

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 9.6:

What sort of a Learning City?

‘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 9.6:

What sort of a Learning City

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 focus that many cities are putting on their learning city whether it be oriented towards sustainability, or entrepreneurship or social inclusion or any combination of topics. 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

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 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 1: Here's a web exercise. Trawl through the web and make a list of all the the different types of learning city you can find. List them below. Aim for 20

Assignment 2: Look at the digram on actionsheet 1. Then answer the question following it.

Assignment 3: Look at the diagram on actionsheet 2. Discuss what it is telling you about hollitstic city management. In the boxes below give 5 reasons why this may be important for your city.

1	
2	
3	
4	
5	

Assignment 4: Look at the diagram on the a Sustainable learning city on actionsheet 3 in the learning kitbag.. Complete the exercises on the sheet.

Assignment 5: Discuss with others the impact of this on your own city and how these can be implemented. Write in 5 of your own ideas on sutainability in your city and beyond

1	
2	
3	
4	
5	

Assignment 6: Look at the diagram of an Entrepreneurial city on actionsheet 4 in the learning kitbag. . Complete the exercises on the sheet

Assignment 7: Discuss with others which of these is the most important for your learning city. Then write in below 5 of your own ideas on this topic.. Be creative

1	
2	
3	
4	
5	

Assignment 8. Look at the 2 diagrams of an inclusive learning city in actionsheet 5 of the learning kitbag. Perform the exercises shown.

Assignment 9: Discuss these issues with others

Assignment 11 Insert 5 ideas of your own on these issue. Be creative

1	
2	
3	
4	
5	

Assignment 12: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

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

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

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

Assignment 13: 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 6

The

LEARNING

KITBAG

City Focuses

Creative cities,	Resilient cities	Transition towns	Green cities
Healthy cities	Heritage cities	Cities of Opportunity,	Cool Cities,
Future Cities	Energy Cities	Sustainable cities	Sport cities
Culture Cities	Educating Cities	Adaptive cities	Telecities
Sanctuary cities	Social cities	Social Economy cities	Smart cities
Carnival Cities	Blue Zone Cities	Anti-poverty cities	Base Cities
Etc	etc	etc	etc

Source: Internet

Exercise 1 Write down what you think the following cities concentrate on.

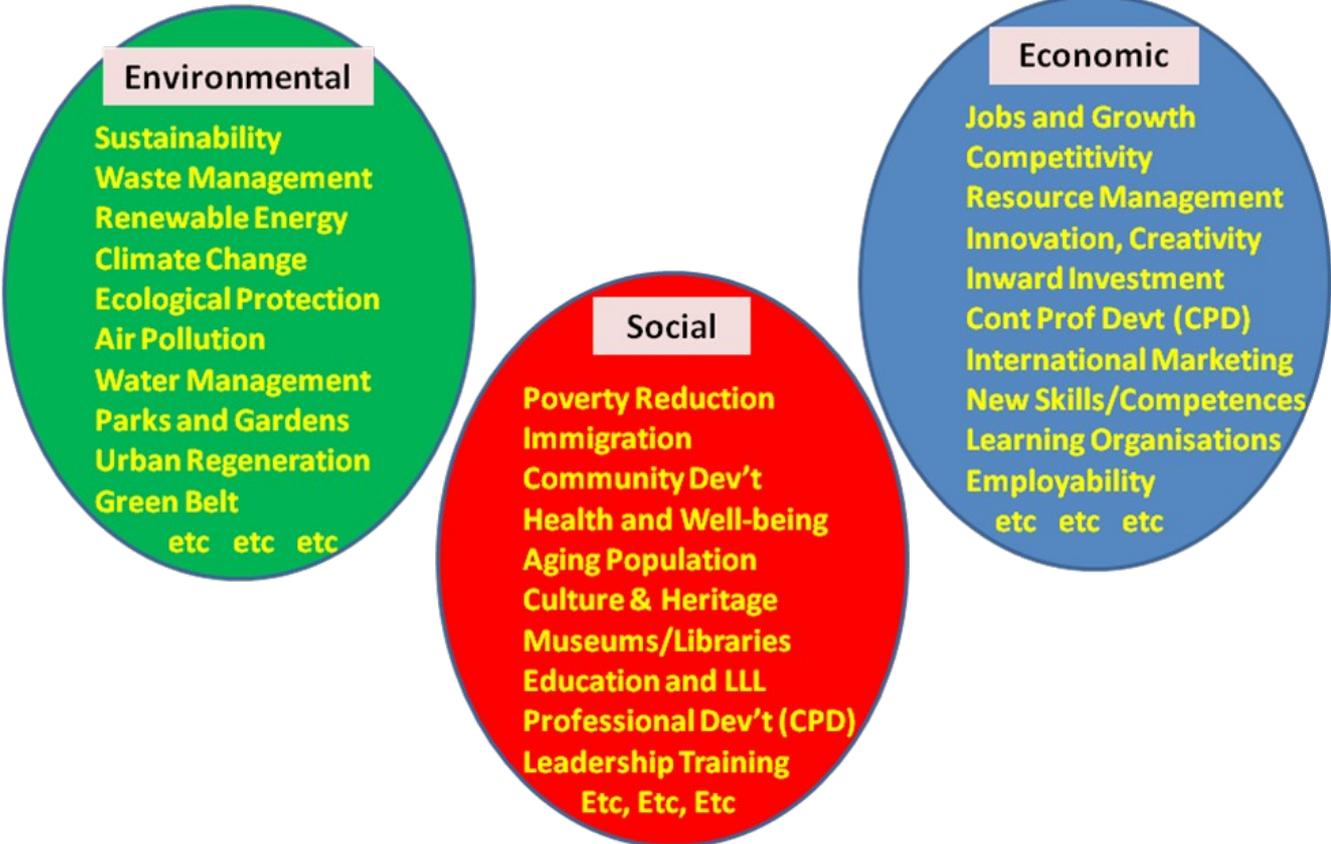
Adaptive Cities	
Resilient Cities	
Smart Cities	
Samctuary Cities	
Creative Cities	
Base Cities	
Sustainable Cities	

Exercise 2 Chexk out your answers on the net

Exercise 3; Discuss in Groups what you have learned from this exercise. Are they real learning cities?

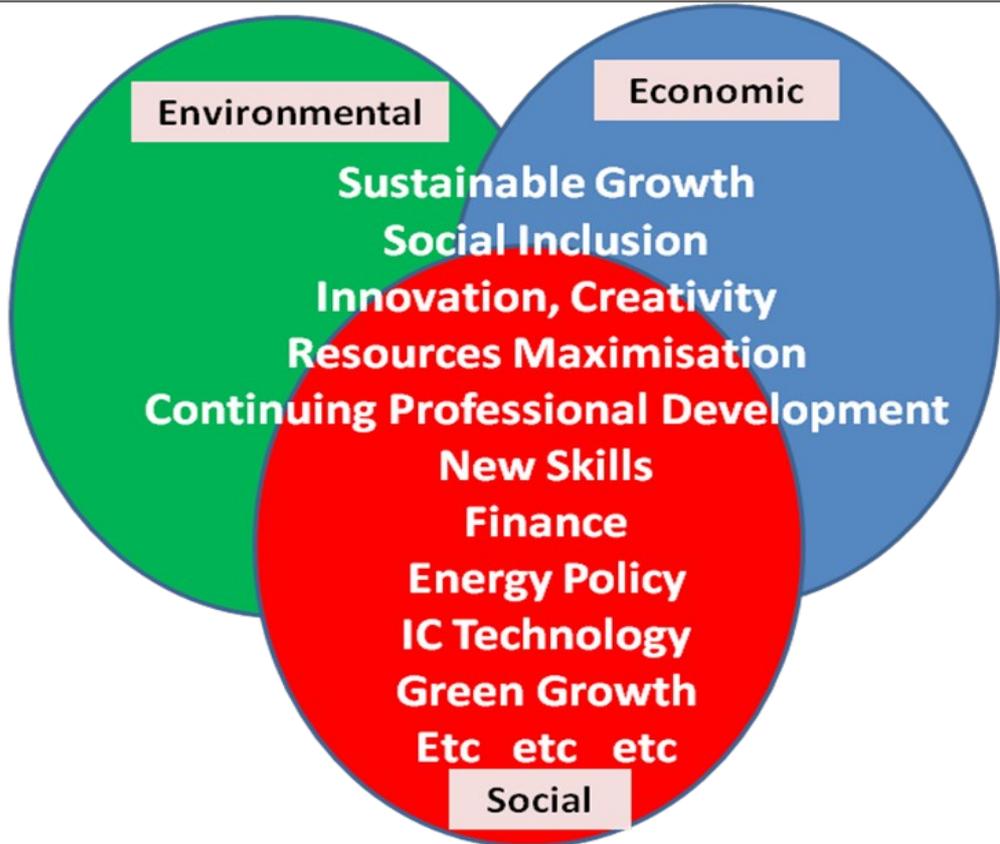
LEARNING CITY DIMENSIONS

Dimension 2 – Three Major Focuses



LEARNING CITY DIMENSIONS

Dimension 2 - Interactions



Actionsheet 3

	A Sustainable Learning City Region will.....	
1	Invite citizens to suggest improvements to the city region's environmental strategies	
2	Engage citizens (especially young people) in active environmental control and clean up schemes eg waterwatch, airwatch, treewatch	
3	Promote cradle to grave lifelong learning policies that continuously address sustainability issues	
4	Monitor and control air pollution within its boundaries	
5	Ensure provision of clean water and sanitation to all its citizens	
6	Utilise clean sources of energy wherever possible	
7	Ensure that sustainability issues are on the curriculum of every school	
8	Encourage citizens to grow their own food where possible	
9	Prioritise the open availability of parks, gardens and other open spaces	
10	Provide affordable sports, health and well-being facilities	
11	Recycle waste sustainably into new energy	
12	Require rigorous environmental impact assessments for every project	
13	Visibly publicise progress towards environmental sustainability	
14	Provide congestion and pollution-free urban transport systems	
15	Conserve its forests and wooded areas	
16	Devise a strategy to take people out of poverty and provide sustainable jobs	
17	Work with other cities world-wide to exchange ideas, expertise and resources	
18	Offer leadership training to all in sustainability issues	
19		
20		

A You are invited to put a mark out of 5 to express your opinion on your city region's success as a sustainable city region

1= has no strategy for addressing this issue

2= has a strategy but is not implementing it

3= is trying but not achieving much success

4= is making good progress in achieving this issue

5= has fully implemented strategies to deal with this issue

B. You are also invited to add a couple of your own ideas to the list

Norman.longworth@gmail.com

actionsheet 4

	An Entrepreneurial Learning City/Region
1	Encourages all its organisations, public and private, to become learning organisations
2	Links its educational and wealth-creating organisations to develop in partnership with each other
3	Markets the advantages of the learning city/region as an incentive for inward investment
4.	Identifies and develops the skills, attributes and structures that allow people and organisations to adapt to a fast-changing world
5	Develops cradle to grave lifelong learning strategies that create a culture of learning throughout the city/region
6	Releases the power of modern technologies in the service of education, business and industry and communities
7	Increases entrepreneurial education in schools and further and higher education
8	Ensures its future through long-term strategies to foster innovation and creativity in all aspects of city/region development
9	Optimises all its human, intellectual, geographical, historical, technological and natural potentials
10	Looks outward. Joins international networks to open all its citizens and organisations to learn from other countries, peoples, cultures and ideas. Treats the outside world as a huge additional resource
11	Embraces and celebrates the wealth-creating opportunities of diversity
12	Recognises, and activates, the synergies between social, cultural, educational, environmental and economic growth policies
13	Concentrates on employability as the well-spring of employment
14	Unlocks the talents, experience, expertise, ideas and goodwill within all its communities
15	Engages the people in determining the city/region's future through consultation processes that educate as well as seek opinion

In the First column put a mark from 1 to 5 for how you see your own city/region's performance

1= Appears to have no knowledge of what this means

2= Has some knowledge but no plan and no implementation

3= Has developed a policy but barely implements it

4= Has a policy and a strategy and partially implements it

5= Fully implements the strategy throughout the city/region

Norman Longworth@gmail.com

An Inclusive Learning City/Region		
1	Consultation	Consults its citizens in ways that empower them to take action which is backed by the city
2	Partnership	Encourages partnerships between voluntary, community and statutory organisations Works with associations for marginalized communities
3	Support	Establishes robust support structures for all excluded people Provides support services for former offenders Provides support centres for the aged and infirm Creates support centres for the mentally and physically disabled Provides centres where other excluded people can meet.
4	Policy	Recognises and acts upon the synergies between social, cultural, educational, environmental and economic growth policies Liaises between Health, Housing, Social Services, Police, Education and other city/region departments to ensure holistic policy development Actively provides a welcome for immigrants and other incomers into the city/region Implements active cradle to grave lifelong learning policies
5	Technology/ Media	Releases the power of modern technologies in the service of the physically and mentally disadvantaged and other excluded people Liaises with local media – press, tv, radio etc - to ensure that exclusion matters and their solutions are well understood
6	Training/ Development	Increases skills-based learning in schools in order to increase employability and reduce unemployment Creates training projects which make the unemployed employable Ensures that every professional has a continuous professional development programme Provides and trains mentors for children at risk Promotes and actively implements strategies of Lifelong Learning for all citizens as a fundamental principle
7	Community	Unlocks the talents, experience, expertise, ideas and goodwill within all its communities in the service of the excluded
8	Networks	Looks outward. Joins international networks to link excluded citizens and to help them learn from other countries, peoples, cultures and ideas. Creates links between the aged and the young
9	Diversity	Embraces and celebrates diversity in the city
10	Quality	Ensures quality in everything it does
12	Innovation	Develops innovative solutions for promoting inclusion for disengaged youth and school dropout Promotes creativity in addressing all problems of social exclusion

Please Insert your own ideas and preferred actions. Feel free to modify the existing ones
In the 3rd column put a mark from 1 to 5 for how you see the relevance/importance of this for your own city/region

1= Crucial 2= Very Important 3= Fairly important 4= useful but not important 5= Not important
Norman Longworth@gmail.com

Groups at risk of exclusion

Causes	Types
Mental/psychological	(autism, bipolarism, depressive, addiction etc
Physical	(missing limbs, wheelchair bound, blindness, deafness, spina bifida etc
Educational,	(learning difficulties, attention deficiency, dyslexia , NEETS etc)
Financial,	(poverty, unemployed, low-paid, exploited etc
Situational	(inadequate housing, pollution, lack of amenities
historical,	(long-term unemployed
self-inflicted	(offenders, self-harmers, gamblers, alcoholics etc
social,	(problem families, blocked rights, active ageing, disaffected youth,
cultural	(immigrants, racial discrimination
emotional	(trauma sufferers

Please feel free to modify this table and to add additional groups

In the second column put a mark for the focus of your own perception

1= High priority

2= Medium Priority

3= Low priority

4= No priority