curriculum?			
7	Is there a city plan to develop personal learning skills among its own employees?			
8	Does the city initiate continuous improvement programmes for its employees?			
9	Does it employ a learning counsellor for its employees?			
10	In which organisations does the city initiate programmes/courses/curricula to alert its citizens to the consequences of rapid change on employability in any of the following organisations?			
10.1	Schools			
10.2	Vocational education centres			
10.3	Local Government Offices			
10.4	Community centres			
10.5	Other? (please say)			

Actionsheet 12

Core Skills and Competencies for Employability in the Lifelong Learning Age

Generic	❖ Skill/Competency	A	B	C
Self-management skills	<ul style="list-style-type: none"> ❖ Being determined to fulfil personal potential ❖ Continuously developing personal skills and confidence ❖ Setting and achieving realistic personal targets ❖ Purposeful introspection ❖ Maintaining perspective and a sense of humour 			
Handling and interpreting information	<ul style="list-style-type: none"> ❑ Using information technology tools and techniques ❑ Collecting, storing, analysing and combining information ❑ Recognising patterns and links and acting appropriately 			
Applying new knowledge into practice	<ul style="list-style-type: none"> • Seeing the connection between theory and practice, • Transforming knowledge into action • Continually wanting to improve procedures, processes and situations 			
Learning to learn	<ul style="list-style-type: none"> ➤ Staying open to new knowledge and new learning techniques ➤ Identifying and using sources of knowledge ➤ Relating learning to personal objectives 			
Questioning, reasoning and critical judgement	<ul style="list-style-type: none"> ✓ Knowing the difference between good, bad and indifferent ✓ Analysing information and seeing through false argument ✓ Never being satisfied with the status quo ✓ Sorting out the substance from the verbiage 			
Management and Communication skills	<ul style="list-style-type: none"> ▪ Expressing oneself clearly orally and verbally in formal and informal situations ▪ Persuading others ▪ Listening to others ▪ Helping others to help themselves 			
Thinking skills and Creativity	<ul style="list-style-type: none"> • Using Creativity and Imagination to solve problems • Thinking ‘out of the box’ • Anticipating situations and developing forward vision 			
Adaptability, flexibility and versatility	<ul style="list-style-type: none"> ✓ Facing change with confidence ✓ Adapting to new situations and tasks ✓ Being ready to change personal direction 			
Team work	<ul style="list-style-type: none"> ➤ Sharing information and knowledge, ➤ Receiving and acting upon information and knowledge ➤ Participating with others in goal-setting ➤ Achieving common goals 			
Lifelong Learning	<ul style="list-style-type: none"> ▪ Continuously upgrading personal skills and competence ▪ Cherishing the habit of learning ▪ Contributing to the learning of others 			

Actionsheet 13A

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 facilitating issue. 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: *Active Citizenship and volunteering:* The extent to which all citizens give of their time, experience and effort in projects that improve the life and learning of others.

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

1 _____

2 _____

3 _____

B: *Marketing the value of learning:* The way in which the message concerning the value of learning is communicated to all citizens as an attractive, desirable and personally fulfilling occupation from both the central administration and all formal and informal learning providers. All available media including radio, tv, local press, websites, printed word etc are used to pass this message.

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

1 _____

2 _____

3 _____

C: *Productive Partnerships:* The extent to which the stakeholders are encouraged to work together to create resource, personal development and new knowledge opportunities in the city/region.

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

1 _____

2 _____

3 _____

D: *Breaking the Barriers to Learning:* The extent to which the local or regional authority recognises and anticipates the main barriers to learning and addresses them in innovative ways.

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

1 _____

2 _____

3 _____

Actionsheet 13B

E: Access to learning and support systems: The extent to which learning providers provide whatever learning wherever, whenever, and however people want them and take into account the learning styles of each learner. Learning support systems are in place for learners of all types.

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

1 _____

2 _____

3 _____

F: Technology and networks for learning: Every citizen, including children, has access to, and uses, modern education technology tools for learning including computers, distance learning systems and courses, multimedia centres, and networking tools using the internet. The city/region is wired for education broadcasting at neighbourhood level.

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

1 _____

2 _____

3 _____

G: Joined-up learning: Every citizen has a personal learning pathway appropriate to his/her needs and available from multiple sources within the community. Learning is interactive, inter-generational, inter-institutional and community-focussed at all ages.

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

1 _____

2 _____

3 _____

H: Promoting Employability: Skills needs for the present and future are analysed each year and appropriate courses developed. The emphasis is on employability across a range of employment possibilities. Citizens are made aware of the need for constant learning and re-learning.

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

1 _____

2 _____

3 _____

Where is it happening?

Learning Cities and regions are being created all over the world. The following are examples of places where facilitating issues are being addressed through affirmative action. The last column points to other sessions in the long learn learning materials where more detailed information can be found.

Place	Example	Where found
Many cities in Australia	Active citizenship –fine examples of volunteering in cities – see also volunteering Queensland	Chapter 7 Session 4
Espoo, Finland	One of the foremost learning cities. Very good at communicating the message of the learning city to the people through competitions and media. Also in support services catching learning problems early	Chapter 9 LC, LR LC
Glasgow	Ahead of the field in the use of technology and in collecting and acting upon commissioned information	Chapter 3 Session 4
Dublin	Has worked on a highly sophisticated consultation exercise and produced a dynamic plan for learning city development	Chapter 7 Session 1
Woodberry Down, London	Scene of an innovative schools/industry partnership project to make industrial expertise available to schoolchildren	Chapter 6 Session 8
Mawson Lakes Adelaide	One of the most innovative community developments in the world aimed at involving every stakeholder in the community in the educational process.	Chapter 2 Session 6
Gateshead and Sunderland, UK	University courses offered in places where people are – 30 locations including football stadium, shopping centers etc	Chapter 2 LC,LR,LC
Ilkley, UK	Courses offered in pubs to help remove barriers to learning	LC,LR,LC
Westfield, Indiana	Schools kitted out with the most sophisticated technology to bring real events into the classroom	Chapter 2 Session 6
Gothenburg, Sweden	Island of Hisingen – new learning community in former devastated shipbuilding area, built around shared facilities in modern learning centers. Interactive, intergenerational, inter-institutional	Chapter 2 Session 5
Newcastle, UK & North-East	Innovative employability projects to bring workforce into the 21 st century	LC,LR,LC

LC, LR, LC = the Book 'Learning Cities, Learning Regions, Learning Communities.'

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
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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
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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
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31	Pedagogical issues for learning cities and regions	9.4
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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
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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