

# **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 9.5:**

### **Fostering 21st Century Learning in cities and regions: Three More Key Issues**

**‘A learning city will be a vibrant place where street theatre abounds, where surgeries, hairdressing salons and drinking places, to name but a few, show the work of local artists, where the civic halls become a focus for outdoor artistic and musical events, where sports and leisure clubs are also cultural centres, where individual streets compete or cooperate with each other to show exhibitions of cultural heritage from around the world.’**

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

## Chapter 9 Session 9.5:

# Fostering 21st Century Learning in cities and regions: Three More Key Issues

Session outline: There are many steps to be taken in the creation of learning cities and regions and many issues around each. This session deals with the remaining three important aspects described in the book ‘Learning Cities, Learning Regions, Learning Communities’ viz learning and the place of culture and heritage, the advantages of celebrating learning visibly and frequently, and of course the key issue of resources. Exercises and assignments will draw out the creativity of learners and bring them to a higher level of theoretical and practical understanding on each of these aspects, enabling them eventually to make a presentation to senior management.

**NB** Because this session deals with more than one issue 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. Where there is another session that treats the subject matter in greater detail it is identified 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](http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth)

### **Target Audiences**

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

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

### **Further Reading**

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

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

**Ideas for treatment particular to this session:** *For seminars and courses with several participants* The assignments and exercises in the learning space can be completed individually or in small groups of two or three people according to the guidelines at the beginning of each assignment (The recommended group size). However the learning leader should use his/her own experience and discretion in this matter, bringing 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 217 to 219 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1:** Have a look at Actionsheet 1 (2 pages). It shows a number of quotations from books, reports and other literature. In the relevant column, tick according to the extent that you agree with the sentiments expressed in the quotations. 1= fully agree, 2= mostly agree, 3= 50-50, 4= partly agree 5= don’t agree at all.

**Assignment 2:** In the column marked P put a mark out of 100 for the extent to which you think that your own city or region has implemented the actions necessary to realise the sentiment.

**Assignment 3:** Now please have a look at Actionsheet 2 (2 pages) and do the exercises as far as you can

**Assignment 4:** Discuss these 3 assignments and your observations with others.

## Culture and Heritage in a learning city:

	Education and training 20thC	Lifelong Learning 21stC	Change
Learning and Culture	Cultural life of city kept separate from education life and facilities	Education and culture synonymous in a glorious mixture of Learning Opportunities from all parts of the community	Turn all community buildings - Libraries, museums, theatres, galleries, shopping malls etc – into new-look educational adventure playgrounds for everyone

**Assignment 5:** Look at the extract from ‘Learning Cities, Learning Regions, Learning Communities’ above. What do you understand by ‘culture and heritage’ in your city or region? \_\_\_\_\_

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**Assignment 6:** In what ways might your own city, town or region be a cultural place? Think of 6 if you can


**Assignment 7:** Think of 6 cultural places in your own city, town or region.


**Assignment 8:** On the line below put a cross against your own estimation of the extent to which your own city, town or region realises its full potential in marketing its heritage and culture.

0% \_\_\_\_\_ 100%

**Assignment 9:** Have a look at Actionsheet 3 (3 pages) in the Learning kitbag. Answer the questions either individually or in groups of 2 or 3.

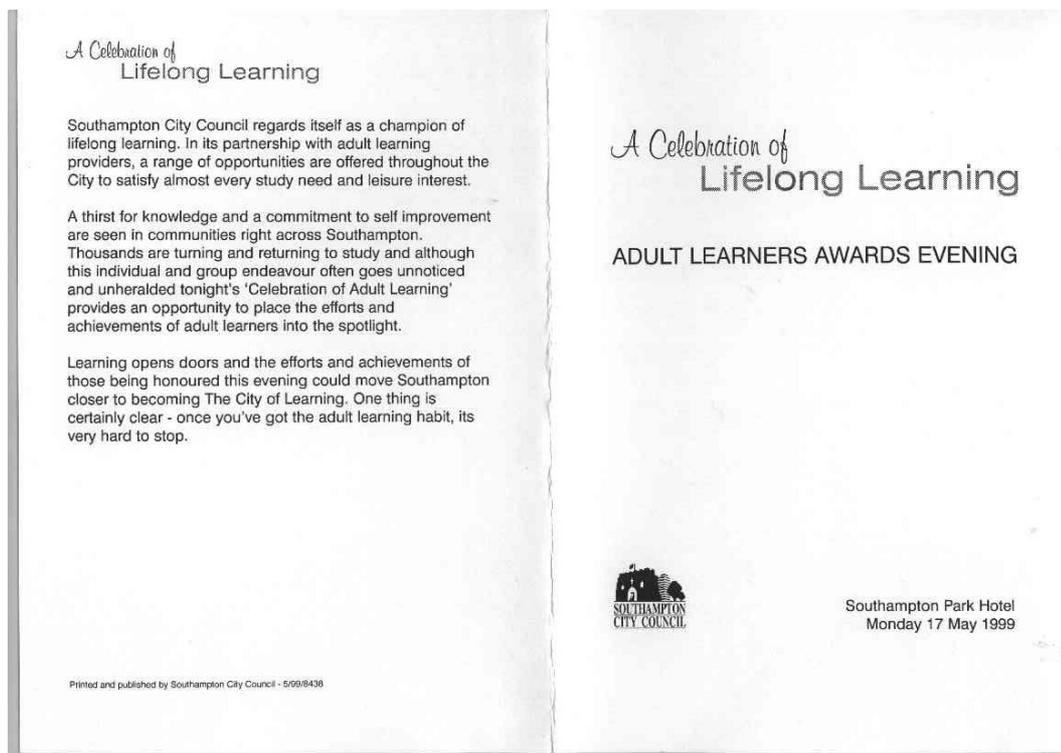
**Assignment 10:** Discuss all these answers and observations with others

**Assignment 11:** Actionsheet 4 shows the Espoo City Values for Culture and Heritage, and an extract from the brochure of St Helens, an industrial town in the North-West of England. In the boxes on the next page write in a number of cultural values for your own city that could form the basis for a poster design to be displayed in the city/region. OR - Under this write a piece for the local newspaper that would describe the cultural renaissance of your city and the possibilities it offers to people.

**Assignment 12:** Another piece of creativity! Either individually or as a group put together a powerpoint or similar slide presentation on the cultural life, needs and opportunities for the future in your city or region.

**NB: A more detailed treatment of the issues surrounding Culture and Heritage in the city is provided in Chapter 6 session 6.**

**Celebrating Learning:**



Celebrating Learning	Citizens see Learning as a difficult chore and as received wisdom	Citizens see Learning as fun, participative and involving, and as perceived wisdom	Celebrate, reward and recognise learning frequently at all ages and stages of learning
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**Assignment 13:** The city of Espoo also tries to make learning more attractive by arranging an annual competition. It rewards good learning societies which have developed their activities in a creative and innovative way that sets an example to other organizations. The prizes are awarded at a festive ceremony, arranged by the city, and information about the rewarded societies is given by the media. Think of as many ways as you can of how to make learning fun in your own city, town or region.

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**Assignment 14:** Say whether learning is presented as an attractive activity in any of the following in your city, town or region.

	Yes/No	Why/Why not
Lessons in schools and colleges		
Brochures for adult education		
Plays at the theatre		
The school magazine for parents		
Your leisure/sports club		
When education is mentioned in the local or national media		
Award presentation ceremonies		
Family Discussion Sessions		

**Assignment 15:** Learning is often more fun when there rewards. Can you think of some attractive rewards for learning?

1. Family dinner for two	2
3	4
5	6
7	8

**Assignment 16:** In Japan, Learning Festivals are common in every major city. Have a look at the description of the Sapporo Learning Festival write-up in Actionsheet 5. Then try to answer the questions and exercises in Action Sheet 6. You may also wish to read up on the Mt Isa and Marion ;learning Festival descriptions in chapter 3 of the ‘Learning Cities, Learning Regions, Learning Communities’ book

**Assignment 17:** Now the creative bit again. Discuss the ideas and opinions you have raised in this section and then put together individually or in groups a PowerPoint or similar presentation for senior management that shows how celebrating and rewarding learning can be of great benefit to the city and to individual communities. Include a Festival and how you would present it.

**NB: A more thorough treatment of the issues around learning festivals is given in chapter 3 Session 3.**

### Resources

Use of available Resources	Educators as providers - sole distributors of information, knowledge and resource to learners. Community remote	Educators as managers - of all the resources and expertise available in a community, city or region	Discover and use the talents, skills, expertise and knowledge within the community from all sources. In service training to empower educators to use this. Appoint resource manager.
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**Assignment 18:** Have a look at the transformation points above (from ‘Learning Cities, Learning Regions, Learning Communities’. To what extent do you think that educators in your city have taken on the role of managers of resource? \_\_\_\_\_

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**Assignment 19:** Have a guess on how many learning providers in your city or region use a resource manager, paid or voluntary. \_\_\_\_\_

**Assignment 20:** Give one or more reasons for your answers to these two assignments. \_\_\_\_\_

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**Assignment 21:** How does the idea of educators as resource managers grab you? \_\_\_\_\_

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**Assignment 22:** Just as an indicator of what resources from the community might mean, have a look at Actionsheet x in the learning toolbox. Complete the questions and exercises and then discuss your observations and idea with others.

make an inventory below of the talents, skills, experiences, knowledge etc of your colleagues in your own department. You may have to ask around but everyone has something to offer. Start with your own


**Assignment 23:** To which organisations do you think this array of talents and skills etc might be useful?


**Assignment 24:** What do you personally do to make your own talents, skills etc available to others outside of work?


**Assignment 25:** What 3 other things could you do, if only you had the time and inclination?


**Assignment 26:** What do you think could be done in your city or region that would release more of the talents, skills, knowledge etc of many people for the benefit of the community?

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**Assignment 27:** Have a look at the Case study on Actionsheets 7A and 7B in the Learning Kitbag. What are the advantages to companies in involving themselves with local communities in this way?


**Assignment 28:** Let's also include other sources of skills and competences. Turn to Actiosheet 8 in the Learning Kitbag. Complete the questions and exercises.

**Assignment 29:** There are many other facets to the resources debate. Look at the quotation below. What proportion of adults in your city or region do you estimate have undertaken no learning in the past 3 years? \_\_\_\_\_ How many with serious basic skills deficit? \_\_\_\_\_

***'There are almost 6 million adults in the UK with no qualifications; 26% of adults in the UK have undertaken no learning in the last three years; and there are 7 million adults in the UK with serious basic skills needs in literacy, numeracy or basic' (UK Learning and Skills Council)***

***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***
- ***one third of employees say their employer has never offered any kind of training***
- ***only 5% of the workforce has obtained an NVQ***
- ***over 40% of 18 year olds are not currently in any kind of education and training***

**(Fryer report 2000)**

What is the negative effect on resources of these situations and why?

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**Assignment 30:** What's the answer? Have a look at these 5 quotations and then answer the question underneath. After each one say what you think it means for the deployment of resources

***'America's economic future depends on the strengths of our workforce. If we are to sustain our current competitive edge in the global marketplace we must build a workforce that:***

***Improves worker productivity***

***Builds skills needed for quality jobs***

***Provides lifelong learning***

***Supports workers in managing their careers***

***Is supported by public and private management'***

**"A Governor's Guide to Creating a 21st Century Workforce" - National Governor's Association**

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*“Learning is the key to prosperity – for each of us as individuals, as well as the nation as whole.”*  
*“Investment in human capital will be the foundation of success in the knowledge-based global economy of the 21st century.”* David Blunkett, UK Secretary of State, Education & Employment, 2000

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*'It would not be an exaggeration to suggest that the survival of organizations and societies in an advanced technological world depends on the development of Lifelong Learning skills and values in everyone as an essential part of their culture. The smarter company, the shrewder university, the better school, the more enlightened government, the more perceptive association - they are already exploring the challenges, implications and opportunities of creating and sustaining Lifelong Learning organizations for their own long term durability and self-respect. But in the end it is the individual who decides, becomes motivated and responds to the learning challenge. In this symbiotic relationship between the individual and the community, organisations become learning organisations, cities become learning cities, regions become learning regions, communities become learning communities and people become learning people.'* (European Lifelong Learning Initiative)

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*Tomorrow's success is unlikely to be built on today's success* (Kent Region of Learning)

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**Assignment 31:** So we come to the crux of the matter. Have a look at the quotation below.

*Learning pays! But who pays for learning? Why, the person or organisation that benefits from the learning should pay. So who and what benefits? So who should pay? (ELLI)*

**A: Who and what, in your mind, benefits from learning?**

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**B: So who should pay? And more importantly, why?**

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**Assignment 32:** Now exchange your ideas and opinions on the last 4 assignments together with others.

**Assignment 33:** Now the creative bit again. Put all the ideas and arguments you have learned from this section on resources into a PowerPoint presentation. Then find who should be responsible for putting it all together in your city and present it.

**NB: Several sessions deal with resource matters in more detail. In particular sessions 5.3, 6.8, 7.4 and 7.6 provide valuable extra study opportunities.**

**Assignment 34:** This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

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

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

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

**Assignment 35:** On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

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## **Chapter 9 Session 5**

**The**

**LEARNING**

**KITBAG**

Actionsheet 1A (2 pages)

		1	2	3	4	5
<b>A</b>	<b>Culture and Heritage</b>					
1	<i>'A learning city will be a vibrant place where street theatre abounds, where surgeries, hairdressing salons and drinking places, to name but three, show the work of local artists, where the civic halls become a focus for outdoor artistic and musical events, where sports and leisure clubs are also cultural centres, where individual streets compete or cooperate with each other to show exhibitions of cultural heritage from around the world. High. Popular and local cultures become the focus of learning opportunities free from the trammels of examination competence or the threat of failure. More citizens begin to participate in local societies, choirs, drama groups and special interest associations, enhancing cultural life and adding stability to the locality. As Woilliam Ellis comments, learning becomes a service to the community, as future citizens become involved in the local community. (Learning Cities, Learning Regions, Learning Communities)</i>					
2	<i>Most brain researchers are convinced that 50 percent of a person's ability to learn is developed in the first four years of life. Not 50 percent of one's knowledge, nor 50 percent of one's wisdom. But in those early years the infant brain makes around 50 percent of the main brain-cell connections - the pathways on which all future learning will be base. If this is true, then home, not school, is the most important educational institution in the land. And parents, not teachers, are the main first educators. Yet even in many advanced countries, fewer than 50 percent of mothers-to-be - and a much lower percentage of fathers - attend any form of pre-birth classes. And even those are often restricted to lessons about birth itself. There is an almost total lack of education for parenthood: no training in such areas as the diet necessary for brain growth, or the best types of stimulation required by young learners (Rose and Nichol)</i>					
3	<i>Cities, towns and regions bear the main responsibility for the lifelong learning system, learning services, community development and the well-being of residents. An important task of the city is to mobilise the actors together, from business life and city administration and institutions to voluntary organisations. The whole city can be seen as a learning environment. The spirit and the culture of the city, its buildings, squares and natural surroundings all conduce to favourable learning opportunities and experiences.(Liisa Tommila - Espoo learning city project)</i>					
4	<i>'Learning enables people to play a full part in their community and strengthens the family, the neighbourhood and consequently the nation. It helps us fulfil our potential and opens doors to a love of music, art, and literature (Blunkett)'</i>					
<b>B</b>	<b>Celebrating Learning – rewards and recognition</b>					
5	<i>Whatever subject or subjects students tackle, the real test of tomorrow's education system will come from its ability to excite them with the utter joy of learning. That means encouraging every student to build the self-esteem that is vital for everyone to grow and develop. In every successful system we have studied around the world, self-esteem ranks in importance ahead of course-content. (Rose and Nichol)</i>					
6	<i>Stockton, an amalgamation of 4 municipalities on the River Tees near Middlesborough established a learning towns structure in 1998 'by people and organizations who believe that 'learning' is a major element in the future prosperity of Stockton on Tees. Each summer, lasting several months, it organizes Learning and Skills Festivals giving the residents and workforce of the townships 'an opportunity to join in the fun'. Within the major themes of skills, health, music and numeracy, citizens are invited to participate in such events as family drumming sessions to encourage family reading, participation in live music on the streets, maths trails and number fairs in bowling alleys and community centres, and free skills tasters such as painting, sugarcraft, aromatherapy, and jewellery making. Learning can after all be fun!(Making lifelong learning work)</i>					
7	<i>The celebration of learning is an important function in a society in which mammon plays such a large part. It can be done in many ways. In Japanese families many people keep their own learning diary, including details of significant learning events and achievements during the year. It is celebrated annually in the learner's own family, usually on birthdays. The acceptability of that process in other cultures may be questionable, but the principle is one that can be adapted. (Learning Cities for a Learning Century)</i>					
8	<i>Again we can learn from industry, where such rewards such as dinner for two, complimentary theatre tickets, exceptional achievement awards and trips to conventions are regularly applied. While it could be difficult for a municipality or a public service organization to justify such strategies from the public purse, there are many ways of stimulating awards in kind through win-win partnerships with suppliers and local entertainment centres. Imagination and energy is all that is needed. (Lifelong Learning – Longworth and Davies)</i>					
9	<i>The city of Espoo runs an annual competition for the learning organization of the year from both public services and business and industry. It stimulates public and organizational interest and knowledge. Such annual competitions can be extended to communities, schools, individual learners, and teachers. To be really innovative the judging could be done by those who have been</i>					

	<i>excluded from the system - the unemployed, the homeless, the under-educated – to provide a way of extending learning and motivation to the currently unmotivated. Indeed the jury could be the public at large as a way of stimulating more participation. Making Lifelong Learning work)</i>					
<b>C</b>	<b><i>Creating resources for Learning</i></b>					
10	<i>Learning pays. At its best it will make nations and their citizens wealthier, societies more effective and content, individuals freer and more able to determine their lives in the way they choose. (Sir Christopher Ball Learning pays.)</i>					
11	<i>In Southampton, UK, the 'Community Involvement Team' provides help, support and training to over 150 community action groups around the city. Community action takes the action into every neighbourhood through purpose-built community centres staffed by a professional community worker whose task it is to act as a proactive interface between the need and the volunteering effort which will satisfy that need. They describe it as an investment, which of course it is. (Southampton City literature)</i>					
12	<i>in Chicago, teenagers who agree to mentor' younger pupils can 'cash in' their dollars on computer software. 'Community currency' programmes such as these could help to increase the rate of active participation in volunteering and are well worth exploring to improve the support for learning. Learning card credit systems already exist in several parts of the UK and Europe and it should not be too difficult to adapt these so that a 'learning credits account' in the 'learning bank', earned through a variety of voluntary activities, would give access to new learning opportunities. (Learning Cities for a Learning Century)</i>					
13	<i>The city that will truly excel in the future will be the city that discovers how to tap peoples' commitment and capacity to learn at all levels of society (adapted from Peter Senge).</i>					
14	<i>We also need to take a wider view of both the nature and distribution of existing resources and the assistance available in kind from within a learning community. For example, in every community there is a large group of people who are not teachers but who nevertheless pass on information, knowledge, understanding and, sometimes, wisdom.. They include parents, friends, neighbours, doctors, lawyers, councillors, counsellors, scout and guide leaders, political and religious leaders, journalists, television presenters, comedians and actors, to name but a few. This is a precious new resource and as yet, we are barely touching the surface of its potential.</i>					
15	<i>Who pays for all this extra learning. Why, the benefitter pays of course? But who benefits in the long run? We all do – in the creation of a wiser, more tolerant and stable society, in the fulfilment of long-held dreams and in the development of a more prosperous, more interacting and more just environment in which to live. So who pays? We all do, and so it should be.</i>					

Actionsheet 2 (2 pages)

Quotation 1: A: What do you think William Ellis means when he says that ‘learning becomes a service to the community’? Can you think of an example in your own city or region? B: Pick three of the examples of a vibrant community from the quotation – give local example or a possible example. C: Add a few more examples of a vibrant community from your own ideas. D: How long will it take before your city becomes a vibrant place as described.

A
eg
B1
B2
B3
C1
C2
C3
D

Quotation 2: A: How prepared are (were) you for maximising the early potential of your children? B: What do you think should be done to improve the situation for the majority of people in your city? C: How would it benefit your city D: Give an example if one exists of something that is now helping in your city or region.

A
B
C
D

Quotation 3: A: What does Liisa Tommila mean by the ‘spirit and culture of the city?’ B: Who are the actors to be mobilised in your city? C: Give an example of this at work in your city.

A
B
C

Quotation 4: A: How do you think that learning strengthens the family? B: How does it strengthen the neighbourhood. C: How does it open the door to music, art and culture: D: Give an example from your own experience.

A
B
C
D

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Quotation 5: A: What do Rose and Nichol mean by self-esteem and how can it improve the joy of learning? B: Give an example when learning was a joy for you? C: Say something about your own self-esteem and how it was developed/destroyed

A
B
C

Quotation 6: A: Give an example of learning as fun in your own city or region. B: How do you think that this can be extended into the learning that people do? C: Where in your city or region could such a festival be held?

A
B
C

Quotation 7: A: How do you keep examples of your own learning highlights? B: Who do you tell about it?

A
B

Quotation 8: Think of some innovative strategies for rewarding learning in your city. Be creative-aim for five

1
2
3
4
5

Quotation 9: A: Think of 3 innovative competitions that would enhance learning in your city. B: Who would ask to judge?

A1
A2
A3
B

Quotation 10: A: How does (will) learning pay for you? B: How will it pay for your city?

A
B

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Quotation 11: A: In what sense is the community action team in Southampton an 'investment?' Think of 3 reasons B: Give an example of something similar happening in your city or region.

A1
A2
A3
B

Quotation 12: A: Think of 3 innovative examples of how a 'community currency' system could improve learning in your city or region B: Where and how would you implement any of these in your city or region.

A1
A2
A3
B

Quotation 13: How would you tap people's capacity to learn in your city? Try for 3 innovative ways.

1
2
3

Quotation 14: A: Who are the human resources in your own community – give 3 examples of people and their potential contribution B: How would you start to mobilise this resource? Suggest 3 ways

Name	Contribution
B1:	
B2	
B3	

Quotation 15: A: Who paid for your learning at different times of your life? B: Who has benefited from your learning?

A1
A2
A3
B

Actionsheet 3 (3 pages): **Some ideas on local culture and heritage**

1. Which museums are there in your city, town or region – what do they exhibit?

Museum	Containing	

2. In the end column tick if, in your opinion, they try to make themselves interactive with their customers.

3. If you were the curator of your local museum, what ideas would you have for making it more attractive to potential customers?

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4. In St Helens there is the North-West museum of Road Transport. In Wigan there is the pier museum. Use some innovative thinking to suggest a new museum that might be attractive to locals and visitors in your own city or region. Suggest several alternatives.


5. Where would you site it? \_\_\_\_\_

6. A: Name 5 historic buildings in your city or region that are worth preserving and showing to the public.

Building	Reason why it is worth preserving

B: How would you involve the community in this work?

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C: Who might do the research work to enable them to be shown at their best?

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**7. Where is the art gallery in your city or region? What major paintings does it hold and from which period? What are the main pictures it holds?**

Name of Gallery	Major painting	Artist	Period

**8. How does the gallery encourage the work of local artists?** \_\_\_\_\_

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**9. You are a local artist. How and where do you exhibit your work? Think of some innovative places where it could be displayed.**


**10. You are the chair of the committee of the local history society. The society has been given a sizeable grant from a national and local fund to establish a permanent local history display. What would you include? How would you present it attractively? How would you inspire others to help you – who? Where would you put it? How would you sustain it? On the reverse side of this Actionsheet plan it out.**

**11. How would you inspire the following with a love of their heritage?**

<b>Young Children</b>	
<b>Teenagers</b>	
<b>Seniors</b>	
<b>Families</b>	
<b>Yourself</b>	

**12. You are on the planning committee of a childrens’ festival in the city. What will you include that provides both fun and learning?**


**13. Does your city provide any of the following?**

- |  |        |
|--|--------|
| a) A City discovery trail with explanatory notes?                                      | Yes/No |
| b) A community trail in each neighbourhood with explanatory notes?                     | Yes/No |
| c) Artists in residence in colleges or schools?  | Yes/No |
| d) Public displays of childrens' art, writing or other work?                           | Yes/No |
| e) Open air concerts in parks and open spaces?   | Yes/No |
| f) Participation by the public in environmental protection projects?                   | Yes/No |
| g) A childrens' theatre?   | Yes/No |
| h) Courses for play leaders who would work in school holidays                          | Yes/No |
| i) An office to attract and publicise opportunities for (screened) cultural volunteers | Yes/No |

**14. Choose any two of the above and say what you think are the benefits they bring for the cultural life of your city/region.**

**A Topic:** \_\_\_\_\_ **Who benefits?** \_\_\_\_\_  
**Benefits:** \_\_\_\_\_

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**B: Topic** \_\_\_\_\_ **Who Benefits?** \_\_\_\_\_

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**15: Now do a personal or group brainstorm to think of topics that would enhance the cultural life of your city, town, community or region. Write down some ideas below.**

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**16: Take one of these ideas and say how you would personally organise it and the resources you would need to do so. How would you involve the media? Continue on the back of the page if necessary**

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## **2.0 Our whole city is a learning environment**

**2.1 The city environment is a source of perception around experiences. A stimulating city environment can be aesthetic, cosy or contradictory, it awakens our alertness, curiosity and imagination. It also offers opportunities for social activities and coming together – it is the citizens' living room.**

**2.2 Cultural heritage and creative activities are highly valued. They boost self-esteem and give a person an identity, a feeling of belonging in the community. Creative activities provide people with opportunities to develop their talents and human potential.**

**2.3 Nature is a unique and precious learning environment. The relation between man and nature is important from the point of view of sustainability, but also as a source of peace, strength and potential.**

**2.4 Creative activities also promote tolerance and equality. We appreciate each others thoughts, listen equally to different opinions, deal fairly with people, promote equality and show understanding for differences between individuals and groups. Tolerance also means sympathy with different cultures and their coexistence.**

**2.5 In Espoo, we create and introduce new things and ideas. We constantly introduce versatile experiments, research and development. We take in and learn fast.**

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### **Extract from Brochure on St Helens, UK**

**St.Helens is enjoying a cultural renaissance, symbolised by the opening of the first private art gallery - 5athegallery - at the heart of the Borough's new Cultural Quarter. This transformation is linked to the establishment of an annual arts festival, the complete renovation of the Theatre Royal, the reopening of the Rainford Gallery, & the ongoing success of The Citadel Arts Centre, voted by The Independent as one of the top ten jazz & blues venues in the UK.**

**A little known fact about St.Helens is that Antony Gormley's world famous 1993 Turner Prize winning work "Field for the British Isles" - a terracotta army of 35,000 mini figurines - was crafted here by local schoolchildren, parents & teachers...**

**St.Helens boasts a wealth of heritage assets as a legacy of the Borough's previous incarnation at the vanguard of the industrial revolution, including a new heritage trail.**

**These include not only a permanent exhibition dedicated to Stephenson's historic "Rocket" locomotive trials held here in 1829, but also a unique vintage bus collection sited within the North West Road Transport Museum. However the jewel in the heritage crown is without doubt the multi-award winning World of Glass visitor attraction at the Pilkington Museum.**

**Cultural Values for \_\_\_\_\_**

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8	

**The Cultural Renaissance of \_\_\_\_\_**

**A report on the Sapporo Learning festival**

As a bi-product of opening a conference of Teacher Educators at the Educational University of Hokkaido in Asahikawa, I was privileged to spend a couple of days with Yoshihiro Yamamoto at the Sapporo Learning Festival. Yoshihiro is one of the Lifelong Learning luminaries in the National Institute of Educational Research, a division of Monbusho, the Japanese Ministry of Education. He is also doing sterling work in raising awareness of Lifelong Learning in Japan and South east Asia.

The festival was a fascinating experience. Its first impact was its size - the impression was of a Pacific Ocean of stands and demonstrations promoting every conceivable facet of Lifelong Learning for all sectors of national and community life and for all ages. It was not simply an exhibition of learning products, though IBM, Toshiba, Intec and the rest were certainly all there in force. Learning visitors could find, in addition, leisure products and pursuits of all kinds from fishing to fiddling, from sailing to skiing, from knitting to networking. It seemed that the whole of life was there. The second impression was one of fun – learning *is* fun isn't it, when so many are gathered together to promote its virtues.

The spiritual side of Lifelong Learning was not neglected either - several religious groups were strongly represented - the sacred and the secular co-habiting under the flag of learning. There was a stand representing the 25 public Lifelong Learning Centres in Japan (there are also many private ones) and a large exhibition area promoting the virtues - economic, personal, familial, communal - of Learning. A telephone hot line was available to any who still harboured doubts.

On the central stage 3rd age choirs sang anything and everything from traditional Japanese folk ballads, through American glee club numbers to classics; magicians and fire-eaters plied their trade and fast-talking presenters involved the passing public in games and quizzes and activities. The ectoplasm of vitality and energy were phenomenal, and smiling faces showed how much this was a fun occasion - a celebration of the Learning condition.

I saw visiting classes of schoolchildren, including a set of 5 year olds, mesmerised by the 'magic of learning' stand, complete with magician. A constant procession of visitors of all ages, all backgrounds and all interests mixed and mingled and meandered, ever, it seemed with a smile. Sapporo is a provincial city with a population of about a million souls, akin perhaps to Bordeaux, Newcastle, Thessaloniki or Dusseldorf, and the organisers expected to attract 600.000 of these during the 5 days.

In the evening more cultural events connected with the festival were held at the city hall. My host had managed to obtain tickets for the opening musical event and we arrived just five minutes before the start. This was impressive to say the least and it was played to a packed audience. The overture comprised a 5 minute film depicting the considerable natural beauties of the island of Hokkaido - and then faded out to a darkened stage containing a group of 4 people - 2 instrumentalists playing a primitive flute and a two stringed sitar respectively, and 2 singers - a mother and a child. Together they produced some of the most remarkable and evocative folk sounds I have ever heard. It was an epiglottal tour de force - all throat and lungs - a vocal tone poem describing the mystical sadness of the sea, the majesty of the mountains, the symbiotic maternal link between man and his environment, the joys and the sorrows of community and conflict in the natural world. These were sounds not heard outside of this area of Japan - a celebration of a thousand years of Ainu aboriginal culture, reminiscent of a Hebridean folk song, an Irish step dance, an Auvergnian mountain call, a Catalan lament or a Portuguese fado. To say the least it was an event which one experienced as much as heard, felt as much as saw.

The evening continued with 3 speeches from the Minister of Education, the head of the Hokkaido prefecture and the Sapporo city boss, all of them extolling the virtues of learning and the opportunities in the locality and all of them, mercifully for both stranger and citizen alike, not more than 5 minutes long. After that, further music from the city's close harmony group which rivalled the King's Singers in purity of sound, though not in breadth of output, and the City of Sapporo Symphony Orchestra.

For a provincial orchestra the quality was surprisingly high - it confined itself on this occasion to selections of light music, though one had the impression that it would have been equally at home with Bach, Beethoven, Brahms, Berg and Birtwhistle (well, OK, perhaps not Birtwhistle). In between whiles the local television personality interviewed the performers and extracted from them how learning had contributed to their success.

Every citizen received 2 attractively coloured pamphlets - one produced by the city and another by the island prefecture. These were 16 pagers describing the rationale behind the joys of lifelong learning and explaining where, why, how and when the citizens of Sapporo could take advantage of them. They were surprisingly sophisticated and, in some ways, quite visionary. They dealt in simple terms with every facet of Lifelong Learning - networks, open and distance learning, the interaction between sectors of the community, integrated learning, qualifications etc and on an age by age basis from pre-school to third age. Their purpose was to broaden the horizons of the populace and even to encourage a strong international outlook. Each brochure contained a feedback form of questions that would help administrators understand the learning needs of citizens, and hopefully allow them to satisfy them.

There was a festival mascot - a disneyesque character called the manabee (Honey bee) This was omnipresent whether as a huge blowup balloon, a print on festival products, a picture on shop windows and public notices, as badges to wear, on t-shirts. It was the symbol of the festival - a sort of learning Mr Blobby. Manabee could hold a honey pot or a computer screen or walking stick or indeed could be adapted to help to market each product individually. Who said the Japanese are not creative? - the overriding impression of the whole festival was exactly that - creativity and the enjoyment of learning.

How can I summarise this experience. Yes, of course it was a product of the Japanese culture and of course we are aware that there are cultural differences. It was a Japanese festival for Japanese people. It was one of a series planned on an annual basis for different parts of Japan - rather like the European cities of culture. Yes, of course we have to take into account cultural differences between nations. But there was an atmosphere about this event which transcended these. It was not brash or authoritarian - its aim was to stimulate, sensitise and coax rather than to exhort - to celebrate the joys of learning and the personal benefits to be gained therefrom. Perhaps 50,000 people, perhaps more, perhaps less, came back into the learning fold for the first time.

We in Europe have much to learn about the marketing of learning, its representation as a way of life. This festival was an example of what happens in Japan - there are other beacons of lifelong learning activity there - such as the establishment of 25 lifelong learning research departments in Japanese universities, and the Lifelong Learning Centres springing up in each prefecture.

Perhaps Europe can design equally stimulating and creative ways in which its peoples can become learners for life, perhaps by establishing annual cities of learning, perhaps by a competition to find the European learning city, perhaps the use of modern technologies to link people and organisations into learning networks between cities, perhaps the carrying out of a learning audit of the learning needs of whole populations and the establishment of a city by city database of these. The possibilities are endless, and perhaps more to the point in a world of structural unemployment, the creation and satisfaction of learning opportunities is in itself a huge job creation scheme involving designers and planners, counsellors and councillors, researchers and promoters, and teachers and learners. Sounds good - let's do it.

**Norman Longworth**

**Actionsheet 6: Some questions on learning Festivals.**

1: Has there ever been a Learning Festival in your city? Yes/No

2: If yes what do you personally remember about it?

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3: If No – what do think a Learning Festival would be for in your city or region?

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4. Make a list of the various ideas incorporated into the Sapporo Festival which you think might be replicated in your own city or region.

1
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3
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5
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7
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5. Now add a few bright ideas of your own for inclusion in a Learning Festival in your own city or region.

1
2
3
4
5

6. Which organisations in your city would you invite to participate in the Festival?


7. What is the population of your city or region? \_\_\_\_\_

8. How many people would you expect to bring back into the learning fold? \_\_\_\_\_

9. Where would you hold it? (maybe several places) \_\_\_\_\_

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10. How would you market it as a fun event to attract people? Jot down a few ideas.

1
2
3
4
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11. How would you make it into a break-even or profit-making event?


12. In the box below design a logo or mascot for the festival

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13. Write down three slogans for the Festival that might make people come to it.


**Productive Partnerships - An Example from London**

*Woodberry Down, an inner city school, had a rich ethnic mix within its catchment area and a high proportion of one-parent families. It was situated in a difficult area of inner London with an unenviable local crime record, where only the suicidal policemen patrol alone at night and where there is very little background of learning, never mind lifelong learning. By contrast, the city location of the mighty IBM, 3 miles away is situated in one of the richest areas in the world, employs 700 highly trained professional people – systems analysts, salesmen, managers, experts on all aspects of computing, many of them commuting in from their four-bedroomed houses with large garden in the more affluent suburbs of London.*

*At the suggestion of the school's go-ahead young Headteacher, Michael Marland, and the Public Affairs professional of IBM, Norman Longworth, these two apparently incompatible organizations began to explore how one could help the other. So meetings were held at both places and a social evening arranged. As a result of this a coordinator, actually the wife of one of the IBM managers and a former social worker, was employed to see what could be done. She talked at length with the staff of the school and with the managers in the IBM location and how the skills and knowledge of one could be used to improve the situation of the other. The results of this collaboration produced 30 different projects affecting individuals in both establishments.*

*For example, a trust fund for school visits was started, so that the handicapped children in the school could spend a week at a study centre in the countryside in mid-Wales. In return those same children created a huge collage from cuttings and computer pieces, which was installed in the foyer of the IBM location, and used as a talking point for visitors to the company. One such visitor was the then Prime Minister of the UK, which, as an unintended spin-off from the scheme, certainly did the company no harm to its image. The collage also engaged the children from the less academic classes in a purposeful activity combining skills of design, development teamwork, creative discussion and activity and communication – (at a formal presentation ceremony).*

*Example two concerned the unlikely subject of opera. IBM was sponsoring a new production at the Covent Garden Opera House, so it arranged with the company to run an opera workshop for children at the school. The children were bowled over. They committed suicide like Tosca, they fought with the soldiers in Aida, they swooned like Mimi in La Boheme, they ascended into heaven like Marguerita in Faust – and in that unlikely school an opera club was formed which lasted until the school was closed 10 years later.*

*The third example is the interviewing scheme. Teams of IBM people went in pairs to the school to run mock interviews with senior pupils to help make them more employable and to give them some hints on how to get a job. Again this was a fun event much appreciated by the students and much enjoyed by the participants from IBM, who also learned a great deal.*

*No-one can expect a 100% response to such schemes. In total 10 percent of the 700 IBM people, that is 70 sets of additional skills, talents, knowledge and experience, became involved in partnerships with teachers and staff on such items as curriculum reform, management and leadership, language and computer education. Mentoring and coaching relationships were set up and sports expertise passed over. The school became a focus for management development exercises. It is an example of what a productive partnership can do for both school and company. This was a two-way communications exercise breaking down stereotypes between two apparently incompatible organisations under the umbrella of lifelong learning. A fuller list of activities is shown on the next page.*

*In the USA similar schemes under the title 'adopt a school' exist between business and schools and are very popular. School certainly gains from such collaboration and pejorative stereotypes are broken down. But why would a company wish to get involved in the community in this way? How does it help the bottom line? The answer to these questions depends very much on the ethos of the company. IBM's policy of encouraging its employees to involve themselves with the local community, and giving them the time to do so, certainly helped in this example. Moreover there are possible economic advantages to be had in fostering goodwill, a more fulfilled workforce and creating a stage for staff development. But increasingly the rationale is connected with the more humanitarian one of making a positive contribution to the community and society in which the company resides, and the fact that business and industry operates much better in a stable, prosperous and happy community at ease with itself and confident about the future. 'Enlightened self-interest' it may be, but it is also the sort of win-win situation that business and industry is always seeking.*

## Actionsheet 7B

### The IBM Woodberry Down Schools-Industry Twinning Scheme

**Staff and student visits to IBM to study curriculum areas - eg commerce students to administration departments; maths and business studies to computing department.**

School pupils spent one week work experience in IBM, shadowing employees and fulfilling work schedules.

**Reciprocal visits to the school by staff of IBM to give lessons on business, mathematics and computing. IBM staff invited to contribute to debates on curriculum**

Social events - each organisation entertains the staff of the other - usually accompanied by a short talk on a topic of mutual interest and snacks

**A trust fund established for voluntary contributions from staff of both organisations for new careers centre and for children to visit Welsh study centre**

Cultural development - workshop for children given by IBM-sponsored Covent Garden Opera company at the school - children's opera visits.

**Scrap computer/typewriter parts and obsolete paper donation to the school**

Contacts established in Spain to assist in Spanish exchange scheme

**School staff attended IBM management and personal development courses**

IBM staff organised interviewing scheme for older pupils at the school

**Woodberry Down children joined the IBM sail training programmes;**

Termly debates, attended by the joint staffs, alternately at each location.

**IBM staff contributed to English, Maths and Science lessons and assisted with sports - high level players of tennis, cricket, soccer and rugby**

'Understanding Education' sessions at IBM by Head and Senior staff

**Joint seminar for government ministers on industry/education partnerships**

Frequent exhibitions of childrens' art and written work at the IBM location – paintings purchased for school fund with permission of the painter

**Collage commissioned for display in the central foyer of the IBM location**

Mentoring programmes between children and IBM people eg help with A level mathematics (Social mentoring was not allowed by law)

Actionsheet 8: Releasing the power of human resource into the community

1. Try to make an inventory below of the talents, skills, experiences, knowledge etc of your colleagues in your own department. You may have to ask around but everyone has something to offer. Start with your own


2: To which organisations in your city do you think this array of talents and skills etc might be useful?


3: What do you personally do to make your own talents, skills etc available to others outside of work?


4: What 3 other things could you do, if only you had the time and inclination?


5: What do you think could be done in your city or region that would release more of the talents, skills, knowledge etc of many people for the benefit of the community?

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6: Let's say you are attached to your local school and were given the job of mobilising all the human and other resource in the community to help its mission to create children who are in touch with the world, full of ideas, knowledgeable, adaptable and flexible and able to contribute to the society of which they are a part. Jot down a few ideas and observations on

a) How you would organise the job:


b) Who you would approach


c) What benefits it would bring


d) What the barriers are.


e) How you would overcome them


7. Now discuss your ideas and observations with others in the form of a joint SWOT exercise.

Strengths
Weaknesses
Opportunities
Threats