

From the Age of Education and Training to the era of Lifelong Learning in the Learning City/Region

	20 th Century Educating City/region	21 st century learning city/region	Action points
ORGANISATIONA L	ISSUES	AFFECTING	LEARNING CITIES AND REGIONS
1. Decision-making,	Educational decision-making in city rooted in a 20 th century mass education and training paradigm	Decisions made on human potential model of individual learning needs, demands and styles of all citizens of all ages and aptitudes	Commission frequent surveys and studies. Find and satisfy customer needs for learning. Develop a learning city/region development strategy based on real present and future need and good information.
2. Joined up Local Government	Cities, Towns and Regions foster empire-building within separate and discrete departments	Cities and regions encourage cooperation between departments	Invite all departments to submit plans for the development of lifelong learning in the local community. Include these into the learning strategy
3. The city as a Learning Organisation	Top-down provision of educational services to selected citizens. Little consultation or attention to learning styles, demands or comfort.	Cities and Regions become customer-oriented Learning Organisations treating each citizen as a potential customer for learning.	Discover the learning needs and dreams of all citizens. Seek and act upon feedback constantly. Apply annual indicators to measure progress and performance towards learning city/regions
4. City Institutions as Learning Organisations	Education and training supplied to existing and committed learners by Learning Providers in cities and regions as a statutory duty	All Learning Providers provide formal and informal learning in response to the researched needs of all citizens Learner feedback constantly sought and acted upon	Staff obtain feedback from students for each lesson and act upon it. Administrators consistently seek feedback from teaching staff on how to improve delivery. Use annual Indicators to measure progress and performance at city/region level..
5. Continuous Improvement	Professionals and administrators attend educational courses according to need or desire. Occasional seminars in workplace	Every professional, administrator in the city has a continuous improvement plan for personal skill and knowledge development embedded into the management system	Encourage the development of written continuous improvement plans for all city staff and for all students. Use learning needs analysis tools, audits and encourage personal learning plans. Extend these others in the community. Use mentoring.
6. Outward-looking Vision	Cities Towns and Regions provide inward-looking educational systems to satisfy specified needs	Outward-looking systems - to open minds, encourage broader horizons, promote understanding of others and develop trading links	Twin with other learning cities. Use technology and networks to link people of all ages nationally and internationally to enhance understanding of other creeds, cultures and customs. Accept global responsibility. Help companies grow through trade delegations
ENABLING	ISSUES	FOR FACILITATING THE CREATION OF	LEARNING CITIES AND REGIONS
7. Active Citizenship	Education as a top-down exercise by city institutions staffed by professionals with little community involvement.	The city as a hive of voluntary activity involving citizens in a large variety of supportive and interactive programmes which contribute to the growth of a Learning city.	Encourage active citizenship by individuals, families, organisations and communities through volunteering and commitment. Mobilise city/region organisations to help. Organise and channel all the available good-will to where it is needed
8. Marketing the Value of Learning	Education and training as a financial investment for cities, organisations and nations	Learning as a social, personal and financial investment in and by people for the benefit of nations, organisations, society in general and themselves personally	Market the joys of learning strongly as an investment in the future - by a city in its citizens, by a workplace in its workforce, by learning providers in their students' future, by people in their own future worth and happiness . Use every aspect of the media
9. Productive Partnerships in the Learning City	Each sector of the city, town and region determines its own needs and bids and acts separately for them	Holistic and inclusive – increases resources and motivation through partnerships and cooperation between each sector of the community.	Facilitate fruitful partnerships between sectors as an investment in new resources and knowledge . Adopt a total service budget approach which acknowledges the synergy between stakeholders and desired outcomes.
10. Breaking the barriers to learning	Laissez-faire approach in top-down education system	Cities and regions identify learning barriers as well as learning needs and address them	Find the barriers to learning and develop a strategy to dismantle them. Provide learning counsellors Create a culture of learning

11. Access to learning	Take it or leave it courses developed and delivered by city learning providers on their own premises	Learning made available where, when, how and from whom the learner wants it with the learner's consent	through a strategy based on support for lifelong and life-wide learning for all Encourage providers to provide learning where people are - homes, housing estates, workplaces, pubs, sports stadia, church halls etc
12. Technology and Networks	Most teaching based on traditional methods of classroom delivery	Increasing use of distance learning, multimedia and networks	Invest in technology provision in all learning providers. Provide email addresses for all students. Encourage use of email, the internet and collaborative learning with international learning providers. Employ distance learning techniques, develop multimedia software. Commission research into the wired city concept etc
13. Joined-up Learning	Education is compartmentalised according to age, aptitude and purpose	Learning is Lifelong in concept and content, providing links vertically and horizontally between age groups in buildings open to the whole community	Open up learning to the whole community. Provide community-based facilities which encourage links between learning providers and people of all ages. Community schools, Lifelong Learning Centres etc
14. Promoting Employability	Educates and trains for employment and short term need	Promotes learning for employability in the long-term	Carry out regular skills surveys leading well into the future. Cooperate with industry to determine needs
PEDAGOGICAL ISSUES		IN	LEARNING CITIES AND REGIONS
15. Giving ownership to the learner	Ownership of the need to learn and its content is with the educator	Learner, as customer, rules. As far as possible ownership of the need to learn and its content is given to individuals	Develop and use techniques and tools to help individuals of all ages understand their own learning needs and styles eg. audits and personal learning plans
16. Role of Examinations and Assessment	Examinations used to separate successes from failures at specific times	Examinations as failure-free learning opportunities confirming progress and encouraging further learning	Influence development of innovative assessment tools embedded into personal learning programmes, and examined when the student feels ready
17. Skills-based curriculum	Education in city institutions is knowledge and Information based - <u>what</u> to think	Learning in city institutions and the community is understanding, skills and values based - <u>how</u> to think	Redevelop content dominated curricula into personal skills-based learning programmes that expand the capacity of people to engage in learning
18. Active Learning	City Education providers deliver passive classroom based education, founded on tested memory development	Learning is an active, creative, exciting journey into the future involving learners in new experiences and developing positive values and attitudes.	Encourage active learning methods – brainstorms, data collection and analysis, creative discussion, case studies and simulations, visits etc to make learning fun, pleasurable and an expression of the most natural human instinct. Borrow ideas from the best Industry education methods.
19. Focus on the Learner	Education is uniformity - content is based on the needs of national governments to provide evidence of progress	Learning is based on the need to develop human potential, creativity and response to change and uncertainty in an unknown future	Influence curricula etc to develop Education for competence, flexibility, adaptability and versatility. Develop individual support services and more sophisticated indicators of progress.
OTHER ISSUES		FOR	LEARNING CITIES AND REGIONS
20. Learning and Culture	Cultural life of city kept separate from education life and facilities	Education and culture synonymous in a glorious mixture of Learning Opportunities from all parts of the community	Turn all community buildings - Libraries, museums, theatres, galleries, shopping malls etc – into new-look educational adventure playgrounds for everyone
21. Celebrating Learning	Citizens see Learning as a difficult chore and as received wisdom	Citizens see Learning as fun, participative and involving, and as perceived wisdom	Celebrate, reward and recognise learning frequently at all ages and stages of learning
22. Use of available Resources	Educators as providers - sole distributors of information, knowledge and resource to learners. Community remote	Educators as managers - of all the resources and expertise available in a community, city or region	Discover and use the talents, skills, expertise and knowledge within the community from all sources. In service training to empower educators to use this. Appoint resource manager.