

The LILARA Project

Learning Needs Audit Schools (English)

An Audit to increase awareness of the evolution of the city as a learning city and to determine the learning needs of Schools in the change process

An open letter to participants

Your school and your 'Learning City' – An Audit

Why this Audit can be useful to your school and your city

We can only learn our way into the future – this is true of organisations, people, cities and regions. On this principle, local and regional authorities throughout the world are transforming themselves into learning Cities. Countries such as China, Australia, Germany and Finland, to name but a few from many, have already made great strides in this movement. They see it as a means of creating future prosperity and social stability by developing the full human potential of all citizens in a rapidly changing 21st century.

Local and regional authorities will need to be the drivers of this transformation process, and they will need the help of schools and colleges to accomplish it. LILARA not only requests your views about learning cities but also and help to determine what learning needs you, as an individual, may have that will help it along. If this is carried out as an exercise on a full city scale the local authority will have a much broader vision of learning needs, and the information to help satisfy them.

A little more about LILARA

The rationale behind LILARA was similar to that of Total Quality Management ie that no real progress will be made to implement much-needed change unless *all* participants are informed and involved. Thus all local authority employees, including those in schools and colleges, or as many as possible, should have a stake in creating the city's future. In order to do this they will have learning needs within a variety of learning city operations as it affects schools. And so the purpose of this audit tool is determine what those needs are for each individual.

The original LILARA project was carried out in six countries – Italy, France, Scotland, Hungary, Norway and Ireland. Its task was to work with local authorities to improve knowledge and insights about learning cities and regions for the future, and to discover the learning needs of all those connected to it. The partners then organised local workshops and directed management towards other sources of learning available from the internet for inserting into personal and professional development programmes. Many of those materials are also on the this website.

The LILARA Audit

LILARA is an audit tool to gather your ideas, opinions and thoughts on the importance and desirability of transforming your school into a 'learning city school', and your potential role in making it happen. It will lead you to an understanding of what a learning city is and how schools can help to create it, bearing in mind its own cultural heritage. It asks what you think of present performance and what you may need to learn in order to take the idea forward.

The audit should take 45 minutes or so. As a result of completing it you will be much more informed and able to understand what needs to be learned and done by schools and colleges to help create a learning city.

The audit is in two parts, both of which should be completed. There are no right or wrong answers, and it's OK to enter 'don't know' if you don't feel you have the necessary information or knowledge to answer particular questions. Every single response will enable us to understand more about how your school and yourself can transform your city into the sort of 'Learning city', that will benefit everyone. The LILARA Audit is presented freely as a tool which can be used by individuals to find out more about the concept, or it can be used by city and school management to help create a dynamic, vibrant and forward-looking school and city, confident about its own future.

Other audits exist for cities, universities and companies.

Thank you for participating



SCHOOLS AUDIT LILARA UK and IRELAND

Section 1: Your perception of a learning city.

We would like to start by asking you about your current perceptions of, and attitude to, the Learning City concept, and your perception of how your *local administration* measures up to it.

Although there are already suggested definitions of what a Learning City is, we are purposely at this point not providing you with these, as we do not want to pre-empt your own ideas. So

1.1 Have you ever heard the term 'Learning City' before? Yes/No

1.2 Whether or not you have heard of it, please give your own description of what you understand by the term 'Learning City'

1.3 There is much activity on Learning Cities within Europe. Schools too are involved. We would like to know your view of the importance of the sentiments expressed below, taken from reports and other documents.

In this exercise :

1= crucial – My school should develop a strategy to take this on board

2= important enough to be brought to the attention of all staff

3= interesting but not important enough to do anything at this stage

4= not relevant to me or to my school

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1.3.1 The 21 st century school will have a vision and a strategy for the development of values and attitudes that create a lasting culture of learning and benefit communities and cities. (Lifelong Learning in Action Longworth, 2003) | | | | |
| 1.3.2, The more that schools get involved, offering cooperation and tangible assistance to the process of building a learning community and city, the more they will gain from being part of a transformation process that benefits every aspect of society (LILARA Q and A) | | | | |
| 1.3.3. Schools need to look outwards to the world, connecting firstly with their own communities, and eventually to other cultures, other creeds and races using the tools now available for the purpose' (European policy paper on creating Learning Cities, Towns and Regions ed Longworth, DGEaC 2001) | | | | |

1.4. The European Commission definition of a Learning City is as follows.

'A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'

Where do you think your city is at this moment in the fulfilment of this definition ? Put a tick on the bottom row.

| 1.3.1 | 1.3.2 | 1,3,3 | 1,3,4 | 1,3,5 | 1.3.6 | 1,3,7 | 1,3,8 | 1,3,9 | 1,3,10 |
|-------|--------|---------|--------|--------|--------|--------|--------|--------|---------|
| 0-10% | 10-20% | 20-30%- | 30-40% | 40-50% | 50-60% | 60-70% | 70-80% | 80-90% | 90-100% |
| | | | | | | | | | |

1.5 Your views and observations on the value of a learning city.

Here we give some clues about the relationship between a school and the city in which it resides and ask for your personal opinion. To what extent do you believe the statements in the boxes below? In this exercise :

1= crucial – My school needs to develop a strategy to take this on board

2= important enough to bring to the attention of all staff

3= interesting but not important enough to do anything at this stage

4= not relevant to me or my school

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1.5.1. The future prosperity of my city depends upon a school's ability to persuade its students that learning is a lifelong activity. | | | | |
| 1.5.2. Future social stability in my <i>city</i> depends upon a school's ability to motivate its students that learning is a lifelong activity. | | | | |
| 1.5.3. The concept of the Learning city is an attractive one for my school. It can benefit from it | | | | |
| 1.5.4. <i>If my school</i> is not open and responsive to the changes <i>that are occurring in the wider world</i> , its future citizens (our students) will be at a disadvantage | | | | |
| 1.5.5. The jobs of the future are not the jobs of the present - they will require, for example, much greater understanding, skill, adaptability, flexibility, creativity and awareness of diversity. Schools should develop these attributes in their students. | | | | |
| 1.5.6. With the assistance and understanding of the local authority, imaginative strategies can be designed by <i>my school</i> to reach out to those students currently unwilling to see the importance of learning for their future. | | | | |
| 1.5.7. <i>My school</i> is responsible for creating a culture of learning <i>that will attract</i> all its future citizens <i>into continuous learning</i> . | | | | |

1.6 Now please can you tell us the extent you think that the parents believe the same statements? Use the same marking criteria.

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1.6.1. The future prosperity of my city depends upon my school's ability to persuade its students that learning is a lifelong activity. | | | | |
| 1.6.2. Future social stability in my <i>city</i> depends upon my school's ability to motivate its students that learning is a lifelong activity. | | | | |
| 1.6.3. The concept of the Learning city is an attractive one for my school. It can benefit from it | | | | |
| 1.6.4. <i>If my school</i> is not open and responsive to the changes <i>that are occurring in the wider world</i> , its future citizens (our students) will be at a disadvantage | | | | |
| 1.6.5. The jobs of the future are not the jobs of the present - they will require, for example, much greater understanding, skill, adaptability, flexibility, creativity and awareness of diversity. Schools should develop these attributes in their students. | | | | |
| 1.6.6. With the assistance and understanding of the city, imaginative strategies can be designed by <i>my school</i> to reach out to those students currently unwilling to see the importance of learning for their future. | | | | |
| 1.6.7. <i>My school</i> is responsible for creating a culture of learning <i>that will attract</i> all its future citizens <i>into continuous learning</i> . | | | | |

1.7. As we said in the introductory letter, this audit is a tool. It invites your feedback. At this stage you may wish to give an opinion about the extent to which your school is, or should be, interacting with the local authority in helping to develop a learning city and what more you would like it to do.

1.8 Your observations of activity in learning city construction and the school's part in this.

In this part of the Audit we explore together the way in which you think that your local authority is already active in developing strategies towards becoming a Learning City and Community, and the school's role in it .

Where do you think your school and your local authority is now, as far as you can tell?

| | Yes | Partly | No | Don't know |
|---|-----|--------|----|------------|
| 1.8.1. The concept of the Learning City has been an important subject of discussion in my city. | | | | |
| 1.8.2. My City has formally declared itself to be a Learning City | | | | |
| 1.8.3. My City has a formal strategy for developing as a Learning City. | | | | |
| 1.8.4. My school is participating in this strategy. | | | | |
| 1.8.5 Senior management in the school know about the concept of the learning city | | | | |
| 1.8.6 More than 50% of staff know about the concept of the learning city | | | | |
| 1.8.7 Less than 10% of staff know about the concept of the learning city | | | | |
| 1.8.8 My school has a strategy for helping the local authority to build a learning city | | | | |
| 1.8.9 The school has strong connections with the local authority | | | | |
| 1.8.10 The school is represented on the local lifelong learning committee | | | | |
| 1.8.11 The school is not represented but is kept in touch by the committee on its plans | | | | |
| 1.8.12 The school has a specific contact point with the city lifelong learning officers | | | | |

1.9 Can you think of two examples of how the development of your city as a learning city might benefit your school. They may be real or realistically imagined.

A

B

1.10 Your view of the role of the *School* in the construction of a learning city.

Here we explore some of the knowledge, activities and strategies that you believe are relevant to the school’s contribution to the construction of a learning city. Please tick the relevant box. In the blank spaces at the bottom please insert any additional activities that you think may be relevant.

| | | yes | partly | no | Don't know |
|---------|--|-----|--------|----|------------|
| 1.10.1 | My school should do all it can to contribute to the development of a learning city.. | | | | |
| 1.10.2 | Senior management in the school should know about and respond to, the learning city concept | | | | |
| 1,10.3 | All staff in <i>my school</i> should be aware of what a learning city is and the part they can play in its development. | | | | |
| 1,10.4 | Parents should be informed about the concept of the learning city | | | | |
| 1,10.5 | School Governors should be informed about the concept of a learning city | | | | |
| 1,10.6 | The school should include this on the agenda of a staff meeting to produce some ideas | | | | |
| 1,10.7 | Students (future citizens) should be encouraged to produce some ideas on how the school can help construct a learning city | | | | |
| 1,10.8 | There should be a school strategy for this topic | | | | |
| 1.10.9 | The school should invite someone from the local authority to explain the concept and how it can help. | | | | |
| 1,10.10 | The school should act as a conduit to parents on learning city matters | | | | |
| 1.10.11 | The school should run courses for the local community in which the Learning City concept can be discussed. | | | | |
| 1.10.12 | The school should involve its students in learning city activities | | | | |
| 1.10.13 | The school should participates in city learning events (eg festivals) | | | | |
| 1.10.14 | The school participates in partnerships with other stakeholders in the city | | | | |
| 1.10.15 | Students and staff at my school are already heavily involved in serving the local community | | | | |
| 1.10.16 | Staff at the school have continuous personal and professional development programmes into which this can be inserted | | | | |
| 1.10.17 | Students at the schools are linked through the internet to students in schools elsewhere in the world | | | | |
| 1.10.18 | How to help create, and contribute to, a learning city is an encouraged topic of discussion within these links. | | | | |
| 1.10.19 | I personally have learning needs in this area | | | | |
| 1.10.20 | | | | | |
| 1.10.21 | | | | | |
| 1.10.22 | | | | | |

1.11 “*Learning Organisations are where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. They look outwards to the world seeking to draw from it that which will enhance the meeting of their goals and objectives, and contributing to it that which they can to make it a better place.*”

1.11 From your experience as a member of staff, how far do you think that your own school as a whole is a learning organisation at present? Put a tick in the relevant box on the third row.

| 1.3.1 | 1.3.2 | 1,3,3 | 1,3,4 | 1,3,5 | 1.3.6 | 1,3,7 | 1,3,8 | 1,3,9 | 1,3,10 |
|-------|--------|---------|--------|--------|--------|--------|--------|--------|---------|
| 0-10% | 10-20% | 20-30%- | 30-40% | 40-50% | 50-60% | 60-70% | 70-80% | 80-90% | 90-100% |
| | | | | | | | | | |

1.12 Here we invite you to open your mind to the possibilities and suggest 3 ways in which your school can contribute to the development of a learning city in your locality.

- A
- B
- C

2. Learning Needs Audit - Personal

As a concerned citizen and an educational leader, you will have a particular part to play in the development of your Learning City. The process needs you. The next step is to ensure that you have the information you need in order to make the best contribution. So the second part of the audit is a tool to help you assess your own learning needs. Based upon the results of your input and that of others, we will be able to identify seminars, courses and workshops that help satisfy your learning needs.

Below, therefore, we identify groups of issues that you may wish to know more about in your own learning development. We ask you to rate them in terms of high, medium and low importance for you. The comments section is there for you to add new topics, select part topics or simply make any comment you may wish to make.

Section 2.1 – Firstly, we need a few facts about yourself and your school. We ask this so that we can meet your eventual learning requirements and those of your colleagues.

Both your identity and the data will be kept confidential to the researchers on the project

2.1.1. Your Name

2.1.2. Area of responsibility

2.1.3. Email address

2.1.5. Age Band

15-24
25-35
36-50
51-65
Over 65

2.1.7. Job Title

2.1.8. Position

Head or Head of Department
Teacher
Student

Section 2.2 Learning Needs Audit – Your view of your personal learning needs

Each section represents themes and topics which describe one aspect of a Learning City. We'd like to know which of these you might be interested in following up in courses, workshops or seminars, including self-study. Please use the comment boxes to say why you are interested/not interested in any of the parts of each topic.

High: particularly relevant to you; Medium: generally relevant to you; Low: Very little relevance to you

| | High | Medium | Low | Comments |
|--|------|--------|-----|----------|
| 2.2.1. Basic knowledge, understanding and awareness issues: Nature and characteristics of a Learning City. Why it is necessary. How it is different. Agents of change. Implications for me, for my family, for my fellow citizens. My role and responsibility. Constructing a Learning City. Examples of good practice. | | | | |
| 2.2.2. Organisational and planning issues: My school as a learning organisation. My role in strategy and policy development. Tools and techniques for improving performance. Continuous learning programmes. Quality management. Managing my learning. Developing leadership. Examples of good practice. | | | | |
| 2.2.3. Wealth creation issues: Employment and employability. Attracting industry and inward investment. Workplaces as learning organisations. Skills and competences for the future. The Learning City as an investment. Role of the regional development agency. Linking <i>cities</i> globally. Learning festivals. Marketing the area as a Learning City. Entrepreneurial education. Case studies. | | | | |
| 2.2.4. Social issues: Personal development tools and techniques. Learning incentives. Social inclusion. Developing Learning Communities and Learning Societies. Multiculturalism and diversity. Promoting tolerance and inter-ethnic communication. Work-life balance. Case studies of good practice. | | | | |
| 2.2.5. Educational issues: Creating a culture of learning. Teaching and learning differences. New skills-based curricula for a learning age. Continuous professional development for all. Learner ownership. New learning methods. Learning styles. Mentoring schemes. Counselling. Improving access to learning. Removing barriers. Celebrating, rewarding and recognising learning success. Non-traditional students. Evaluation. | | | | |
| 2.2.6. Resource and financial issues: Investing in lifelong learning. Full service budgeting schemes. Service credit. Partnerships for increasing resource. Tapping into community human, financial and physical resources. Case studies of good practice. | | | | |
| 2.2.7. Contribution and participation issues: Personal contribution to building a learning city/community. Active citizenship. Volunteering. Corporate social responsibility. Time-off social programmes. Mobilising the community. Case studies of good practice. | | | | |
| 2.2.8. Political and democracy issues: Learning and local politics. Consulting the people. Educating civic leaders. Civic education for all. Local and global responsibilities. Learning City charters, participation and contribution. Learning Communities and Neighbourhoods. Communicating the learning message to all. | | | | |
| 2.2.9. Technology issues: Technology and the learning future. Smart cities. Wired Cities. Using the Internet and education technology tools for learning. Linking Learning Cities nationally and globally. Learning City Networks. Distance learning and multimedia. Case studies of good practice. | | | | |
| 2.2.10. Stakeholder issues: Institutions as stakeholders - roles and responsibilities of schools, universities, adult colleges, business and industry, voluntary and community organisations. People as stakeholders, individuals and families, councillors, myself. Using previous learning experiences. Case studies | | | | |
| 2.2.11 Cultural issues: Culture in the Learning City. Local history. Role of museums, libraries, galleries etc. Street culture. Case studies of good practice. Citizen involvement | | | | |
| 2.2.12 Environmental issues: Citizen involvement, Environmental Sustainability. Eco-diversity, Eco-awareness, reducing carbon emissions, Area regeneration, Rural and Urban Planning | | | | |

THANK YOU FOR PARTICIPATING IN THIS SURVEY. YOU HAVE MADE A VALUABLE CONTRIBUTION TO BOTH YOUR SCHOOL AND YOUR CITY.