

**LILARA**  
**LEARNING IN LOCAL AND REGIONAL AUTHORITIES**



**LEARNING CITIES and REGIONS**

**The Universities Learning Needs Audit**

**English Version**

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**Please feel free to use this audit as is or modified to suit your needs.**

# An open letter to participants

## Your university and your 'Learning City' – An Audit

### Why we are asking for your help with this Audit

Local authorities throughout the world are transforming themselves into Learning Cities, Towns and Communities. China, Australia, Finland, South Korea, 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 21<sup>st</sup> century. As drivers of this transformation process, they are involving the Learning Providers as a key part of the strategy. That includes universities since human potential development and the creation of a culture of lifelong learning for the future is one of their main goals. This project asks for a little of the time of management, staff and, if possible, students, in order to solicit their views about what 21<sup>st</sup> century universities can and should be doing do as partners in the building of a learning city, and a learning community within that city. In so doing it helps to determine what learning needs people may have that will help the process along. Universities also benefit from this knowledge.

### Where was LILARA carried out?

The LILARA project was carried out in six countries – Italy, France, Scotland, Hungary, Norway and Ireland. Its task was to work with the local authorities and universities to improve knowledge and give insights about learning cities, and to discover the learning needs of organisations and people who would wish to contribute to a better future for all..

### What is the LILARA Audit

The project developed an audit tool to gather ideas, opinions and thoughts on the importance and desirability of creating a learning city in your locality and how it would help from university participation. The audit was carefully designed. Simply by participating you will understand more of what a learning city is and what may need to be done to create it, bearing in mind the local cultural heritage.

### How is the Audit structured?

The audit is in two parts, both of which should be completed. It asks firstly for perceptions of what a learning city is and the progress your own city has made. Secondly it asks how your university might fit into that structure and the contribution it can make. Thirdly it asks you to identify learning needs both as a university employee and a citizen apropos the construction of the city as a learning city. 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.

### The audit should take 45 minutes or so.

Every single response will enable us to understand more about how to transform your city into the sort of 'Learning City' that will benefit universities and citizens alike. All responses will be treated in the strictest confidence. Other organisations that would be key to learning city development are also participating. The word 'city' also incorporates towns, boroughs, regions and any large or moderately sized municipality.

Thank you.

Chief Executive



## UNIVERSITIES AUDIT

### 1. Your perceptions of a learning city

**Section 1: 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 and abroad. Universities 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 university should develop a strategy to take this on board
- 2= important enough to be brought to the attention of all staff and students
- 3= interesting but not important enough to do anything at this stage
- 4= not relevant to me or to my university

	1	2	3	4
1.3.1 <i>In the next century the economically successful nations will be those which become learning societies; where all are committed to lifelong learning 'Dearing report 1997'</i>				
1.3.2, <i>The more that universities 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)</i>				
1.3.3. <i>Universities need to exercise leadership in a learning city, contributing their particular expertise from home and abroad, connecting firstly with others in their own communities and cities, and involving staff and students in the processes that create learning communities and cities' (European policy paper on creating Learning Cities, Towns and Regions ed Longworth, DGEaC 2001)</i>				

**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 view of the value of a learning city**

Here we give some clues about the relationship between a university 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 university needs to develop a strategy to take this on board

2= important enough to bring to the attention of all my staff and students

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

4= not relevant to me or my university

	1	2	3	4
1.5.1. The future <b>prosperity</b> of my city depends upon the premise that learning is a lifelong activity.				
1.5.2. Future <b>social stability</b> in my <i>city</i> depends upon a university'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 university. It can benefit from it				
1.5.4. <i>If my university</i> is not open and responsive to the changes <i>that are occurring in communities and cities</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. Universities should develop these attributes in their students.				
1.5.6. Imaginative strategies can be designed by <i>my university</i> to widen access to socially disadvantaged members of the local community				
1.5.7. <i>My university</i> is responsible for creating a culture of learning <i>that will attract</i> all future citizens <i>into continuous learning</i> .				

**1.6. 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 university 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.**

**1.7 Your observations on the progress your city has made and the university’s part in it**

**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 *university’s role in it* .  
Where do you think your university and your local authority is now, as far as you can tell?**

	Yes	Partly	No	Don't know
1.7.1. The concept of the Learning <i>City</i> has been an important subject of discussion in my <i>city</i> .				
1.7.2. My <i>City</i> has formally declared itself to be a Learning <i>City</i>				
1.7.3. My <i>City</i> has a formal strategy for developing as a Learning <i>City</i> .				
1.7.4. My university is participating in this strategy.				
1.7.5 Senior management in the university know about the concept of the learning city				
1.7.6 More than 50% of staff know about the concept of the learning city				
1.7.7 Less than 10% of staff know about the concept of the learning city				
1.7.8 My university has a strategy for helping the local authority to build a learning city				
1.7.9 The university has strong connections with the local authority				
1.7.10 The university is represented on the local lifelong learning committee				
1.7.11 The university is not represented but is kept in touch by the committee on its plans				
1.7.12 The university has a specific contact point with city lifelong learning officers				

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

**A**

**B**

**1.9 Your view on the role of the university in the construction of a learning city**

**The University and the learning city.** Here we explore some of the knowledge, activities and strategies that you believe are relevant to the university’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
1.9.1	My university should do all it can to contribute to the development of a learning city..				
1.9.2	Senior management in the university should know about and respond to, the learning city concept				
1,9.3	All staff in <i>my university</i> should be aware of what a learning city is and the part they can play in its development.				
1,9.4	Students should be informed about the concept of the learning city and the part they can play in its development				
1.9.5	The university should consider developing a centre of expertise for studies in this area				
1,9.6	The university should include this on the agenda of a staff meeting to produce some ideas				
1,9.7	Students (future citizens) should be encouraged to produce some ideas on how the university can help construct a learning city				
1,9.8	There should be a university strategy for this topic				
1.9.9	The university should invite someone from the local authority to explain the concept and how it can help.				
1,9.10	The university should develop courses about the learning city for its students				
1.9.11	The university should deliver courses for the local community in which the Learning City concept can be discussed.				
1.9.12	The university should encourage its students to involve themselves in learning city development activities				
1.9.13	The university should participate in city learning events (eg festivals)				
1.9.14	The university participates in partnerships with other stakeholders in the city to help learning city development				
1.9.15	Students and staff at my university are already heavily involved in serving the local community				
1.9.16	Staff at the university have continuous personal and professional development programmes into which this can be inserted				
1.9.17	How to help create, and contribute to, a learning city is an encouraged topic of discussion within the links between students at the university to students in universities elsewhere in the world				
1.9.18	The university should use its international links to promote the learning city concept elsewhere in the world and to learn from others				
1.9.19	I personally have learning needs in this area				
1.9.20					

**1.10 “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.’**

**1.10 From your experience as a member of staff, how far do you think that your own university 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%

**1.11 Here we invite you to open your mind to the possibilities and suggest 5 ways in which your university can contribute to the development of a learning city in your locality.**

A

B

C

D

E

## **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 university. 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**

### **Univeraity**

### **2.1.5. Age Band**

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

### **2.1.8. Position**

Head or Head of Department  
Lecturer  
Student

## Section 2.2 Learning Needs Audit – 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. <b>Basic knowledge, understanding and awareness issues:</b> 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. <b>Organisational and planning issues:</b> My university 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. <b>Wealth creation issues:</b> 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. <b>Social issues:</b> 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. <b>Educational issues:</b> 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. <b>Resource and financial issues:</b> 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. <b>Contribution and participation issues:</b> 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. <b>Political and democracy issues:</b> 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. <b>Technology issues:</b> 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. <b>Stakeholder issues:</b> Institutions as stakeholders - roles and responsibilities of universities, 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 <b>Cultural issues:</b> 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 <b>Environmental issues:</b> 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 WILL RECEIVE THE RESULTS AS SOON AS WE HAVE ANALYSED THEM AND DISCUSSED THEM WITH OUR PARTNERS.**