Module 1 Topic 4 – Some particular Strategies for establishing Learning Cities, Towns and Regions

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Topic Description

This topic examines three topics not covered in other modules. These are

i) Issues of access to learning and ways in which learners can be more easily brought into the learning fold (put together questionnaire)

ii) Identification of barriers to Learning and ways of dismantling them

iii) The development of Learning Cities charter which outlines the city's and region's commitment to learners within its boundaries.

All produce practical outcomes for the city, town or region. The first two give rise to the development of questionnaires that can be used in surveys and studies by the students in a variety of environments. The third will provide a general set of principals which the city can use to broadcast its own commitment to the learning of its citizens.

Other domains of the TELS survey mentioned in Topic 4 are covered in other modules, and are identified in the index to modules and topics in the course introduction, as are many other learning city issues.

Topic Objectives

a) To demonstrate that wider access to learning will increase motivations and learning activity
b) To explore some of the many alternatives to learning in classrooms
c) To understand some of the barriers to learning in the city, town or region and what can be done to dismantle them
d) To develop questionnaires which can be used both to widen access and to understand the barriers
e) To develop a learning city charter which expresses the city's commitment to improving learning for all its citizens in the future.

Objectives

a) To examine how a Learning City can improve access to Lifelong Learning by all its citizens

b) To give some examples of initiatives taken by cities and regions to improve access to learning

[) To develop a questionnaire which gives greater insight into individual learning preferences and access

a)   Recapitulate lesson 1.3.1 which brainstormed the variety of organisations who deliver learning in a city. Ask the group to list the places where formal learning could take place in a city. Write up on the board/flip chart. The list will be long and probably result in everywhere. Go through the list and tick where it does take place in your city – try to put a percentage against the tick.

b)   Divide into groups and give a separate case study/quote from item 1 in the toolbox. The group task is to discuss why this action has been taken and to list 5 advantages it gives to learning.

c)   Each group makes a presentation to the whole group on their Case Study and its advantages – and how it could be implemented in their own city.

d)   Ask each group to develop a questionnaire which would find out, what, where, when, how and from whom people would like to learn and which could be used as the basis for a whole group study among their friends, family and colleagues. Use this as a homework exercise for the next lesson.

Lesson 1.4.2 Understanding the barriers to Learning

Lesson Objectives

a) To help the group understand the barriers to learning and the means of dismantling them.

b) to further develop the questionnaire from 1.5.1 above to include learning barriers

Suggestions for Learning Leaders

a) Divide the class into small groups and ask each group to produce a list of 10 barriers which would prevent people from learning. Be specific – lack of motivation should for example explore why there is a lack of motivation.

b) In Plenary, synthesise the lists. Divide into 4 classes

i) attitudinal barriers
ii) Physical berries
iii) financial barriers
iv) Other barriers

c) In small groups again ask the class to rank them in order of importance in terms of i) the numbers affected and b) the ease with which they can be tackled.

d) or alternative to c) Show the TELS question in toolbox item 2A and ask groups to perform the exercise given. Then show the results (item 2B). Ask the class to analyse the results and compare with their own perceptions. Point out that the top three are all attitudinal and based on self-perceptions.

e) Initiate a discussion on the solutions. Use the matrix in Toolbox Item 3 to divide into long term short term and medium term solutions

Now ask the class to incorporate questions on 'barriers' into the questionnaire devised in the previous lesson and use the questionnaire as a homework exercise.

Lesson 1.4.3 Creating a city charter for learning

Lesson Objectives

a)   To consider the improvements a Learning City, town or region would make in order to increase its commitment to the learning of all its citizens.

b)   To develop a charter which would express that commitment and which could be used in the community as a way of reminding both citizens and leaders of the city's role and responsibility to develop lifelong learning.

Suggestions for Learning Leaders.

a) Explain the objectives of the lesson. Role playing exercise. Divide into groups of 4 and explain that they have been appointed to a small committee to improve the city's commitment to its learners. Small group brainstorm on the ways that they would do this. Each group to produce a list of 8 improvements they would make to existing practise on a flip chart. Each group puts up their list on the wall. Other groups look at all charts and tick the ones that they also thought of.

b) Plenary discussion with learning leader. Categorise by asking if they have considered the following issues.

	Partnerships with other organisations	Finding out how people learn
Exclusion problems	Increasing motivation	Development of personal skills
Technology and networks	Relations with the schools in the outside world	Celebrating learning
Promoting and marketing learning	Resources for learning	Active citizenship
Community involvement		

c) Hand out item 4 of the toolkit. Outline charter. Divide into groups of 4 again (but different from a) above. Their task is to produce a ten-point 'city learning charter' which expresses the city's commitment to making lifelong learning really work in the future and which can be put up for all to see. Statements should aim to say what it will do and how but remain succinct.

d) Synthesise the efforts in plenary. Give one group the task of putting together the finished charter or to all as a homework exercise. Hand out item 5 of the toolkit as an example.

Lesson 1.4.4

Toolbox item 6 shows 95 ways in which Dublin is trying to change its educational policies. Ask each student to perform the task shown. If they do not know the answer ask them to value the action for their own city. You may wish to share these out among the learners

Toolbox for Topic 4.

Item 1 Case Studies

A) Second Chance Schools (from 'Lifelong Learning in Action' Longworth)

Thirteen European cities, including Marseilles, Malmo, Cologne, Leeds and Attika have joined in a networked European project to widen the horizons of those who either dropped out from school or left it with no qualifications. They come from a variety of backgrounds with a variety of perceptions of the world. In the words of the head of the Cologne school, '80% of the students of the SCS don't have powers of concentration, punctuality, reliability and team ability. They know themselves how much basic skills are necessary to find a job or to go into further education. But they don't have that possibility because their milieus have the same deficits and accept and adopt them as a social norm.'

This is generally true of the students of all the European second chance schools, and of many others in many other cities. The answer in many cases is to make the learning voluntary but at the same time to use every trick in the book to make it both desirable and attractive. In this way motivation comes from the students themselves. One would find a great deal of education technology as a learning medium in all the schools, in order to counteract the negative value judgements they are used to from human beings. One would also find small classes, more tutor groups, and a staff highly trained to deal with emotionally disturbed and behaviourally challenged youngsters.

They set up partnerships with local employers, they have a full complement of guidance and counselling staff. They use innovative teaching methods, they interlink to expand horizons and they validate informal and personal skills and competencies. Edward Tersmette reports 'second chance schools do indeed offer a second chance to young people who are left behind, helping them back towards learning and, with it, social and vocational integration. Almost 4000 young people who tended to regard schools as places of discontent, adversity, frustration and failure, have persevered and only 6% have dropped out, a very low level of further school failure for a target group of pupils who have already suffered the traumatising and debilitating experience of abandoning school.'

B) Access to all (From 'Learning Cities for a Learning Century' Longworth)

Another example comes from Goteborg in Sweden. The island of Hisingen on the opposite side of the river to the main city is a former shipbuilding community. As with many other parts of the world, shipbuilding and its associated heavy industries experienced a massive decline in the 1960s and 70s. The island became an industrial wilderness. Warehouses were abandoned, plant lay idle and rusting, people moved out to where the new jobs were or stagnated on social security waiting, like Mr Micawber, for something to turn up.

However, Into this depressed and depressing environment something did turn up. New primary and secondary schools were built with a better range of equipment. A vocational college followed down by the waterfront. But the piece de resistance is the Lindholmen Knowledge Centre – a converted warehouse transformed into a modern hightech learning centre. Computers, distance learning studios and classrooms, multimedia and self-study carrels were moved in - all the technology needed to provide both high-class learning and teaching,and world-class research. Chalmers University was persuaded to open an IT faculty using the centre as a focus. Chambers of Commerce and Trade Development Associations also helped to maximise the export and distribution potential and these attracted new small industries to

exploit the learning. Students from the upper secondary schools took IT and Science lessons at Lindholmen, mixing with young entrepreneurs and research scientists in a fusion of ages, abilities and interests. In the evening it is used by the community – providing a vibrant, modern and constantly changing learning environment for more than 7000 people and a true meeting place of industry, education and community

There is a constant dialogue about the companies' learning needs and the content and methodology of education, and this results in courses tailored for particular companies, a work-place training and education aimed at increasing personal competence and technical skills. Smaller companies get help with product development and can test new products in a laboratory. Among the futuristic resources for better learning is a Virtual Reality facility, in which new technologies can be demonstrated and developed in cooperation between educators and companies.

From small beginnings the idea has grown. The Chalmers University involvement has increased from one floor of the knowledge centre to two large buildings adjacent to it, with yet more education and research equipment. The number of small industries has burgeoned and mow the larger IT industries are moving in on the scene - Ericsson, Volvo IT, the regional Telecomms industries - contributing yet more expertise, buildings and money.

People are moving back in large numbers. Families move into tastefully designed new condominiums and houses transforming what has now become an enterprise park into a living and breathing community once more, albeit one very different from the old Hisingen. Thus out of the debris of an industrial disaster has risen the phoenix of a hightech community, fuelled by the motive power provided by learning. It is a modern morality story.

C) **Learning wherever, whenever (from Lifelong Learning in Action – Transforming 21st Century Education)**

As evidence that things are changing, perhaps we can make start at the Metro Shopping Centre in Gateshead, UK, where one can find 'Learning World'. Here a drop-in learning centre, fully equipped with computers and training staff, is available to shoppers as and when they feel they want to use it. Here, those who wish to do so can put down their groceries for an hour or two and enter into the world of learning through courses ranging from MBA through Open University facilities to people who want to develop National Vocational Qualifications (NVQs) or simply learn a skill for no qualification at all. Access to the internet allows people to obtain information about other courses in the region of Tyne and Wear and beyond. Learning World has been in existence for more than 10 years now, and its example has been copied by other British cities. Indeed it is rare to find a large UK city without at least one 'Learning Shop' or dropin centre.

Sunderland University which pioneered the programme is also leading the way in other initiatives. Its free telephone help-line, giving educational information to all who wish to know about where when, how and sometimes why, courses in all subjects exist, is now operated at national level by the vast Learn Direct programme established by the British Government. Like many other universities and colleges it uses local radio, television and the press to market 'learning' as an attractive activity, and extols the products it offers to prove it. More than that, the courses take place in 35 learning centres in the region - schools and libraries in the evening, community centres, pubs, factories, church halls.

D) **Football in Action (From 'Lifelong Learning in Action – Transforming 21st century education' Longworth)**

The most popular with the youngsters are the courses offered in the football stadium. Here you will find children who wouldn't be seen dead in the standard educational environment – they have been so switched off by their experiences at school. But here they are excited by the novelty of learning in the place where they go to worship their footballing heroes every other Saturday. It becomes accessible, non-threatening, pleasurable and natural – all the things which, for many people it isn't. Sunderland is not the only football club involving itself with learning in a city. Several other Premiership football clubs, Arsenal, Blackburn Rovers, Bolton Wanderers, and Newcastle United among them, have responded to the Prime Minister's plea to get involved with education.

'Playing for Success' is a strategy, jointly funded by the club and the government, for engaging reluctant learners in learning in the areas in which they live. The magnetic appeal of following learning programmes at the football club they support week in and week out is proving irresistible to youngsters at risk of drop-out. They will willingly go there after school hours to take courses on ICT, numeracy and literacy skill development. The Blackburn Rovers club, for example, conducts 2 hour sessions each evening for both primary and secondary school students, bringing the power of learning to truants and children who have little support at home. It is a masterpiece of subtle persuasion. Teachers are dressed in the football club track suits. The computer rooms are decorated with football memorabilia.

The curriculum has a football theme. The children even work with journalists on match days and develop new skills and self-confidence. The lessons they subsequently follow relate to these experiences. Their favourite footballers help out, dropping in on classes after training. Several thousands of children are touched by this experience every year.

e) **Wiring the city (From 'Learning Cities for a Learning Century' - Longworth**

The digital revolution offers a much greater opportunity to Learning cities. Not far into the next century, Cities will have their ingenuity and their genuineness as a true Learning city, challenged by the use they make of the new broadband channels made possible by the digitisation of television and cable networks. And the network is widening. Many cities have already set out along that route. The wired and cabled city is now a fact on every continent. Already, many cities in North America, Edmonton, Pittsburgh, San Francisco and others, are offering learning channels to their citizens, broadcasting self-learning courses from universities, colleges and private education providers to those who want to receive them. But that is just the tip of the iceberg. The proliferation of available space will lead to the possibility of neighbourhood channels offering information to the citizens of a single housing estate or a small ward. Schools will be able to broadcast to people in their catchment area, perhaps transmitting the school play, providing essential information to parents, even involving children who are unable to attend, the opportunity to receive lessons - not at present a popular idea among the young. They will be able to involve parents, advertise the school fete, explain their philosophy.

The possibilities are endless. Special interest groups - environmentalists, ornithologists, sports clubs, religious organizations, might have their own, or a shared, channel to involve people in the care of their own environment or the development of a new hobby. The opportunities for feedback are also in place, making these a two-way communications experience. Watchdog bodies may be needed to avoid abuse, but the technology is there to be used.

f) **Bringing learning to the pub. (from 'Making Lifelong Learning Work '– Longworth)**

In the Yorkshire area of the UK, Airedale and Wharfedale College carried out an outreach project to people who remain sceptical about learning. With the help of Tetley's Breweries members of the college developed a questionnaire on learning and visited 6 inner city pubs in Leeds. They discovered that 40% of the people sampled had taken no courses in the last 5 years and 21% had had no further education since leaving school. However they went further and asked whether they would be interested in taking courses if they could be brought to the pub. 56% thought this an excellent idea. So they asked what they would like to learn. 'Ordering drinks abroad' proved to be the most popular. And so a course on this was given. Having sampled the fun of this they wanted more. And so some portable computers found their way there for a basic course on using a computer. Subsequently members of the college staff delivered lessons on local history, calligraphy for Christmas cards and fitness for stress management.

Toolbox Item 2A A TELS Questionnaire

TELS was a project that predated LILLIPUT. It identified 80 European Cities that were implementing learning city principles or were about to.

Rate the following barriers to learning on a scale of 1 to 5 as you think they apply to your city 1 =very important 5= not important (put a tick in the relevant column

	1	2	3	4	5	No answer
Lack of finance to participate in learning in large numbers of people						
Lack of facilities to study at home for large numbers of people						
Distance from educational provision for large numbers of people						
Lack of local creche provision for parents						
Lack of facilities for the disabled in educational establishments						
Poor family culture of learning						
Bad childhood experience of learning						
Low aspiration - perception of learning as not important enough						
Low self-esteem – learning is for others not the likes of me						
Poor information services attracting people to learning						
Learning providers not geared to the needs of learners						
Perception that the benefits system discourages learning						

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Toolbox Item 2b

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

Toolbox Item 3

Learning Barrier	Short term solution	Medium Term Solution	Long-term solution

A Charter for Learning in our City

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE FUTURE PROSPERITY, STABILITY AND WELL-BEING OF OUR CITIZENS.

We declare that we will invest in Lifelong Learning within our community by:

1.

2.

3..

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10.

On behalf of the City of .... **CITY SEAL**

Signed ....

A Learning Charter for XXXXX

WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE FUTURE PROSPERITY, STABILITY AND WELL-BEING OF OUR CITIZENS.

We declare that we will invest in Lifelong Learning within our community by:

1. **DEVELOPING PRODUCTIVE PARTNERSHIPS** BETWEEN ALL SECTORS OF THE CITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL

2. **DISCOVERING THE LEARNING REQUIREMENTS** OF EVERY CITIZEN FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING

3. **ENERGISING LEARNING PROVIDERS** TO SUPPLY LEARNING GEARED TO THE NEEDS OF EACH LEARNER WHERE, WHEN, HOW AND BY WHOM IT IS REQUIRED, LIFELONG.

4. **STIMULATING DEMAND FOR LEARNING** THROUGH INNOVATIVE INFORMATION STRATEGIES, PROMOTIONAL EVENTS AND THE EFFECTIVE USE OF THE MEDIA

5. **SUPPORTING THE SUPPLY OF LEARNING** BY PROVIDING MODERN LEARNING GUIDANCE SERVICES AND ENABLING THE EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES

6. **MOTIVATING ALL CITIZENS** TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY FOR ENVIRONMENTAL CARE, COMMUNITY ORGANISATIONS, SCHOOLS AND OTHER PEOPLE

7. **PROMOTING WEALTH CREATION** THROUGH ENTREPRENEUR DEVELOPMENT AND ASSISTANCE FOR PUBLIC AND PRIVATE SECTOR ORGANISATIONS TO BECOME LEARNING ORGANISATIONS

8. **ACTIVATING OUTWARD-LOOKING PROGRAMMES** TO ENABLE CITIZENS TO LEARN FROM OTHERS IN THEIR OWN, AND THE GLOBAL, COMMUNITY

9. **COMBATTING EXCLUSION** BY CREATIVE PROGRAMMES TO INVOLVE THE EXCLUDED IN LEARNING AND THE LIFE OF THE CITY

10. **RECOGNISING THE PLEASURE OF LEARNING** THROUGH EVENTS TO **CELEBRATE AND REWARD** LEARNING ACHIEVEMENT IN ORGANISATIONS, FAMILIES AND INDIVIDUALS

Toolbox Item 6: Strategies to turn Dublin into a Learning City

In the boxes below are the actions contained in Dublin's ten year strategy to become a Learning City. You are asked to put a tick in the boxes whether or not this is, or should be, High, Medium or Low priority for your own city/region.
H= High – Very important - should be implemented within the next 2 years
M= medium – Can wait to be inserted into some future plan to be implemented in 5 or more years
L= Low – no hurry

		H	M	L
1	Develop effective networking of Third Level institutions and build coalitions of intellectual excellence that can serve the city			
2	Urgently develop programmes of access designed to promote entry to Third Level institutions for late starters and excluded groups			
3	Develop productive linkages and partnerships between various learning providers (including schools and Third Level institutions), businesses and local communities			
4	Develop 'clusters of excellence' especially in the knowledge, biomedical and other areas relevant to economic development			
5	Increase commissioning of specific research where expertise is needed for the Learning City e.g. social economy, community technology application, etc			
6	Set up special units in local institutions to carry out this research			
7	Recognise the important role of Third Level institutions in the promotion, development and application of arts, culture and leisure and encourage them to involve local people in centres for performances and expression in the City			
8	Develop the city website as a shared space for knowledge transfer, matching services and intellectual advocacy and debate			
9	Deploy expertise and resources in order to encourage and facilitate community organisations to create and maintain an internet / digital media presence.			
10	Encourage businesses to support and promote Life-Long-Learning through developing learning journeys for their employees and increasing linkages and partnerships with the educational system			
11	Encourage businesses to promote, fund and support a learning culture within business and throughout the community			
12	Focus on Small and Medium sized Enterprises (SMEs) and help them to develop learning programmes for all their staff			
13	Increase the flexibility of delivery and design of learning opportunities for all			
14	Remove financial barriers to participation			
15	Intervene earlier to satisfy special needs students			
16	Shift towards intergenerational learning in single learning points in neighbourhoods			
17	Extend range of learning opportunities (not just education and training) in neighbourhoods			
18	Develop recognition and accreditation of a wider range of learning experiences			
19	Utilise the city website to develop an active 'market place' for the exchange of learning information			
20	Use the city website to help citizens plan their learning futures through personal learning plans			
21	Train teachers and learning counsellors to help people develop personal learning plans.			
22	Improve support services for all people			
23	Improve access to support services for all people			
24	Develop innovative Exit Strategies for Early School Leavers.			
25	Invest more in education to avoid crime (one year in jail costs €89,000, the whole of a child's educational life costs less than that. They have a moral right to this money. It's a good investment)			
26	Create a new, coherent and integrated learning framework for the City			
27	Enable all learning stakeholders in the City to co-operate and mainstream models of good practices.			
28	Ensure that all types of intelligence and learning experiences are recognized and equally valued			
29	Shift the focus from education and training to Lifelong Learning in schools			
30	Shift the focus from education and training to Lifelong Learning in Adult Education colleges			
31	Maximise participation of citizens in Lifelong Learning opportunities			

32	Make educational services and supports more 'customer focused' to facilitate increased access/participation of learners of all ages			
33	Encourage the business community to champion Lifelong Learning in the City			
34	Ensure that adequate supports are available to everyone to engage in learning opportunities.			
35	Shift educational focus towards acquisition of skills and personal growth through learning in all learning providers			
36	Demonstrate mutual respect for traditional and non-traditional learning by including all in a Learning Forum and in all initiatives aimed at developing a Learning City			
37	Learn from other 'Learning Cities' through involvement in a range of EU Initiatives			
38	Mobilise existing stakeholders to work together for the implementation of policy and legislation			
39	Increase integration, cooperation and communication between stakeholders through data sharing, networks and joint activities			
40	Use Learning Cities Audit Tool to identify gaps in infrastructure that need to be filled and draw up City Plans to fill them.			
41	Commission a City-wide access audit of existing facilities (and action plan) with a view to developing them as a community amenity and focal point in the community for intergenerational learning			
42	Develop "learning services integration" models of good practices (e.g. adult education guidance, local adult learning boards, home school completion clusters, and skills groups).			
43	Develop curriculum and points system in schools to include a clear developmental pathway through the school system.			
44	Increase emphasis on sports and recreation at school			
45	Explore ways of organizing resources for Lifelong Learning that do not limit their availability/application to one institution.			
46	Develop targeted programmes of Learning City and Lifelong Learning awareness for each stakeholder group: business, potential learners, providers, schools, communities, parents, state agencies			
47	Bring all providers together around common themes of interest (seminars, conferences, working groups).			
48	Develop a system that facilitates a move towards self directed learning			
49	develop a holistic mentoring system through a range of complementary learning experiences: 'personal learning journeys'			
50	Promote the importance of early years in developing learning capacities			
51	Use community media, TV, radio, internet, print and photography, lectures, debates, tape, neighbourhood centres, etc., to promote the value of learning			
52	Increase disability awareness training for educators			
53	Encourage third level institutions to host Dublin Citizens Seminars			
54	Work with national Qualifications bodies to ensure the possibility of a natural progression through a wide variety of learning			
55	Encourage assessment of prior learning in city third level institutions			
56	Encourage learning providers to provide learning wherever the learner wants it			
57	Encourage learning providers to provide learning whenever the learner wants it			
58	Encourage learning providers to provide learning however the learner wants it			
59	Facilitate more consultation with learners of all ages			
60	Align support services (e.g. guidance, counselling, mentoring & psychological services) to operate independently to learning service provision			
61	Insist that Learning Providers focus more on teaching students to learn and build self esteem so that citizens can readily adapt in an increasingly changing environment.			
62	Showcase and celebrate best practice in the learning sector			
63	Build a highly visible landmark library for the City to demonstrate the high profile of learning in the City.			
64	Improve development of early education and care in partnership with external bodies.			
65	Develop channels of participation for young people in learning city matters			
66	Encourage participation of children and young people in defining what sort of Learning City they want			
67	Develop a counselling service to work in support of the traditional Career Counselling services			
68	Involve businesses in the educational system via school / business partnerships			

69	Integrated web-based service for aptitude testing, career planning and mapping learning journeys on city website			
70	Facilitate Third level institutions in partnership with businesses to develop 'clusters of excellence' especially in the knowledge, biomedical and other areas relevant to economic development			
71	Increase Family Learning possibilities			
72	Decrease staff/pupil ratios in schools.			
73	Introduce of traineeships as an alternative for students who do not wish to remain in the formal education system.			
74	Encourage earners to return to learning through the development of various incentives: e.g. part-time/ evening/distance learning subsidies, childcare facilities etc.			
75	Give learners ownership of their own learning			
76	Increase in-service training of teachers to adopt methods more appropriate to a knowledge society			
77	Increase schools commitment to the world outside of the school			
78	Increase the number of community schools			
79	Encourage schools to tap into the resources in the community to diversify education of the children			
80	Encourage people in the community to support their schools and encourage schools to find ways of letting them do so.			
81	Link schools to several schools in other cultures and countries so that all pupils have the opportunity to work electronically with another pupil			
82				
83				
84				
85				
85				

8. In the blank boxes insert five additional actions you believe should be taken by your own city for it to become a learning city.