

(TELS) Towards a European Learning Society - A Study of 'Cities of Learning'

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1. Introduction

One of the most interesting and promising developments in the movement towards a European Learning Society is the work being done on 'Learning Communities' or 'Cities of Learning' (which can also be towns or regions). The idea is not new - in history Athens, Alexandria and Damascus, to name but a few, were proud to call themselves 'Cities of Learning' involving the majority of the population in learning activities. In the immediate past, several UK cities - Glasgow and Edinburgh, Liverpool, Southampton and Norwich - have declared themselves to be 'Cities of Learning' and many others are following suit. The County of Kent calls itself a region of Learning. Similarly, Göteborg in Sweden, Bologna in Italy, Barcelona in Catalunya and Vienna in Austria are cities which are part of an older 'Educating Cities' network established in the early 1990s. Many others are joining Learning City networks.

But of course any city, town or region can give itself the new label as a publicity exercise and not change things one iota. A label without substance. Some work needs to be done to establish what a 'City of Learning' is and how it differs from a city which provides Education and Training to those who require as a part of its statutory function. The intelligence so gained would be used to expand the concept to other cities and towns throughout Europe in a follow-up year.

2. What is a City of Learning

Some preliminary work in this area was done by ELLI throughout the 1990s. Lifelong Learning in the Community (in the geographical sense) was one of its major focus areas. Its definition of a Learning City, shown in Figure 1 below, challenges municipalities to think beyond their statutory obligation into a world in which learning is at the heart of everything they do. The ELLI definition is as follows



Much of the early work culminated in a conference held in Southampton in 1998, where many aspects of the Learning City were discussed - the results of this conference are given in annexe A to this paper. In particular a new definition emerged, more accessible to educational organisations than the politically-oriented one shown above. It is shown as figure 2 on the next page and owes much to the work on lifelong learning done by OECD. Similarly the idea that each city should produce a charter outlining its approach and commitment to the learning of all its citizens was regarded as important. A draft charter is shown in the annexe to the Southampton results, and this gave rise to the basic elements of the TELS project.

At the same time much work was being done in Europe to develop an 'Information Society' or 'Knowledge Society' in order to bring it up its citizens into the modern world of communications and electronic commerce. Prompted by work done by the European Round Table of Industrialists and the Council of European Rectors, which, in a booklet entitled 'Towards a Learning Society', declared that the Information Society will not happen without a parallel focus on a Learning Society, ELLI brought together cities and organisations interested in this field into the TELS project.

'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

The TELS (Towards a European Learning Society) Project

TELS was conceived to isolate the parameters within which a city, town or region could be measured, both as an internal exercise to help develop strategies for learning and as an external measure of progress. Using information and communication technologies to create links between people in cities and towns, and to receive and help analyse the data it has created several tools which most municipalities can use.

- a) It has developed **one of the most comprehensive audits of a Learning Community in the world** (Learning Cities Audit Tool) concentrating on 10 major aspects and 30 sub-topics (see figure 3 below) to assist them, among other things
 - i) To take stock of their present performance as Learning Community
 - ii) As a rich source of ideas for helping to create a Learning Society in Learning Cities
 - iii) To help create awareness among key people
 - iv) As a comprehensive tool for planning and maintaining a Learning City strategy
 - v) As a way of inserting and downloading best practice examples and Case Studies
- b) It has also developed **a sophisticated interactive web tool** (<http://tels.euproject.org>) to help people in Learning Communities discover who, what, where, when, why and how in lifelong learning and interact online by inserting and accessing:
 - i) literature, materials, articles etc - and discuss them with others in the web-site
 - ii) their own learning events - and find out what is happening in other communities
 - iii) their own personal and interest profiles - and share their expertise and concerns with others of like mind
 - iv) messages, notes and comments on all aspects of lifelong learning in Europe
 - v) responses to the audit tool
- c) As a **support to these tools**, TELS has also

- i) run seminar/workshops in 4 European cities attended by more than 100 people. These had two focuses - to introduce and discuss the concept of the Learning Community to those cities not yet involved, and to introduce the tools and techniques developed within TELS.
- ii) Established interactive Forums between experts and professionals in cities to enable them to communicate and compare ideas, actions, experiences, practice and projects in order to regenerate their thinking. These will also activate cultural, professional and economic links between European cities.
- iii) helped organise a seminar for European Commission officials
- iv) is organising the First European Festival of the Learning City at Sheffield , September 14-16, 2000 at which practitioners from all sectors of Learning Communities will interact.

Focus of the TELS Study

In 1999, an in-depth study was carried out in 6 European Cities - Drammen (Norway), Edinburgh (Scotland), Espoo (Finland), Gothenburg (Sweden), Limerick (Ireland) and Southampton (England). This culminated in a symposium at the Lifelong Learning centre, Dipoli in Finland in September. The Learning Cities Audit Tool contained questions around all key issues. It contained general questions, specific questions in each category and 'pool' questions, in which cities were invited to deposit case studies and examples of good practice. Each city then appointed a researcher to complete the questionnaire. The whole was entered into 'inquisite' software to facilitate analysis and answers were entered electronically into the web tool especially created for the purpose.

The categories included are shown in figure 3 on the next page

Figure 3 TELS Categories

Category	Explanation	Sub-topics
a) Commitment to a Learning City	The extent to which the city or town has already started to implement plans and strategies which set it out on the path to becoming a Learning Community, and the thinking it has done to date	Strategies for Lifelong Learning Organisation of Lifelong Learning City Charters for Lifelong Learning European projects and orientation The City as a Learning organisation Readiness for Learning City
b) Information and Communication -	Ways in which Lifelong Learning ideas and plans are communicated to a) those responsible for implementing them and b) citizens at large. Including new curriculum development, teacher training, learning centres, use of the media, collection of information on learning requirements etc	Information Strategies Use of the Media Learning Literature Marketing of Lifelong Learning
c) Partnerships and Resources	- the extent to which links between different sectors of the city have been encouraged and enabled, and their effectiveness. Including links between schools, colleges, business and industry, universities, professional associations, special interest groups, local government and other organisations. Includes physical and human resource sharing, knowledge generation, mobilisation etc	Partnership types Use for New resources Combining Existing Resources
d) Leadership Development	the extent to which lifelong learning leaders have been developed and how. Including community leadership courses, project management, city management, organisational mix.	Existing Leaders New Leaders Materials development
e) Social Inclusion	projects and strategies to include those at present excluded - the mentally and physically handicapped, the unemployed, minorities, women returners, people with learning difficulties etc	Barriers to Learning Qualifications, Standards and Assessment Special Programmes European National
f) Environment and Citizenship	projects to inform and involve citizens in city environmental matters. How the city is informing its citizens of all ages about citizenship and involving them in its practical expression in the city	Environment Awareness and Learning - Adults and Children Environmental involvement Citizenship and Democracy
g) Technology and Networks -	innovative ways in which information and communications technology is used to link organisations and people internally, and with people and organisations in other communities. Includes use of open and distance learning, effective use of networks between all ages for learning and understanding of the internet.	Distance Learning Multimedia and Open Learning Using internet and networks Wired City
h) Wealth creation, employment and employability -	schemes and projects to improve the creation of both wealth and employment and to give citizens lifetime skills, knowledge and competencies to improve their employment prospects. Includes financial incentives, studies, links with industry, industry links with other communities etc.	Employment and Skills Wealth Creation Learning Requirements Analyses and Citizens Learning Audits Employability Initiatives
h) Mobilisation, participation and the Personal Development of Citizens	- the extent to which contribution is encouraged and enabled. Includes projects to gather and use the knowledge, skills and talents of people and to encourage their use for the common development of the city.	Lifelong Learning Tools and Techniques - Personal Learning Plans, Mentoring, Study Circles etc Personal Development of Citizens Teacher/Counsellor Development and Training Participation and Contribution Strategies
j) Learning Events and Family involvement -	projects, plans and events to increase the credibility, attractiveness, visibility and incidence of learning among citizens individually and in families. Includes learning festivals, booklet generation, celebrations of learning, learning competitions, recognition events etc	Learning celebrations - festivals, fairs etc. Learning recognition and rewards Family Learning strategies

6. Experiences in Year 1

The first year of operation has taught us many things. Perhaps the major insight gained by the participating cities was that, even for those which have made a commitment to becoming a learning city, there is still much to do and many years to go before it can call itself a true Learning City. But, quite apart from providing valuable data, the TELS project has also been useful in 3 other ways.

- a) It has allowed each city to make an inventory of its activities and progress and, from this, to understand its strengths and weaknesses.
- b) It has highlighted those areas where more needs to be done and given new insights into innovative projects which could improve the city's performance as a Learning City.
- c) Perhaps most important of all, because the researchers had to talk to key people in order to gather the information, it has sensitised the city's heads of department to what it means to be a Learning City and has promoted healthy and vigorous debate on the city's educational future.

The full analysis of year 1 TELS data is presented as Annexe B to this paper.

TELS 2000

In 2000, the TELS project has greatly extended its scope. It has written to cities and towns throughout Europe inviting them to participate in seminars and to use the audit to provide data for the further development of European knowledge about how cities and towns see the issue of Learning communities and how much progress has been made in this. 68 cities attended the seminars and a further 40 made enquiries expressing interest in TELS. Not all will complete the survey, which is presently on-going, since, even with a modified and reduced audit, there is several days work involved for already busy people and the project has to rely on the goodwill of the cities to make the time available. However there are encouraging signs that the number of inputs will exceed 50 cities and towns and possibly well beyond. The results will be presented at both the E.C. seminar in Brussels and the Sheffield Learning Cities Festival, where some additional attempts will be made to create a robust European infrastructure based upon national Learning Community organisations linked to a European core.

7. Some Last thoughts

Cities and towns in a globalised world cannot afford not to become learning cities and towns. It is a matter of prosperity, stability, employability and personal development. It covers all aspects of city life, including what happens in schools, universities, business and industry and local government offices.

TELS therefore provides a good opportunity for cities to take stock and enhance their own understanding. The analysis so far has provided some valuable information both for the cities themselves and for the European Commission Socrates Programme. Just one example will suffice. Every city, like many others, believes that it has a database of learning opportunities available to all citizens on demand 24 hours a day. This is good news for citizens. However the very next question asked whether a similar database of the learning requirements of citizens exists - the theory being that learning opportunities should reflect learning requirements. There's the rub! No city has carried out a learning audit (another past project of ELLI) of all its citizens' needs and desires for learning. If you don't ask you don't know - but this is a very specialised area requiring a unique type of questionnaire and a unique way of asking, which gives, as well as obtains, information.

That is just one of the reasons why a new 'International Centre for the Learning City and the Learning Region' has been opened at Sheffield Hallam University and why it is seeking to build a network of similar centres all over Europe. Much of its work, and that of its partners will replace that of the now defunct ELLI. There is much work to be done to build a truly European Learning Society. The task will take many years, and although the focus is a local one on municipalities and regions, the European Commission has a key role to play in stimulating activities at local level which can learn from each other at European level. This is where TELS has been valuable. We present some ideas about future possibilities arising from our experience and the analyses of the data as annexe C .

ELLI/Southampton Learning Cities Conference June 20-23rd 1998

Report by Professor Norman Longworth, President of European Lifelong Learning Initiative 1997-8

Introduction

Conferences are living experiences. In general people attend them because they believe that they can learn from or contribute to the conference topic and because the subject matter is of interest to them. But the matter goes further than that. Good conference organisers will not only provide excellent speakers but also provide equal time for discussion and contribution - turn passive listening into active participation. Those who attended this conference on Learning Cities came with an impressive fund of ideas, experience, projects, knowledge, practice and opinion. They came from City Development Associations, in the certain knowledge that the best way to invest in the future of a city is through more, and better, learning. They came from Community Groups convinced, rightly, that voluntary associations and the informal education system will play a far more important role in the creation of the Learning City of the 21st Century. They were Councillors and Counsellors, Education Directors and Planning Officers, University lecturers and School Headteachers, Consultants and Chief Executives - searching for solutions and sharing expertise on action and practice in Lifelong Learning. Indeed many already had those words in their title, evidence that cities have already recognised its vital importance for tomorrow. They came from more than ten countries.

With such a highly qualified audience, the trick is to tap into their collective wisdom and provide the opportunity for interaction, interpersonal communication and guided (and unguided) debate. At Southampton, we tried more than most to do this and, as even the best conferences always do, we probably failed to encapsulate all of it. But, in the trying, we achieved much that was worthwhile.

The impossible task of the conference rapporteurs is to record this worthwhileness. How to deal with the plethora of exhortations, recommendations, prescriptions, activities, words, appeals, siren sounds, advice, counsel and suggestions in the three days of lively and active discussion on a subject which includes a glorious profusion and confusion of human activity, is the stuff of dreams, or more likely, nightmares. The five-point summaries did not, and could not possibly, express the richness of deliberation, argument and contention in the group sessions. And nor can mere summaries express the plethora of ideas, ideals and insight of the plenary presentations.

There are several ways of approaching this task. One could tread sedately through the conference programme and summarise the main points. Or one could instead try to encapsulate the conference proceedings through the words and issues which seemed to occur most often both in the formal and informal sessions, and which therefore seemed to be of most concern to delegates and speakers alike. This latter is the method chosen. It seems to fit more appropriately the overall picture of a complex subject with multi-faceted aspects and implications for the stability, prosperity and aspirations of cities and their citizens. They are not presented in any predetermined order.

Issue 1 - The Workplace, Lifelong Learning, and the Learning City.

While several speakers and delegates were at pains to point out that Lifelong Learning is not simply, adult, workplace and vocational, the topics of Learning Organisations, wealth creation and the problems of Industry, Business and Commerce cropped up frequently in the conference.

Professor Sudanshe Palsule, Consultant to the Anglian Water Company, was eloquent on the subject. There is, he said, in a fascinating contribution from the podium, no such thing as a company. In his mind a business is a set of independent participating individuals, each bringing their own attitudes, ideas and approaches to the task of making it work. In the past the sheer diversity of these has not always worked in favour of profitability, either for the company or for the worker, and so new ideas of workforce contribution and participation in the shape of the 'Learning Organisation' are sometimes difficult to implement. It entails a complete new culture and completely new mindsets.

But Sudanshe goes much further in his philosophy of creating organisations in which people work together. A company can't exist as a business, he says, unless it participates in a much wider learning community, contributing to, and drawing from it, the lessons of holistic thinking and action which make work a part of everyday life, leisure and community. The transformation from competition to co-creation is already in motion.

A modern business organisation can learn from what he identifies as four major global philosophies, representing diverse attitudes to work organisation and working values. He combines a geographical model with a set of philosophical belief systems that can be used within industry to enhance understanding, but these also lead to other

concepts and ideas to develop new business approaches for the 21st century. Thus the Nordic approach of rational, problem-solving, management-centred, top-down organisational structures contrasts with the anglo-saxon Western tradition of pragmatism, self-development, free-enterprise and action-centred leadership. But not so much as they both do with the aesthetic, flexible, qualitative, and subjective practices of the East, and the free-wheeling, happy-go-lucky, spiritual, and constantly regenerating models of the Southern countries, particularly those in Africa.

While much of this may seem to be complex and remote from the everyday concerns of industrial management and Learning Cities, Sudanshe presented a fascinating case for the mind-opening properties of all of these in both. How this may be so may be made clearer in discussing later and different issues.

More prosaically, the Workplace Learning Group had several points to make about changing workplace cultures in the Learning City. If learning is to be effective, they said, it should ideally take place in the workplace, but they also noted that the first whiff of recession produces a cut-back in such programmes, and even where they do exist, they are under-utilised. They considered that the main barriers to changing cultures are time (lack of), the priorities of the 'Bottom Line' and poor attitudes to learning. They advocated a proper and creative stimulation of learning through increased budgets, the adoption of new learning strategies and mentorship systems.

The group from Le Havre were concerned primarily with Vocational Training which, they recommended, should take place in schools and be delivered by trainers from business. Both in France and in England there are formidable barriers to the second, but the NVQ and GNVQ systems have made considerable inroads into the acceptance of the former in UK schools.

In some ways this issue may be seen as slightly peripheral to the Learning City but we should hang on to the idea that a Learning City is a holistic and interdependent entity in which what happens in one sector affects others. Two contributions illustrate this point. From Canada, Sylvia Lee, in her excellent description of the Learning Town of St Albert identified many practices from which we on this side of the Atlantic can learn. In particular she said that, in a sense, a Learning City is a work generation scheme and its existence in St Albert is used to attract employers into the area. Norman Longworth, President of ELLI, followed this up later in the conference by showing a diagram to express the interconnections between the City Sectors and describing how the development of that holism could lead to the sharing of both knowledge and resources between city organisations.

Issue 2. The City as a Learning Organisation

The concept of the City as a Learning Organisation was emphasised in many conference contributions. The key to creating this is the enthusiastic development of new partnerships and the establishment of a co-ordinating body which could take an overall view of what is happening, making the strategic relationships without trying to control development.

The agenda for a Learning City is a whole city agenda, inter-sectoral and interdependent, declared the Value Added Group. Nor is this an executive issue - genuine participation by the community will help to create a sense of belonging and ownership. Further, cities can learn much from adopting the culture of Learning Organisations in Industry. If this means that decision-making will now be carried out at the most appropriate and lowest level, that the Executive functions of the great City Departments will now lose much of their power and that councillors will act as mentors to the community they serve, again changing traditional political power structures, we have a long way to go in many cities. Change of this magnitude is not an easy path to tread and sometimes the results of democracy are not what were intended. But Democracy is a theme to be addressed later.

In a Learning City, learning providers are both formal and informal. This was the last parting shot of the Value Added Group. By the same token, the Southampton Case Study group was concerned to develop great expectations - but not too great, lest they could not be fulfilled. In a conference full of high ideas and ideals, this was one of the few acknowledgements that some things may not be possible, certainly in the shorter term. However, Norman Longworth did point out that the development of a true learning City was one which would last for perhaps 50 years - far beyond many of our lifetimes - and would meet many challenges and obstructions on the way. Indeed the Southampton Study Group adopted a hard-headed approach to Learning City development. While they accepted the desirability of outward looking values leading to a greater awareness of global and European responsibilities, they also admitted that great visions demand pragmatic solutions. Thus they concentrated on realistic outcomes and positive interdependence, and practical, concrete partnerships through shared vision.

Several speakers produced short definitions of the City as a Learning Organisation. Heather du Quesnoy, Chief Education Director of Lambeth, thought that the needs for a learning city were economic prosperity, respect and tolerance, active democracy, a narrowing of social division, more volunteering, a decent environment, and hope for its people. UNESCO's Jan Visser considered the role of the learning city as a builder of the learning environment, and as a basis for building comprehensive and integrated infrastructures, responsive to diverse learning needs in a manageable context. The advantages of the city are, in his opinion,

- it is an environment for the shared use and management of learning related resources
- it is significantly large to generate inward and outward investment for this
- at its best it is an agent of change and a significant player in the larger environment

He put it into context by saying that cities that learn are cities that care - just as in a learning organisation, strategies to improve the perceptions of the worker are given priority.

Kim Howells, UK Minister for Lifelong Learning pointed to the crucial place of industry in building learning cities but, he said, attitudes at all levels will have to change. For example, his latest research shows that only 2% of employers offer workplace nurseries. He thought that cities aspiring to be learning organisations could learn much from the example of the Ford EDAP programme. Jim Lewis, President of the UK Learning Cities network, added to this theme. We need as many Case Studies of good practice like this as we can get, he said. He showed an excellent booklet produced by his network on this theme.

There were other suggestions on how the City could become a Learning Organisation. The Espoo group recommended a survey of the learning needs of citizens in order to become responsive to individuals. Norman Longworth took up this theme by suggesting Learning Audits to record the learning needs of citizens, though he stressed that these should be sensitive to individual cultures and carefully worded. Even though, the Espoo Group noted the growing awareness of people for new competencies balancing working needs and personal requirements.

The Civics/Government Group wanted to make the city work from the point of view of a social capital - a safe and healthy city which gives opportunities to all, while Mike Aiken, Group Leader and Policy Adviser with the Development Trust Arm, expressed the virtues of community organisations with the potential to be excellent examples of Learning Organisations because of their smallness and quick responsiveness to change and opportunity

Finally Sudanshe Palsule made a profound observation. We are the city, he said. It is nothing without its people. They created it. To become a Learning Organisation, the people must become learners.

And that is perhaps the hardest task of all.

3. New Responsibilities in the Learning City

Many speakers and Working Groups defined the roles of the players in a Learning City. Particularly the Schools, Universities, Voluntary Groups and Business and Industry need to re-assess their role and their responsibilities within a structure that is ever more interdependent and demanding. In many cases, new outlooks entail vast culture shift and fly in the face of accepted wisdom and current thinking. A huge public relations task is needed to increase understanding of the demands for the 21st Century, which indicates that the media themselves have a highly important role.

a) The role of the Voluntary Sector.(Churches, WEA , WI, Local Community Associations, Occupational Institutes etc)

The Community Working Group foresaw a vastly increased mission for organisations in the voluntary and informal sector. More than anything else, they said, examples of good practice are needed to encourage those who would undertake leadership roles to provide ideas for the City. Mike Aiken pointed out that the Voluntary Sector comprises 4.1 % of GDP, more significant than agriculture. Informal work in the home and neighbourhood groups is a huge net contribution to the budget of the city. Because of this, the Voluntary Sector must be respected and used more than at present.

There are other reasons. A healthy voluntary sector leads to a healthy democracy. They are small, responsive, have local knowledge, are efficient in structure, work from the energy of interest, spot changes quickly, have aware and attuned, leaders, and can be advocates of change within the city. On the other hand they can be dominated by sectoral interests and locally powerful people, fixed to tradition and culture, have a quick turnover of people, and funding cuts can kill them.

Cities and leaders can harness this energy by support but they should not try to throttle initiative, they should support but not co-erce, they should partner but not abuse. Norman Longworth recommended the encouragement of community participation in all aspects of the city in the Charter. He gave the example of the number of highly qualified British expatriates in his French village who could, if they were asked, help with English, Geography, environmental, music and other lessons in the local school to the benefit of students and teachers.

b) The role of schools in the Learning City

Lifelong Learning has not yet had a major impact on schools, partly because emphasis in the past has been on adults and the workplace, and partly because the magnitude of changing teachers, administrators and governmental mindsets in these days of league tables and centrally recommended curricula is at best daunting. Nevertheless, thanks largely to the pioneering work done by the OECD and UNESCO, the crucial significance of early learning is being recognised.

Kurt Larsen, from the Centre for Educational Research and Innovation at OECD, observed that those with the highest levels of initial qualification tend to participate most in later learning. Therefore, he said, it is crucial to develop new skills in the school so that it provides a solid foundation for subsequent learning. Unlike many teachers, he placed his faith on the new information and communication technologies as development and delivery mechanisms for two reasons. Firstly, if used wisely, they have the potential to convey new information more effectively, and secondly the use of computers and networks has now undoubtedly joined literacy and numeracy as one of the basic skills for young people entering adult life.

In this respect, he said, schools need far greater freedom to experiment, and they need to be innovative in that experimentation. He considered that more collaboration between schools and communities will lead to greater innovation.

The school curriculum also came in for some strong criticism from the City Network Group. They also advocated more experimentation. A new curriculum is needed, they say, to allow experimentation in learning, ignoring the message that the centralised curriculum was initiated to discourage just that. However, they qualified their assertion by insisting that any experimentation should be part of a whole institutional strategy, reviewed often and properly communicated to teachers - who should also be a part of that review.

The skills-based curriculum was echoed by several speakers and groups. Norman Longworth wanted to replace the sterile, old 'back to basics' mantra with a new one - 'forward to the basics' - and produced a list of the new basics needed by every 21st century child. Literacy and numeracy certainly, he cried, but also information-handling, problem-solving, communicating formally and informally, decision-making, team-working, music and a host of other life and social skills.

Heather du Quesnoy agreed. Better literacy and numeracy are, like motherhood, obviously good and much needed, she said, but the pendulum has swung too far. Over-concentration on a few skills can lead to boredom and have the opposite effect than intended. Further it is depriving children of a whole set of the new competencies and knowledge they will need to enter into adult life. The new school as a Learning organisation schools should try to give ownership of learning to those who are learning, and this should be related to all the other facets and aspects of the learner's life in order to be meaningful. Heather is a strong advocate of giving responsibility to children through schools councils, and the frank discussion of citizenship issues with the child. These are particularly required in areas like Lambeth, as are community programmes to integrate schools with voluntary and industry groups.

Jan Visser also pursued this theme. The role of the school is as an integrated component of a wider learning environment, he said. It is an open system connected to the outside world. Its main mission to the children is to make them conscious of complexity and change and to allow them to cope with it in the wider world. However, the City Network Group had a different set of priorities. Information and knowledge is useful they thought, but attitudes and values are more important in the classroom. Shared learning, community contribution and a radical rethink of educational structures are essential for the Learning City. This latter sentiment was also repeated by the Schools and Colleges Group.

c) The new role of the Local Government Education Service

Many of these messages were also aimed at the Local Government Education Service. As the instigator and administrator of change, it is badly in need of a service and an update of its perceptions in the context of a Learning City.

Jan Visser thought that the role of the city education service is to encourage the development of learning opportunities that ensure improved and continuous social integration. Thus they should:

- develop an infrastructure to facilitate integration and integrated learning
- develop a motivating environment for learning
- develop policies in support of these

The Working Group on Civics and Government were seeking a completely new political culture. People want to participate only if they believe they have a say, they opined. The Education Service, acting on behalf of the City needs to listen more and prescribe less. They need to seek the views of parents and citizens. Norman Longworth was more circumspect on this. He suggested that one of the major tasks of the Education Service is to discover the Learning needs of citizens through 'Learning Audits'. However, he was anxious to distinguish between confirming well-known prejudices about learning (ie teaching) and developing new thoughts and knowledge (ie focus on learning), and wanted the listening process to provide informed opinion. This is not easy, but a well-designed audit can also put questions into context.

Heather du Quesnoy was eloquent on the needs for educational institutions. They need much greater flexibility, she said, They need to be open all hours, education needs less dependence on institutions, and on age. She recommended more modular programmes so that students of all ages could acquire new skills, competencies and knowledge in a more structured, but flexible, way. She was looking forward to Lambeth being one of the first 30 in the UK Government's new Education Action Zones (Her optimism was later borne out) in which Local Authorities with strong educational challenges would have greater flexibility in determining their own curricula, methods of working and grants for innovative approaches. In the light of comments here written, perhaps this will become the norm for others in the future.

There were also international inputs into this debate. In an obvious reference to the setting of personal learning plans, Markku Markkula, who has been a driving force in the production of Finland's policy on Lifelong Learning, considered that the measure of success for an individual or a community is to achieve the goals that they themselves have consciously set. A personal target-based system is recommended, similar to that established by Tim Brighouse in Birmingham. Finally, in order to encourage Lifelong Learning policies right across the City, the Espoo Group supported the appointment of a 'Champion of Learning' - an influential figure at the highest level with time to pursue

the issues and to get the commitment and involvement of people in the community. There could also be such champions in every educational establishment to develop all kinds of resources, including human resources.

d) Resources and other

The Higher Education Group also acknowledged that HE has a key part to play in the development of a learning city. They were concerned about the resources to do this. Universities have to make a case that they can be an important partner if they are to attract funding, they said. Different funding initiatives need to reflect the diversity within the Higher Education sector. Kim Howells put a slightly different spin on the resources debate. In a reference to work of Sir Christopher Ball at the RSA, he believed that 'Learning pays' - both individuals and nations. For the first it adds to earning potential and self-esteem and for the second, a well-trained, well-educated workforce attracts inward investment.

The Schools and Colleges Group did not demur. Lifelong Learning is an investment in the future, they said, and should be recognised by Government and local Government as such. The Espoo group interjected a note of caution - we should be careful, they warned, that we are able to satisfy the greatly increased expectations of people switched on to Lifelong Learning.

But, perhaps surprisingly, finance and resources were not a burning issue at this conference. When it was mentioned, the cost-effective use of Technology was seen by some as the answer. Using technology wisely helps to keep costs manageable, said Jan Visser, while Norman Longworth considered that the resources available from the whole community are grossly underused. He suggested that every educational establishment should employ at least one person to mobilise, organise and tap into the many sources of talent, expertise, knowledge and funding already available in most communities.

Issue 4 - Partnerships for a Learning City

The word partnership was a frequent visitor to the conference. Speakers and Working Groups were unanimous in demonstrating that effective partnerships are the essential building blocks of a Learning City, and the way to sustain it through good times and lean times.

Kim Howells, in particular, was concerned that business and industry must be heavily involved in the development of a Learning City and this sentiment was echoed by a large number of Working Groups. The Le Havre group for example wanted to encourage partnerships between Chambers of Commerce, Schools and Further Education with the full participation of companies in order to more easily find a the link between supply and demand for the labour market. The Espoo group recommended networks of partnerships between all the sectors of a City. These, they said, are crucial for the development of the new learning pathways down which 21st century learners would wander.

The Gothenburg group gave an example of schools/industry collaboration, notably through the Volvo plant, but also through many other industries established in and around the city. They considered that it is important to close the gap between perceived values of both sides. For example it would seem that Industry focuses predominantly on employment and schools on citizenship and learner development. In reality, they said, both are interested in both of these, and in a whole range of other learning issues. Each can help the other to gain insights into needs and solutions.

This insistence on two-way partnerships was taken up by the Adult Learning Group. Partnerships, they said, should be as equal as possible to avoid colonisation of one side by the other. Norman Longworth provided an example of a two-way 'Twinning' exercise between the IBM City Office and Woodberry Down School in Central London. In theory, he said, in a true partnership, one partner makes resources, including human resources, available to the other. Thus the IBM office was nominally making the expertise, talent and skill of several hundred highly-trained people to the school, while the school was making its own storehouse of activity and knowledge available to the IBM office. In practice of course not everyone participates but he gave examples of more than 30 projects within the twinning scheme which had benefited children, teachers and industrialists over the 3 year scheme.

The Workplace Learning Group foresaw a great need for many more new coalitions between companies, educational institutions, cities and people, while the Higher Education Group also expressed its enthusiasm for the necessity of universities playing a key role in new forms of partnership with all aspects of city life. However they also said, perhaps disappointingly and surprisingly in view of the richness of knowledge, expertise and resource from this quarter, that this should not necessarily be a leading role.

Nor were all the ideas and suggestions parochial. The benefits to be obtained from international partnerships, in which cities can learn from each other by establishing links between people and organisations, were extolled by most of the

City Groups and by plenary speakers, including Jan Visser, Sylvia Lee, Jim Lewis and Kurt Larsen. Le Havre was particularly interested in learning from experience and practice in other cities and towns.

In a comprehensive analysis, the Community Group looked to partnerships between the city and the voluntary sector to provide the leadership and vision needed to press forward innovative projects through which citizens of all ages would come to appreciate their own city and contribute to its development. It was of the opinion that Community Groups are often closer to the people than those in the city administration and government. It listed 10 services through which Community Groups could help a City to provide more effective partnerships for its people, and in so doing echoed many of the points in the charter. These were:

- a) Offering Leadership and Vision - including the development of ethical values, providing a listening ear to the desires and wants of the community and, thereby, the live exercise of the processes of democracy.
- b) providing a faster reaction time and a bottom-up approach to a definition of community needs
- c) Establishing closer Partnerships and a knowledge of how to be a good partner
- d) Administering Learning Plans imaginatively through a network of community organisations. Involving people directly in these.
- e) Supporting people by listening to the peoples' requirements. Supporting without inflicting, encouraging without leading, accepting the suspicion and criticism of the excluded with understanding.
- f) Creating learning values and culture, Recognising, valuing and praising achievements. Generating and enthusiasm and excitement for learning
- g) Mediating between the City and the Learner
- h) Providing learning guidance, information and facilitation.
- j) Running seminars, conferences, networks and workshops at ground roots level
- k) Benchmarking and writing Case Studies of Good Practice.
- l) Providing a cost-effective route for cities to the Learning Society.

Many of these suggestions are included in the new Charter.

Issue 5 Learning in a Learning City

A Learning City is a *Learning* City. It is important to understand the significance of the first of those two words because it lies at the heart of the activities, projects and strategies a city will initiate. It defines the City. The danger is that discussion of the nature of learning becomes an esoteric activity remote from its practical application in the city context. However the conference was equal to that challenge.

In an eloquent and erudite contribution,, Sudanshe Palsule challenged the cult of individuality which has dominated educational thinking about learning over the past 300 years. In a reference to Eastern and Southern philosophies he advocated a re-examination of the concepts of group learning through the pathways that link individuals. Learning is, he said, a much more complex activity than we realise. It requires emotional engagement and a whole-of-life approach related to the stages of human development.

In the 20th century, we have lost our concept of rites of passage. Traditionally, people in their 20s evoke a search for identity, a pioneering spirit fuelled by competitive energy. In their 30s they settle down and consolidate, raising their children to conform to the norms of the society they have helped to create. In their 40s they seek renewal through an explosive release of learning energy and in their late 50s and 60s they give back something to the society which has nurtured and sustained them - a sort of return learning journey.

If there are no rites of passage such as these, children become violent, adults disinterested and old people dependent and this is what is happening today. The world cannot exist separately from perception and emotional engagement. Sudanshe invoked an old saying - 'we bring forth the world'. Both the past and the future, he said, lie within us. He

ended by saying that, unless learning is transformative, it will not be successful. This is as true of the city as it is of the individual.

The conference was enchanted, but the spell was broken when the groups had to put such profound reflections into more operational use. Markku Markkula pointed to new research showing that the first 4 years of life are most essential for the development of the ability to learn. He advocated a 'Passion for learning', a phrase which occurs many times in the Finnish National Lifelong Learning Strategy. In a pointed reference to the deficiencies of the modern curriculum, he said that it is not the amount of knowledge which is important, but more the ability to use it wisely. He presented a 4 pillared learning developmental structure for cities based on the learning skills of the child, a new role for teachers, human capital development and open learning environments. Within this, he said, learning needs to be goal-oriented, measurable, evaluatable, recognisable and valuable to everyone.

The whereabouts of learning exercised not a few minds. Heather du Quesnoy indicated that much learning takes place outside the classroom. Kim Howells provided the echo. Learning, he averred, is something that doesn't necessarily take place in institutions. For example the success of the new University for Industry, a key cornerstone of the Government's Lifelong Learning Green Paper, will be judged on its ability to deliver the learning people need how, where, when and by whom they require it.

Jan Visser agreed. Remove learners and teachers from the confines of the classroom, he cried. These are barriers to learning. He drew a distinction between learning inside and outside of school, which he called respectively intended and accidental learning. Learning, he said, is far too linked to age groups. He advocated a far more flexible approach in which space, time, age, circumstance (linguistic, ethnic, geo-political, financial) is taken into account. Lifelong Learning is not a luxury, it is a necessity, and demands flexibility. He distinguished between learning throughout life and learning to prepare for life. A human being is not fully developed after adolescence, as is commonly supposed. He/she has many more years of learning.

He also drew a distinction between learning and education - doing it yourself as a response to the need for change and growth or having it provided for you by others. The Workplace Learning Group considered that the secret to learning is self-confidence and self-esteem. People need to be stimulated and helped to discover their own need for learning in order to develop themselves. The Adult Learners Group followed up this theme. Learning leakage, they called it. Confidence in one context is transferable to another.

The 3rd Age group demanded a flexible definition of learning. This, they thought, is needed to encourage and recognise the motivation and interests of 3rd age learners. They too considered that learning is independent of time and place. But they also thought that 3rd age learners can contribute a lot to the learning of others. The University of the 3rd age exploits this admirably by making the expertise and knowledge of some available to others. This concept can be expanded much more widely.

Sylvia Lee had some suggestions for the conference. From her experience of the Learning City of St Albert she recognised that people do not always recognise themselves as learners and may require some help to do so. She was especially complimentary about mentorship programmes in which everyone accepts some responsibility for the learning of others, a reference to the ELLI characteristics of a Learning Society. This, she thought, serves the double purpose of encouraging and supporting learning. She quoted WH Auden, 'Learning is not about filling a pail, it is more about lighting a fire.' Norman Longworth offered a variation of this in his support for mentoring and the development of personal learning plans. 'People are not vessels to be filled', he said 'but candles to be lit'.

Surprisingly, personal learning plans were not mentioned beyond this one contribution, but several groups emphasised that learning, if it is to catch the imagination of those who are not currently learners, should be seen to be fun. One speaker suggested that teachers might want to post the slogan 'Learning is fun - but only you can make it so' on their classroom wall - or, more provocatively, 'Learning is basically enjoyable - if we are not making it so, please let us know and let's discuss'. The Le Havre Group, recognising that perhaps in France learning often lacks a certain lightness of touch, wanted to develop the pleasure of learning in schools and in vocational training, while the Adult Education Group expressed similar sentiments in recommending a return to the fun in learning. What do schools do to our young people, they asked, to kill the romance of the great learning adventure on which young children so eagerly set out in their early years?

Issue 6. - People and Citizenship in the Learning City

The City is its people. The Learning City is one which creates and satisfies a hunger for learning among its citizens. But Citizens come in all shapes, sizes, ages, types and characters. They have differing visions, ideals, demands, needs, desires, motivations, prejudices, ideas, goals, problems and difficulties. How to include the excluded, help the

helpless, soothe the afflicted, satisfy the hungry and provide for all tastes from all people in a democratic environment is a task requiring great patience, inspired leadership, clear understanding and imaginative wisdom. Both Speakers and Working Groups had a great deal to say on the topics of exclusion, democracy and citizenship.

Kurt Larsen, for example, pointed out that the 15-25% of people in OECD countries leaving school with few or no qualifications are the excluded of today and tomorrow, since so many jobs now require a higher level of performance and knowledge. He added that already adults with poor basic skills are in a worse plight now than they were ten years ago. If the Learning Society can only be built up through consensus, this is a problem which cities will have to solve.

Jan Visser took a more global viewpoint. He mentioned the world's 1 billion illiterates and the 130 million children without schooling. He said that there was a similarly large number with doubtful learning achievement and many of these are situated in OECD countries. In these days of the global learning society, he said, we cannot pretend that this is some-one else's problem.

The third-age group wanted a better interface between decision-makers and older people. Use the full lifespan as a resource, they said, 3rd age people have much to contribute. They cited examples of people participating in cross-generation work, volunteering and learning from each other. A wider and more flexible definition of learning will be needed in order to recognise the motivation and interests of older people. Therefore, create the conditions for growth by bringing learning to the people and not just in 'learning institutes'. Norman Longworth wanted to see more innovative participation of the excluded in city life. As an example he thought that giving a citizen's role to the unemployed by asking them to judge competitions or undertake surveys would help give them the self-confidence to up-skill themselves.

The celebration of learning was also a strong theme here. The Schools Working Group regarded celebration as an investment in the future. Sylvia Lee described the annual St Albert Learning Festival in Canada. This was a fun event to celebrate and value Lifelong Learning by integrating the talents and human potential of all citizens. It included environmental and technological activities with the purpose of generating a renewal of spiritual, economic, political, social, cultural. A subsequent poll of citizens produced 100% support for a repeat. Sylvia Lee ended by suggesting that there are 5 P's as the *raison d'être* of a learning festival - public participation, prosperity, partnering and planet

Another speaker described a Learning Festival in Sapporo Japan. This was one of a series of Government supported events in which a large city would be encouraged to devote a week to improving the learning awareness of its citizens. In this every family was furnished with a book describing the advantages and the pleasure of learning, the diverse places where learning could be carried out and a 'learning request' form to return to the festival office. A huge arena was set aside for all the organisations to display their activities, products, beliefs and literature. There was a 'disneyesque' mascot which circulated the city throughout the week and learning events in every neighbourhood. It is estimated that more than 60,000 additional learners were enrolled in new courses or became members of special interest groups such as choirs or environmental clubs. The sale of computers and educational software soared.

Democracy was also a word making a frequent appearance under the heading of people and citizenship. Heather Du Quesnoy required learning to be put into the civic context. She favoured lessons in citizenship to promote active democracy, to breed respect and tolerance, and to encourage people to join the voluntary sector. Children, she stated, have to prepare for adult roles as parent, carer, worker, citizen, believer and dreamer.

The Community Working Group echoed this message. The voluntary sector is essential for democracy, they said, while Sylvia Lee reminded the conference of the value of values in a democracy, She gave as examples collaboration, integrity, vision, openness, honesty, quality and the promotion of self-esteem. Participation, she said, is the key to successful processes and outcomes. However, the Civics/Government Group was much more radical. A new political culture is required, they recommended. Rethink the role of citizens, officers and politicians and bring them more together. Open up the Local Authority, make administration transparent and use new technology for informative and interactive communication. Seek the views of citizens - involve them in forums and hold referenda. In this way, they suggested, we would have a more participative, contributory democracy in which learning plays a key role.

Issue 7 - Curriculum and Assessment in the Learning City

In times of rapid change and movements toward new, innovative and radical infrastructures such as Learning Cities, the need for a continual re-examination of current practice takes on a new importance. The cooking of the omelette of the Learning City requires the cracking of some sacred educational eggs. In a world in which the sum total of human knowledge is doubling every 3 years, no conventional wisdom is more subject to question than that of curriculum and assessment.

If you want to build a learning society in which everyone participates, said Norman Longworth, take failure out of the system. While the maintenance of standards is important, no longer can we afford to celebrate the success of the few through the failure of the many - or even the failure of any, and it should not be beyond the wit of accreditation and assessment organisations to devise personal target-based assessment systems, using examinations as learning experiences. Perhaps surprisingly, the Higher Education Group, which is often seen to have a vested interest in separating educated sheep from uneducated goats, agreed. We should, they declared, develop credit systems reflecting the needs of individuals. Schemes to accredit informal or experiential learning are also a necessity.

Sylvia Lee threw in her pennyworth. Assessment should confirm progress rather than brand failure, she said, quoting another of the ELLI principles of a Learning Society. Jan Visser intensified the attack on accepted tradition by articulating two reasons why the learning environment needs to change - because the world is changing and because it wasn't very useful in the first place. An investigation into how to give ownership of learning to the learner, how to see teachers as co-learners and managers of the learning process, setting and measuring targets together with the student, is one of the new basics he said. Thus from the inadequacies of the assessment system, we moved on to the inadequacies of the current curriculum.

A new curriculum leads to a new start, continued Jan. School is a preparation for life-wide and lifelong learning and this is incompatible with rigid structures and inflexible systems which turn students off. He was supported by Kurt Larsen, who considered that fundamental changes in teacher practices and learning processes are best developed when schools are actively engaged in innovation and exercise some freedom to experiment

Heather du Quesnoy regarded the cognitive curriculum as overdeveloped and sought a massive investigation into the affective curriculum. There is she said, a need to develop personal qualities of self-management, initiative, problem-solving, self-starting, entrepreneurship, confidence, ambition - and interpersonal qualities - emotional intelligence, oral and written communication, using networks, working in teams, and the ability to motivate (leadership). The curriculum contains too much knowledge and not enough skills, she concluded. Norman Longworth partially disagreed. He presented a six-step 'Learning Ladder' up which the learner climbs from data to information to knowledge to understanding to insight and finally to wisdom, the rungs becoming wider as the ascent proceeds. Such is the dead weight of the curriculum, he said, that schools rarely get beyond the second rung (information) and the achievement of understanding through knowledge is not even understood.

The theme of experimentation was taken up by the City Network Group. They recommended a new curriculum to allow experimentation in learning. However, this should be part of a whole institutional strategy review and communicated to teachers - who should also be a part of the review.

Issue 8 - How should Government support the Learning City?

The building of a Learning Society within a Learning City within a Learning Nation demands a partnership between Local and National Government. In Europe, the European Commission comprises an additional dimension. Thus the role of National Government was a topic often visited at the conference.

Kim Howells believed that national government should provide the vision, especially the vision of a Learning Society as one in which learning touches everyone. He was especially concerned to involve those to whom learning presently means nothing. The Green Paper recently released by the Government heralds an intention to change public attitudes, national culture and individual mindsets towards learning as a way of life, essential if Britain is to remain adaptable and competitive in the world marketplace. Government, too, acts as the interface between the international community and the local community, encouraging the latter to develop solutions for themselves, sharing ideas, providing best practice solutions and addressing the major themes of employability, social inclusion, active citizenship and lifelong learning. Local Authorities would play a large part in the new University for Industry, applying the money available from the European Commission Adapt and other programmes to help in this task. Finally, he saw the development of a Learning Cities Charter as a major step forward in persuading Cities, Towns and Regions to share and produce ideas, actions and initiatives in turning to learning.

Kurt Larsen also saw a role for National Government. Much work has been done by governments, he said, to bring educational systems in line with Lifelong Learning principles since the OECD meetings on the subject in 1996, but it was his opinion that none have yet been implemented. Lifelong Learning is not new, he said. What is new is that countries are reforming curricula in schools to prepare children for a Lifelong Learning society. This, in view of the comments on curricula earlier, came as something of a surprise to many British delegates. The general impression among them was that the British educational system had become over-rigid, over-competitive and over-burdened with political dogma.

However, Markku Markkula brought a new perspective from Finland. The Finnish strategy was aimed at generating a passion for learning among people of all ages. This would be accomplished by leading from the front with vision and example, involving everyone in the new Lifelong Learning society, through networking locally, nationally and internationally and by projects to highlight the skills of knowledge management. In schools, children would be encouraged to develop their innate creativity and to adopt values based on contribution, learning to learn and building self-esteem in a non-failure environment.

Markku also described the actions of the Finland Committees on Lifelong Learning of which he had been a part. The role of these he said had been to simplify the education system rather than complicate it. The new legal framework for learning instead of education had brought the number of laws from 27 down to 8. The Finland Committee for the Future was established to deal with globalisation issues - to examine how they could be seen as an opportunity rather than a threat to Finnish industry and society. The secret would lie in the better exploitation of technology and schools, in particular, would benefit from the injection of computers and the exploitation of networking. He saw Finland as Europe's Information Society laboratory.

This acknowledgement of the power of technology to drive forward innovation and change was a constant theme throughout this topic, and is described more fully in the next.

Issue 9 Using the New Technologies

As has been seen, the new information and communications technologies are viewed with a mixture of trepidation, hope and confidence in the movement towards Learning Cities.

All Government speakers put them at the forefront of their strategies, identifying them as the new ingredient by which learning would be made both cost-effective and more efficient in the future. Kurt Larsen saw development of ICT in all children as the basis for all subsequent learning. New technology, he said, changes the basis of work and produces a society based on learning and knowledge. Kim Howells recognised ICT as the key to revolutionise government plans for Lifelong Learning and the harbinger of a new way to learn. His recent visit to a cybercafe had impressed him with its imaginative use of computer technology for all ages.

The City Network also espoused the revolutionary cause. Networking using ICT is the revolution which enables change to be implemented, they declared. It has nothing to do with the new millennium. Similarly the Higher Education Group called for the harnessing of the power of Education Technology, while the Espoo group extolled the virtues of networking on the learning power and motivation of children..

Jan Visser was equally certain. Technology is not just a plug-in to the existing learning environment. It shapes the new learning environment and adaptations will have to be made to accommodate it. Technology makes economic sense in the context of a Learning City. City-wide broadcasting facilities can increase the number of people with access to learning. City-wide networking facilities in libraries, shopping centres, schools, perhaps even in pubs can do the same.

But, like the Higher Education group, he sounded a note of caution. Technology, he said, needs to help learning and not get in the way. Learning should have priority over technology and be the driving mechanism. Both the Higher Education Group and Kim Howells pointed out that the greater use of technology can also lead to social exclusion and an even bigger gap between the technological haves and have-nots.

Norman Longworth observed that the new role of the teacher included not only a knowledge of the technology, but of how to use it wisely and to best effect in education. On his list of wise uses were collaborative lessons with other schools in other environments, joint databases on common topics to stimulate greater understanding of different cultures, language learning through email and access to large databases to enhance understanding of knowledge management. Jan Visser said that technology can be used for instructional communication, meta-instructional communication, motivational communication, system management communication. Finally, Sylvia Lee described the use of a personal learning credit card being piloted in St Albert for teachers, grade 7-12 children and the general public. One innovative aspect of that was the inclusion of community contribution.

One thing is certain. A great deal of faith is being put into the application of the new technologies as a progenitor of the Learning approach. The development of innovative uses relies on a massive up-grading of teacher skills in the proper uses of technology. The implications of this were not fully discussed by any part of the conference, though the new role of the teacher was - and is described in the next section.

Issue 10. Training Teachers to provide Learning

The new role of the teacher in 21st century education has been, implicitly, a central theme in all conference discussions. They are probably the last key group to be given an understanding of Lifelong Learning and its implications for the way they see and do their job. However much recent legislation has decreased the power of the teacher and increased the power of parents, governors and the community. Thus teachers work by the consent of the people they serve and within the constraints of curricula and procedures imposed from other bodies such as local and National Governments, governing bodies and, sometimes, school councils. This being so, any debate on the new role of the teacher will have to take into account the role of local and national government in changing the perceptions of parents and the community at large.

It is perhaps with this in mind that Heather du Quesnoy advocated the greater use of the media by the Learning Services, not just as a means of education delivery but also of information delivery to the general public. Similarly, the Adult Learners Group suggested that Lifelong Learning needs to be culturally visible to the whole population, using both local and national media to help change the negative mindsets of people to education and conveying the new message of learning. The Adult Learner's week, held in several European countries, is an excellent example of an innovative programme to do this. When promoting Lifelong Learning, they recommended, avoid pomposity and embrace creativity, pleasure and diversity

Several groups were dissatisfied with the limited job-role and knowledge base of teachers. The City Network defined the teacher as a facilitator and enabler of a learning process rather than a person disposing information and knowledge. The Schools Working Group agreed. Teachers, they said, need to be educated beyond a narrow knowledge base. A wider range of knowledge and experience will make a richer teacher. They advocated a learner-centred approach based on the needs of the students and as far as possible involving them in the ownership of their own learning.

Norman Longworth introduced the idea of the teacher of the 21st century as a Learning Counsellor, equally at home in the learning situation in Industry, Adult Education, schools or wherever learning takes place. Such a professional, he said, would need to have knowledge of a whole range of skills and be able to address a diverse set of activities. Creating the habit of learning in people through a knowledge of how people learn and their individual learning styles, optimising the use of open and distance learning technologies, understanding how to develop and administer targeted evaluation techniques, developing and using partnerships between Industry, schools, higher and further education, local government and the informal education system and setting and monitoring personal learning plans, mentoring and guiding were just some of the new teacher skills. While many people were in agreement with this, there were some doubts about where such a superteacher could be found and whether a Learning Counsellor would be the right way to describe him/her.

Issue 10 - A Charter for the Learning City

The idea of a Learning Cities Charter was a central tenet of the conference. This section is therefore presented at the end so that it can act both as a summary and as a call to arms.

Norman Longworth presented the content of a Charter. The difficulty, he said, is to put together a form of words with meaningful content to which every city can subscribe - presenting some of the why and how-to as well as the what. A document simply extolling the value of learning in a City would be so anodyne and analgesic as to be worthless - all vision and no action. Cities already value learning as a function of their statutory duty. In this respect he presented the ELLI definition of a Learning Community as 'a city, town or region which goes beyond its statutory duty to provide education and training for those who require it, and instead creates a vibrant, participative, culturally aware and economically buoyant human environment through the provision, justification and active promotion of learning opportunities in order to enhance the potential of all its citizens'. Somewhat long-winded, he said, but it is a big concept with big implications covering the 3 major OECD requirements of personal growth, social stability and wealth creation.

The draft ten-point charter he suggested contained generic words covering many of the topics discussed at the conference and identified key issues which Learning Cities can focus on in their learning journey as a matter of urgency - environment, partnership, technology, exclusion, contribution, celebration and proactive guidance and support. He described each point and then invited the Working Groups to take it apart, discuss it and put it together again.

This the conference did in different measures. Some groups looked for missing items, words and concepts; some changed existing words to better versions; some questioned the concept of an overall charter - each city will want to make its own charter they said, there is not only one right solution. The role of ELLI would be to benchmark all City charters.

The Business network highlighted a terminological problem. Words acceptable in educational circles are not always suitable in industry, they said. Training is more acceptable than learning there. They also look for words like motivation, leadership and entrepreneurship. The City Network too was looking for words like democracy and voluntary.

The Community Network regarded the draft as more a visionary statement than a working document, a sentiment which Jim Lewis, President of the UK Learning Cities network, expressed from the podium. However, they conceded that it represented a good starting point and a framework within which most of the points were made. They suggested that it would take a series of conferences to fully refine it. One delegate rewrote it under 3 major headings - promotion of learning, support of learning providers and support of learners - these are the 3 main city roles, he said and everything else is subservient to that.

What all of this suggests is that there is probably no one way of designing a Charter acceptable in every detail to all sectors, all organisations, all people and all cities. It becomes a process of gaining new insights each time they are discussed, and this writer is grateful for new perceptions as a result of this exercise. The Charter presented on the next page is therefore one which takes into account most of the feedback comments, while trying to retain the essential elements of worthwhile content, practical vision and signposts for action development on the path to creating the learning city.

A Charter for Learning Cities

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

On behalf of the City of SEAL

Signed

Title.....

10. A list of recommendations for Learning Cities

Describing good conferences to people who did not have the good fortune to attend is rather like describing chocolate biscuits to people who have subsisted on only bread and water. Vicarious commitment is difficult to raise. This is why the good Learning City must adopt a strategy to create as large a core as possible of committed people from all parts of the community to help create the learning society. This core should, like the strategy, continue to grow quickly over the years through a cascade process. The following are suggested as recommendations from 3 days of presentation and debate.

- 1. Establish a Lifelong Learning City Committee comprising people from all parts of the city, private and public. Establish the guidelines for this Committee and give it powers to initiate activities, and set targets for each of these activities.**
- 2. Establish a sub-committee for each action area (See Charter). Involve as wide a selection of people as possible in each group. Set targets and goals for people and organisations.**
- 3. Appoint a Champion of Lifelong Learning - one of the most influential figures in the City. Give him/her powers to get things done.**
- 4. Hold a one-day conference of 100 key people and hire key Lifelong Learning experts to deliver the Lifelong Learning message to them. Make the conference bi-directional - during the day hold a series of guided brainstorming sessions in several aspects of Learning City activity (use the Charter) to obtain their commitment and ideas. Give someone the responsibility to collect and act upon these ideas.**
- 5. Create an electronic Learning City Forum to which these people and others can contribute. Give them access to national and international forums (eg the ELLI Learning Highway Forums) to allow them to communicate with sources of expertise in other cities.**
- 6. Hire experts to run a series of Lifelong Learning City workshops, seminars and conferences for people from all parts of City life in order to create as quickly as possible a core of committed workers. Make this a cascade process - require the experts to provide the materials and train participants to train others.**
- 7. Join a Learning Cities organisation - more than one if there is value-added. Some offer more than others. For example, the ELLIcities network can offer access to experts for workshops and seminars, electronic forums between professionals and councillors in many cities, the facility to develop good practice Case Studies, information and knowledge on-line and a core of like-minded cities with which you can work.**
- 8. Organise a Learning Festival. Involve many organisations in the city. Link it to other activities taking place eg Adult Learners Week, Achievement celebrations etc**
- 9. Audit the Learning Needs of all your citizens. Devise a questionnaire (ELLI has a model available to members), administer it in companies, shopping centres, pubs etc Use the Universities to carry out and analyse the research results.**
- 10. Hold a (bi)-annual conference for organisations in your, and others', city. Set your targets to be reported back at this. Set new targets based on these.**
- 11. Develop a strategy and a business plan. Link it to the activities described above. Set realistic goals and objectives.**

Annexe B

Analysis of the TELS data - Final draft

Preamble

In its first year of operation, the TELS project has gathered a great deal of data about 6 European cities. The comprehensive questionnaire developed by the coordinator (Professor Norman Longworth (ELLI) for the project, and modified by the partners, was completed by researchers appointed by the cities and entered into the web-based programme by the middle of September 1999. It has been evaluated and analysed by the coordinator with assistance from the project evaluator, Bo-Goran Dahlberg (City of Goteborg). The questionnaire was also designed as an action research document to allow cities to expand knowledge of Lifelong Learning among administrators, professionals and elected representatives in local government and to allow an inventory to be made of lifelong learning actions and initiatives in which the cities are currently involved. The questionnaire was divided into 3 parts viz

- a) General questions about the city itself and its major educational characteristics.
- b) Particular questions about its commitment to lifelong learning strategies in general and in 9 areas of city activity in detail viz
 - i) Information and Communication** - ways in which Lifelong Learning ideas and plans are communicated to a) those responsible for implementing them and b) citizens at large. Including new curriculum development, teacher training, learning centres, use of the media, collection of information on learning requirements etc
 - ii) Partnerships and Resources** - the extent to which links between different sectors of the city have been encouraged and enabled, and their effectiveness. Including links between schools, colleges, business and industry, universities, professional associations, special interest groups, local government and other organisations. Includes physical and human resource sharing, knowledge generation, mobilisation etc
 - iii) Leadership** - the extent to which lifelong learning leaders have been developed and how. Including community leadership courses, project management, city management, organisational mix.
 - iv) Exclusion** - projects and strategies to include those at present excluded - the mentally and physically handicapped, the unemployed, minorities, women returners, people with learning difficulties etc
 - v) Environment** - projects to inform and involve citizens in city environmental matters.
 - vi) Technology and Networks** - innovative ways in which information and communications technology is used to link organisations and people internally, and with people and organisations in other communities. Includes use of open and distance learning, effective use of networks between all ages for learning and understanding of the Internet.
 - vii) Wealth creation, employment and employability** - schemes and projects to improve the creation of both wealth and employment and to give citizens lifetime skills, knowledge and competencies to improve their employment prospects. Includes financial incentives, studies, links with industry, industry links with other communities etc.
 - viii) Mobilisation, participation and Personal Development of Citizens** - the extent to which contribution is encouraged and enabled. Includes projects to gather and use the knowledge, skills and talents of people and to encourage their use for the common development of the city.
 - ix) Learning Events and Family involvement** - projects, plans and events to increase the credibility, attractiveness, visibility and incidence of learning among citizens individually and in families. Includes learning festivals, booklet generation, celebrations of learning, learning competitions, recognition events etc
- c) 'pool' questions for the insertion of examples and case studies of lifelong learning initiatives. In the majority of cases these are references to documents presented in a separate folder attached as annexes to this report.

The questionnaire used is presented as annexe 1 to this document. In general it has proved remarkably robust and informative, though for phase 2, in which 100 European cities and towns will be participating, modifications and simplifications will be made.

Part 1 General Questions

The participating cities represent a mixture of populations, educational responsibilities, learning activities and experience in the implementation of Lifelong Learning in their communities. The purpose of this document is not to make comparisons between them, but to measure their individual and collective commitment towards the goal of becoming a 'learning city' and to highlight innovative approaches to learning within the 9 domains studied. It is not expected that each city will be equally committed nor that every city will be well-advanced in all areas.

The cities differ in other ways too. For example the Espoo city report points out the following 'Some of Finland's best-educated people live in Espoo. About 27 % of the workforce have a university or other advanced degree, and another 27 % have completed other vocational training. Such a well-educated workforce has attracted about 500 high-tech companies to Espoo. The list includes Neste, the Nikon Group, Nokia, the Orion Group, Outokumpu, Kone Instruments, Okmetic, Micronas, Tecnomen, Data Fellows, Finnzymes, Mikrolog, FPS Power Systems and Efore.' This represents a powerful statement of the interactive link between education and employment. A similar situation exists in Edinburgh, which takes advantage of its position as the capital city of Scotland, and, to a lesser extent Limerick, where inward investment from both Europe and the United States, has created an imperative for the improvement of learning standards and a shift towards lifelong learning.

Other cities create their own imperatives through Lifelong Learning. Southampton's Lifelong Learning alliance vision statement says, 'Southampton's vision is to be **THE** City of Learning. We will promote and develop lifelong learning at all levels to enhance economic prosperity and enable individuals, organisations and communities to fulfil their potential, making Southampton a better city in which to live and work.' Goteborg, as Sweden's second city in population, aims to be its first city in Lifelong Learning. Thus a high population, the incidence of higher learning establishments and a favourable position do not in themselves make a 'Learning City'. What is additionally needed is a formal commitment to lifelong learning values on the part of the city's top management, a recognition that these are the key to the city's future prosperity and stability, and strong plans and strategies to drive lifelong learning forward into the consciousness of its citizens.

Part 2 Section 2 Commitment to a Learning City

Introductory Statement *'Information is vital to the development of a Learning City. If the consent of its citizens is important then modern, innovative strategies for keeping them informed and involved need to be utilised. These questions therefore relate to the way in which the City not only keeps its citizens informed but also actively empowers their thinking.'*

Coming out

Of the six cities studied, four have formally declared themselves to be 'learning cities' of which three before 1997. In all four cases there has been an official launch. Goteborg for example has formally called itself a learning city since 1992, when an "Educating cities" conference was organised there. That was the official launch of the city as a learning city. However, only three cities have published generally available lifelong learning strategies, though another two were making one available in 1999. In three cases, a variety of organisations was involved in putting this together, including business and industry but, for the most part, lifelong learning is being developed by educational organisations and overseen by the city administration. It is interesting to notice that, in three cities, schools have also been involved, thus demonstrating in half the cities a perception that lifelong learning covers the whole age range, and is not, as in some national programmes an adult preoccupation concerned with employability development. Goteborg publishes its strategy. 'There is a strategy of lifelong learning which is published in the "Budget 2000", formalized by the ruling political parties. There is also more or less a political consensus about the importance of the Lifelong Learning concept. It thus is visible in many levels of the educating organisations, from Kindergarten, via Primary and Secondary schools to Adult education and Universities. You also find it in City administration, Companies and Business Associations. The County Labour Board and the Labour Unions are also strongly involved in this process.'

Administration of Lifelong Learning

Five out of the six cities have a lifelong learning committee. In most cases this is headquartered in the educational administration department, which also takes responsibility for coordinating the city's lifelong learning effort and for employing one person to implement policy (though the task is huge there is rarely more than one). For example, in Southampton in 1998, the **Learning Alliance** was formed. This strategic body has over 20 senior executives from a wide range of key local organisations representing education, City Council, voluntary and employment services, Chamber of Commerce, Trade Unions and employers. Two cities also include people on their committees from non-educational departments. Similarly, in Espoo the lifelong learning committee comprises people representing the following organisations:

- Finnish Educational Department
- Swedish Childcare and Educational Department
- Adult and vocational education (Vocational institutes, Polytechnic, Institute of Business, Senior High Schools, Apprenticeship Training)
- Adult Education Centre
- Recreation Department
- Youth Department
- City Library
- City Museum
- Cultural Management Centre
- City Orchestra
- Consumer Information
- Administration and Finances
- Buildings and Investments

It is interesting to see such a range of city departments, though the addition of business and industry would be an added advantage, as it is in Edinburgh, where the city has established a limited company called the lifelong learning partnership, and in Limerick. The Edinburgh partnership has appointed a Chief Executive, responsible with her committee for stimulating lifelong learning activities throughout the city, and published a partnership statement outlining its task which commences with the words 'Lifelong Learning is more than a concept. It is a way of looking at education and training throughout life where the influences of science and technology, the restructuring of industry and economic imperatives, the changes in the nature of work. environmental requirements and education for a wider role in a democratic society are all critical factors. Lifelong learning provides an approach to achieving the objectives set out in the Council's city strategy....'

City Charters and external groups

Only two cities have a formal learning charter, and in one case this is neither publicised to citizens at large and nor are there plans to implement it. In Espoo, the City Lifelong Charter has been published in learning city brochures in Finnish, Swedish and English. In addition, Learning City leaflets have been printed in these three languages. Thus the City of Espoo

- 'creates a network of educators and other actors
- is responsible for the preconditions of learning
- acts itself as a learning organisation
- recognises the importance of knowledge and encourages and stimulates learning'.

Most cities belong to one or more learning city organisations such as ELLcities, Educating Cities or National Programmes and all of them participate in European Education Programmes to help develop their commitment to lifelong learning (including of course TELS). Espoo, Goteborg and Southampton particularly link this to the city's cultural, social and economic development.

The city as a Learning Organisation

Many researchers, after discussion with people, considered that most of their educational organisations, including schools, came under the heading of a 'learning organisation' according to the definition given in the questionnaire viz

'an organisation which actively encourages all its employees to participate in learning as a means of improving their well-being and productivity and does everything in its power to help them get into the habit of learning.'

In one sense this is a surprising result since the definition is quite demanding and predicates that there is a continuous learning strategy for all employees and students coupled with enlightened management processes. In another sense learning providers are by definition 'organisations for learning' which is not quite the same as 'learning organisations' as they are defined in business and industry. In phase 2 this question will be revised or omitted. Nevertheless, Espoo states openly that 'The vision, mission and the strategy of the learning city Espoo were developed and followed by actions to develop the city as a learning organisation. Five contributory projects to prepare the strategy development, viz. Lifelong learning, Knowledge, competence and competitiveness, Information society, Inclusion and interaction and Quality and mastery of life have been initiated. Learning organisation projects have been implemented in the City Library, Office of Youth Activities and Sports, the administrative unit of the Section of Education and Culture, and the unit for Food Supply. The executives of the Section are participating in a training course dealing with learning leadership and knowledge management' Similarly Gothenburg's 'Competence in Gothenburg' programme to retrain city administration workers prompted a rethink about the city as a learning organisation, and changed much management practice and thinking.

Training, Rewards and Quality

All cities support the continuing education of their employees by paying course fees and giving time off to take courses. Whether this is available continuously on demand to all employees was not pursued. Only 2 offer other inducements such as financial rewards or time in lieu. Three cities operate to external quality standards in their education establishments and city administration departments, although business and industry scores high in this respect in most. However, all cities have developed quality standards for their education providers and most are measuring and monitoring these. When asked to nominate the city sectors most advanced in the application of lifelong learning concepts, city education administrations came out highest, while schools, universities and (perhaps surprisingly) business and industry were not considered to be very far advanced in this respect. In general cities seem to believe that they have a long way to go before lifelong learning can be said to be truly implemented throughout the city institutions.

Some further examples would be instructive. The questionnaire was used by some, particularly Drammen and Southampton, to sensitise key people in the city to the learning city concept and to deepen debate and understanding. For example, in Southampton 'the **questionnaire** was used as a basis for gathering information and experiences from approximately 30 senior people who were interviewed face-to-face. They came from a broad range of organisations and reflected the **Learning Alliance** group membership. Although it is difficult to be too specific on the degree of acceptance of lifelong learning by the community at large the study did illustrate that good progress had been made in many areas with some excellent and innovative examples. There was a high level of enthusiasm amongst those interviewed.'

This section might be summed up by the Southampton Learning Alliance's mission statement "Our mission is to promote even better learning for all. We exist to promote the **Learning City**, working in close partnerships with others. Each member should

have a learning plan, annually reviewed, a learning profile and at least 3 days of off-the-job learning time per year" At least 4 of our cities demonstrated similar values and vision.

Summary Most of the cities studied have made a great commitment to Lifelong Learning and the Learning City, though in some there seems to be some reticence about putting this up-front and before the citizens. This may be political and prudent in some environments, but it is also an opportunity missed in others. In all the cities the concept of lifelong learning is accepted as a necessary and important step forward to cope with the stresses and demands of different labour markets, new economic conditions, globalisation, multiculturalism, social integration etc in the 21st century. Relatively great strides have been made to change the culture. However, there is still a great deal more opportunity for the sort of innovative and imaginative approaches which would really change the culture to one of learning. Much of it is top down - strategies developed by 'experts' and handed down to be implemented on behalf of the citizens. A learning city, to be successful, will demand that citizens actually have ownership of the processes and the content. It will need kitemarks and logos and the involvement of every part of society in decision-making. There is a long way to go but overall, our cities fulfil the ELLI definition of a learning city as

'One which goes beyond its statutory duty to provide education and training for those who require it, and instead creates a vibrant, vibrant, participative, culturally aware and economically buoyant human environment through the provision, justification and active promotion of learning opportunities to enhance the potential of all its citizens'.

Part 2 Section 3 Information and Communication Strategies.

Introductory Statement *'Information is vital to the development of a Learning City. If the consent of its citizens is important then modern, innovative strategies for keeping them informed and involved need to be utilised. These questions therefore relate to the way in which the City not only keeps its citizens informed but also actively empowers their thinking'.*

Half the cities have a strategy to actively promote the concept of the learning city to their citizens. Posters and the press are the most used methods and, in addition, three cities have produced leaflets. Southampton scores high on this. 'Considerable promotional activity takes place to make the citizens aware of lifelong learning opportunities. City Council supported **action forums** have been established across the City. These groups act as a conduit for upward communication from the community to the City leaders. The City Council Website provides updates on council plans, initiatives and learning opportunities. The **Learning Net** is installed throughout the City, in libraries and elsewhere, providing access to information. Local press is used. College prospectuses, careers centres, learning shops, libraries, IT drop-in points, Internet - all provide learning information. The City offers societies, groups by age, and by theme, for all its citizens to fulfil their aspirations and potential. Workshops, seminars, telephone hot lines, posters, leaflets are other ways used for communication to the community.'

This is admirable. In many other cases however the accent is on learning rather than 'lifelong learning'. In all cities publications abound - glossy literature on learning offerings, (note the word 'learning' seems to have replaced 'education' in most of the cities' literature) and opportunities, far more attractive than ever it used to be. This is a competitive learning world. Reports on learning, directories and lists of courses are prolific. The Learning Directory produced by Southampton, Goteborg's attractive leaflets on the importance of gaining new knowledge in order to meet the challenges of the new century, Edinburgh's excellent community education leaflets, inviting people to 'taste' learning and enjoy the flavour - here people don't take courses, they 'participate in learning'. At least this is true for the adult education world - only Goteborg produces a leaflet extolling the virtues of learning for schools and makes choice an attractive proposition for schoolchildren - or, to be more exact, older schoolchildren.

Again this an excellent step forward, but in this section we were looking for harder evidence that the city is marketing itself innovatively as a 'learning city' to its citizens. Espoo for example has its own learning city leaflet and makes it available to any person or group which requests it. It also publishes a 'Learning City newsletter' twice a year bringing people up to date with developments in the city. Not unnaturally it is mostly read by professional educators with an interest in learning. This is the closest we got to a proactive delivery of literature to households as happens when Japanese cities run their learning festivals, though three cities claimed to distribute leaflets in unusual places like pubs, restaurants, theatres etc

Five out of six cities have educational pages on their web sites, but only in one case does it mention lifelong learning or the learning city as an instrument of its own marketing. There is scope for much more imaginative educational ecommerce here. Four of the cities claim to have used television and radio to promote 'lifelong' learning, but none has a regular (and expensive) learning channel, and only Espoo has advertised itself as a learning city on commercial TV or radio. Southampton, like Espoo again, takes space in the press to highlight itself as a learning city. Naturally all cities encourage their learning providers to use the newspapers to publicise their courses.

All except one city makes a telephone hotline and a database of learning opportunities available to citizens - for example the Southampton Learning Information Network, a mixture of national and local information on learning - though only two advertise the fact that they are a learning city in these forums. In four out of six cases the database is available 24 hours seven days a week. However, innovative ways of taking learning to where the people are gathering speed. Southampton, Goteborg and Espoo all have learning centres or shops in public places such as shopping malls and in Southampton there are plans to widen participation even further by extending the remit of the bottom-up focus groups.

Summary: In general then, most cities have realised the importance of information and communication in their learning strategies and most of them are proactive in trying to attract a wider section of the public (back) into learning. The incidence of more

attractive literature presenting a fun image of learning is increasing. There is however scope for more innovation and creativity in enticing the switched off, people with problems and reluctant learners to seek entertainment through learning, and to discover the real needs of many citizens. The media seem to be much underutilised in all cases except Espoo, though a more in-depth analysis of this topic is also included in future sections.

Part 2 Section 4 – Partnerships and Resources

Introductory Statement: *'Effectively operated partnerships between the different sectors of the city can create a win-win situation for all partners. They can increase the resources available to each partner by sharing and tapping the skills and knowledge of people and organisations. These questions therefore concern the establishment of such partnerships and the way in which they operate for the common good'*

In all cities, most sectors are encouraged to create partnerships. The case of the Edinburgh has been mentioned above - its lifelong learning partnership is a 'venture between a group of partners from the public, private, business, voluntary and community sectors.' Other cities have similar partnerships at the macro level of the city learning strategy, and these often make the establishment of partnerships between individual organisations (which concerns this section) easier to create. For example, Southampton has a history of encouraging partnerships between organisations working together for the common good. 'Since it became a Unitary Authority this history has been well illustrated by the formation of partnerships which have come into being for a number of reasons (funding bids, common purpose, strategic co-ordination and framework). College, school, business/education liaison, Chamber of Commerce networks of small companies, Community liaison groups - all now work together for the good of the community and for enlightened self-interest reasons (e.g. "it makes good economic sense")'. UK Government policy has stimulated at least one example when it required organisations to band together to justify single regeneration bids.

Similarly, in both Edinburgh and Southampton schools/industry links have provided a focus for senior schoolchildren to spend short periods of time in the work situation as a result of national and local government policy. In Limerick individual companies have stimulated partnerships with the city for the benefit of education. Guinness Ireland is involved in such a project through its learning centre. European funded learning related projects which Guinness is involved in include: Its purpose is to help small businesses learn how to keep ahead of change and develop new holistic training models based on sports education.

However, although partnerships are encouraged this does not always lead to their effective exploitation. Few cities proffer solid advice and guidelines to organisations on how they can most effectively use partnerships as a mutual resource. In general city perceptions about the value of partnerships relate to the benefits of 2-way cooperation, the acquisition of new knowledge and the changing of mindsets. The creative use of partnerships as the producer of extra human, financial or technical resources (for both organisations) is less well recognised, as is the need for a coordinator (paid or voluntary) to help create these new resources and mobilise activities. Indeed none of the cities have actively tried to identify new resources from the community to assist in its learning mission, although all of them try to make better use of existing resources through the redistribution of budgets and to seek out external resources from the European Commission or through national programmes.

In terms of increasing resources to implement lifelong learning strategies, only one of our cities has considered increasing local taxes, or merging organisations or centralising management systems to take into account its wider-encompassing remit. However, most make better use of existing plant and facilities by opening schools to the community and more cooperation projects between higher and further education. Goteborg provides an example of how resources can be shared between differing types of organisation and how this can lead to better interaction between them. Its Lindholmen Knowledge Centre, built in an old shipbuilding region, is well-equipped with educational support tools to provide a stimulating learning environment for small businesses, schools, universities and the community. Thus adult education, vocational training, the upper-secondary school sector, community education and research groups combine to create a vibrant and stimulating learning environment for all.

All cities have a twinning relationship with other cities but only in two cases does the learning city concept play a strong role. As an example, the traditional twin cities of Espoo are Kristianstad in Sweden, Kongsberg kommune in Norway, Køge byråd in Denmark, Saudaskrokur kommune in Iceland, Nõmme in Estonia, Esztergom város in Hungary and Hatsina and Sotshi in Russia. It also belongs to an 'Edge Cities' network including the cities of Croydon (UK), Nacka (Sweden), Fingal (Ireland), North Down Borough (Northern Ireland), Loures (Portugal,) and Kifissia (Greece). A EU Project aiming at directing new measures to improve employment and employability and to diminish exclusion, and at developing the competitiveness and growth of SMEs is one of the features promoting lifelong learning outlooks within the network. Espoo has similar interesting links outside the European Union. Espoo/Irving-Texas is a co-operation of learning providers, city managements and chambers of commerce aims at improving the competitiveness and growth and cultural awareness of all partners, while Espoo/Shanghai provides for co-operation between learning providers, city managements and chambers of commerce improves the competitiveness and growth and cultural awareness of all partners.

Summary: In general, cities recognise the pre-eminent role of partnerships in the creation of a learning city. Partnerships are abundant at all levels. Only in the case of Teacher Training does this seem to be less important, perhaps surprisingly so, since contact with the real world would self-evidently benefit teachers in training in order to improve their awareness and teaching. In general cities have a narrow view of their function. They exist to perform specific roles such as job experience for children or commercial links between small enterprises. Cities do not always recognise the creative possibilities of these partnerships as a generator of new resources for all the participating organisations - how to use the physical, cultural and human resources as enhancers of learning. Nor do they cast their net sufficiently wide to exploit the enormous resources, human, financial and

technical, available from the community at large. Since most are unwilling to raise revenues from local taxes, it is to these innovative strategies of adding resource and value that they must turn.

Part 2 Section 5 – Leadership

Introductory Statement: *'In its initial stages a Learning City will depend heavily on the commitment of leaders within the city and the communities it serves. They are the people who will spread the message of Lifelong Learning and facilitate its acceptance. The strategy therefore has to be to inform and engage the decision-makers, opinion-formers and community leaders and to expand their number as quickly and innovatively as possible. These questions therefore relate to that process.'*

The study shows that, where a lifelong learning policy exists, not all potential leaders in the city have been informed. Elected representatives seem to receive the most information, followed by administrators, business leaders, adult education teachers and Heads of schools. But perhaps surprisingly University staff, Professional associations, teachers in general and citizens at large remain largely ignorant about lifelong learning, its activities in the city and its implications for their operations. The situation with training is even sparser. Only in one city has an attempt been made to develop a training course in lifelong learning for the key staff who would be potential leaders and propagators of the lifelong learning message to others. And yet 3 cities claim to have a policy of keeping opinion-formers and decision makers informed and even active in the development of lifelong learning in the city, while two are engaged in a cascade strategy to increase the number of leaders in the city. Southampton, for example, has held conferences and identified leaders. A programme to create "learning ambassadors" is being considered.

Some confusion may lie in the interpretation of 'leaders', the estimation of the number needed to expand the message throughout the whole of the city and the type of person who may be needed to make it happen. This latter is expanded in the answers to questions 5.9. For the most part cities considered that potential leaders would be teachers in adult education, Local Authority heads, university administrators and staff and, surprisingly, employees in public organisations. To a lesser extent vocational educators, advisors and voluntary organisation leaders would be considered capable of spreading the message. Espoo has done much in this respect. There, material on learning leadership, readiness for change, information society, inclusion and interaction, and quality and mastery of life has been prepared in five thematic working groups. An adult education counsellor was appointed in early 1998, while educational institutions and schools have their own counsellors to help students to plan their studies. Among the existing initiatives, courses, strategies etc. to expand awareness of, and involvement in, leaders in the development of growth of the city as a lifelong learning city there are programmes for school heads and department heads. Goteborg has similar programmes, and even produces a booklet attracting people to leadership courses.

These are the exceptions. Schoolteachers and heads (who often have more direct contact with an important section of the public - parents), and leaders of business and industry were in general considered rather less likely to be potential lifelong learning leaders, and the possibility of using ordinary men and women from the community (including the unemployed) is equally not a consideration. The wider area of developing leaders specifically to increase awareness of the learning city concept or as a cascade strategy for increasing their number exponentially in order to spread the message and the benefits of lifelong learning, is not in plan for most. Goteborg is developing a strategy to increase the number of leaders and educators for the city as a learning city. It will probably find them among education advisors and department heads or school heads and school educators and also employees in City administration departments. There is considerable scope here for the use of consultants who can start such a cascade strategy on learning city matters and for widening the social pool from which future leaders will come.

Summary: Cities are in general not addressing the issue of increasing the number of leaders in order to inform and engage a wide number of citizens in lifelong learning throughout the community. It is not a key concern in their strategies. If the development of the learning city will eventually depend upon the consent of the people, this is a deficit. There will be an urgent need to expand the number of people who are knowledgeable and enthusiastic about the prospect and who can engage others in the fun of learning.

Part 2 section 6 Exclusion and Social Equality

Introductory Statement: *'The exclusion of minorities from normal city life leads, if unaddressed, to an unstable and an unjust society. It is an issue at the forefront of developing a lifelong learning approach in the city. The following questions therefore ask what the city is doing to integrate its minorities, its disadvantaged and its unemployed into city life through learning.'*

. Of the six cities studied, two had a total unemployment rate between 6-8 % and in the other four it was less than 6%. While these figures may be unusually low in the context of European unemployment figures, they may also reflect the relative prosperity of the regions in which the cities are situated and their efforts to expand learning. Even the figures for youth unemployment, while higher than the average in every city, are very low compared with the European norm. Only in one case is it over 12%. These figures are also repeated in ethnic minority employment, although the size of the ethnic minority differs in each city. Youth unemployment may also be affected by the number of 19-21 year olds in full and part time education. In general this is high, though one city reports a figure of less than 18% of that age range in full time education and two others a similar number in part-time education. Cities are divided in the number of uncertified school-leavers. In two of them it is less than 3% but a relatively high figure of up to 18% is reported in others. A high dropout rate of 12-18% is reported in those two cities with high non-certification.

The reasons for non-learning caused some division of opinion among the cities. Only one city has commissioned a study into the barriers to learning, but all cities identified several of the barriers suggested in the questionnaire as important. Lack of finance produced the greatest differences in perception, perhaps reflecting differences in prosperity between the cities. Every possible

answer in the scale of A to E where A is very important was ticked by one or other city. Similarly cities were divided about the effects of a lack of facilities in the home, the lack of facilities for the disabled in educational establishments, a poor family culture of learning, poor childhood experiences, low aspiration and poor information services. There was however more consensus about 3 of the barriers. In general cities thought that long distances to educational establishments, lack of create facilities, low self-esteem among learners and lack of awareness of real needs by learning providers would discourage learning while two cities identified the incompatibility between the benefits system and learning take-up.

Most cities are taking steps to address these perceived barriers. A main emphasis of Southampton's learning strategy is directed to the "excluded" minority groups such as the unemployed, disabled, women returners, ethnic minorities, senior citizens, drop outs etc. Oakland Community School focuses on these needs and its programme illustrates vividly the progress being made. 'No one need be isolated. Everyone is important. Widening participation is about meeting the needs of individuals, once they have been identified. This is the basis of what Oaklands' offers. It involves and brings onto its curriculum - women returners, parents and toddlers. older people, youth job seekers and many other groups often ignored.' Similarly, Edinburgh has a vibrant community-based education programme both to entice people back into learning and to make sure that the mistakes which switch people off learning do not happen in the future. Its community education brochures are littered with 'twilight courses for families and adults', second chance opportunities, learning experiences (not courses) for 3rd age people, the unemployed, the reluctant learner, the disabled and others. It participates in the 'HOPE' European programme to bring education and training to the homeless. Much of it focuses on building strong communities, in which people act for and with each other.

In the City of Limerick, the Mid Western Health Board provides health and personal social services to the populations of Limerick, Clare and Tipperary North Riding. It also gets involved in learning through its Health Promotion Service. For excluded groups it provides training and professional development in health promotion. Course offerings in 1999 included empowering young women, skills for change, using informal education methods, community development and evaluation and facilitation skills, preventing domestic violence, an introduction to drug awareness, communication skills, planning a drug/alcohol education curriculum. The brief of the Paul Partnership (which carried out the TELS study) is to tackle social and economic exclusion in Limerick City with a particular emphasis on long-term unemployment. Five distinct geographical communities represent the areas of greatest need and suffering from social and economic exclusion within Limerick City and the partnership runs special learning programmes in these areas.

In Espoo there is a special immigrant education department to support the integration of immigrant pupils into Finnish society on the basis of the pupils' own language and culture. Native language instruction starts in the preparatory groups with bilingual teachers and assistants. Teaching is provided in Albanian, Arabic, Cantonese, Dutch, English, Estonian, French, German, Italian, Kurdish (Sorani), Mandarin, Persian, Pilipino, Polish, Russian, Sámi, Serbo-Croatian, Somali, Spanish, Turkish and Vietnamese. Starting during preparatory instruction, pupils are taught Finnish as a second language. Children and youngsters with learning difficulties, integration difficulties or who are mentally or physically disabled are supported through a special unit which trains teachers expert with special pedagogic tools. More and more personal learning plans are used together with diagnosis and assessment tools to follow the progress of the pupil together with parents. There is an abundance of projects for the physically disabled, carried out at the City Library and Museum. They include multipurpose workstations, recorded books, speech synthesisers and newspaper projects. Unemployed women and women returners are given opportunities to update their previous business training to meet the demands of today's international hi-tech business environment.

In Goteborg there are facilities and courses for excluded groups to improve poor family culture of learning, bad childhood experience and low self esteem. There are special programmes for immigrants and other young people and adults who are badly prepared to fit into the Swedish school system. Most cities participate in European and national programmes for the excluded (only one does not), and the participants in these seem to cover the whole range of city institutions, though schools and industry/business organisations score relatively lowly. Cities also take part in National projects for the excluded. The "*Knowledge Boost*" ("*Kunskapslyftet*") in Sweden is a five year national education programme, financed by the government. The "*Knowledge Boost*" exists to combat unemployment and to build the foundation for a successful life-long learning for individuals, particularly unemployed people who lack qualifications. Similarly, Southampton participates in the UK Governments New Deal project to get people over 25 years old and are long term unemployed back into work.

Assessment of Prior Experiential Learning (APEL) might be a way of enticing people back into learning by taking into account life experience as an initial qualification for taking a course. Such schemes operate through most of the cities' adult and vocational educational organisations but only in 3 cases are they used by Higher Education establishments.

Summary: All cities are responsive to problems of exclusion and have programmes to address the difficulties of enticing reluctant learners from ethnic and other minorities into the learning fold, usually supplementing their own input through European and National funding sources. . Only in the case of non-learners do half the cities admit to having no proactive solutions. There are wide differences of opinion. between the cities about the perceived barriers to learning. It may indeed be true that each city has a different set of barriers which it is trying to surmount in its own way. However shared solutions can be usefully implemented, especially when they are innovative and mould-breaking. A survey of the barriers to learning in each city involving responses from the citizens themselves would perhaps pay dividends and allow more understanding of why reluctant learners remain reluctant to learn.

Part 2 section 7 Environmental issues

Introductory Statement: *'A Learning City's environmental policy should require citizens of all ages both to be aware of environmental issues and to involve themselves in monitoring and improving their own environment. The questions in this section relate to these issues.'*

All participating cities have a published environmental policy, some of them for more than 5 years. All have made efforts to inform citizens by various means of which articles in the press is the most common and posters the least. In three of the cities however, formal environmental education strategies for the public at large play a less well-defined role, though most cities cite such activity in schools, universities and adult education organisations above all, but also in voluntary organisations and at council administration level.

Strong efforts are made to keep people aware of environmental matters in five of the six cities. In Southampton, for example, environmental education plays an important role in school/college curricula, and an Environmental Agency has been set up to advise the public on environmental issues such as recycling, energy conservation biodiversity. Environmental centres exist to involve more citizens in the protection of their own environment.

The Environmental Protection Committee in Espoo has created a series of publications e.g. Environment guides to inhabitants and to Schools. There is, too, a permanently open environmental information centre, which runs changing exhibitions and a nature school for children. Information on the happenings in the nature school is mailed to all schools and day care institutions in Espoo. Goteborg too publishes environmental information for both children and adults. Environmental matters are included in the curriculum of both schools and adult /vocational education, while universities also include courses about environment. In 1999, the city ran a European conference - 'blackened wings' - to identify help green jobs in a city environment.

Words are one thing, action is another. In three of the cities active involvement of citizens in the monitoring and protection of the city environment is encouraged and enabled Two cities go further by creating a system by which citizens can make improvements to their own environment. In Espoo a senior high school has carried out a project called 'how to manage a safe environment' and encouraged its pupils to actively involve themselves and others, while the city museum regularly runs practical environmental projects such as studying and cherishing the cultural environment In Goteborg the city published an environmental strategy in 1996. It involves all community authorities, schools and other establishments. More recently the city is stressing the importance to implement it into all its institutions and is monitoring and measuring the outcome of this implementation. Some cities have made the environment a focus of their regeneration projects. The Southampton Sustainability scheme encourages 'watch' programmes by which community and environmental organisations meet together regularly with public, private and voluntary sector representatives

Summary: The environment is, quite rightly, taken very seriously by all cities and most have awareness programmes informing citizens about its importance to the life and work of the city. Booklets are regularly produced to suggest practical activities which each citizen can carry out to improve environmental protection. However by and large this is a one-way top-down educational activity exhorting citizens to be aware. With one or two exceptions large numbers of citizens are not active in the monitoring, improvement and control of their own local environment, and there is little opportunity for feed-back to the authorities.

Part 2 section 8 - Technology, Networks and the Information Society

Introductory Statement: *The effective use of technology is essential to the creation of both an Information and a Learning Society – one cannot exist without the other. These question relate to 3 aspects of learning technologies in the city*

- 1. The development and effective use of distance learning technologies (satellite, cable, ISDN, radio etc) to deliver learning in the 'wired city'*
- 2. The proper use of electronic networks (email and the internet) to increase learning performance*
- 3. The development and use of open learning systems and courses through computers in the classroom, the home, the office and wherever there are learners.*

Distance Learning

This is a topic which all cities can agree to be important, given the encouragement they receive from many sources. In practice, there are some differences between the cities in their installation and use of broadband facilities. In Southampton, for example, 'Most education establishments are wired to receive broadband learning programmes.' While broadband capability is a common feature in all cities its extension into, for example, the schools differs from city to city. In some it is zero, in others more than 80%. The same is true of the universities and adult education establishments, though rather more of these have the facility to receive and broadcast educational programmes through broadband channels. The most advanced unit in **distance learning** in Espoo, is the Virtual University of state-owned Helsinki University of Technology. Experiments and development projects are being carried out in the learning providers within the city to implement virtual learning environments at all educational/learning levels. Extra funding has been provided by the City Education Department in 1999 to develop both infra and teachers' skills

Broadband, either through satellite or cable, is generally available in less than 50% of homes in all cities and in two cases in less than 10%. But while there is availability there is not always use. In particular business and industry, which could perhaps most benefit from continuing education through broadband courses is not highly developed in this area. However, five out of six cities have plans to develop cable and ISDN networks into all their learning providers, though only one city has a distance learning delivery structure to take advantage of it. Where it does exist there is some confusion about where the studio is placed. Nevertheless the vast majority of cities see a distance learning future and are actively engaged in improving the knowledge of

their in-service educators (though none of the cities seems to believe that teacher training colleges are preparing future teachers to understand the methodology of distance teaching.)

Using the internet for learning and communicating.

The use of email and internet for learning is equally mixed. The schools are the main beneficiaries in all cities, even, in half of the cities studied, at the kindergarten/nursery school level. In Goteborg for example the city has a comprehensive strategy for all its institutions concerning the use of technology for information and learning purposes. This strategy requires also an increase in the activity of citizens in the democratic processes and a contribution to a higher level of service to all, both in information distribution to citizens and between city administrative institutions. All citizens have been offered access to the internet - for free. City employees also have the possibility to buy computer and software more cheaply through bulk buying opportunities.

Southampton adopts a different approach. The City's "Information and Information Society" strategy focuses on how citizens can be best supported rather than the technology itself. IS/IT investments are made with the interest of the citizens paramount. By the year 2000 it is planned that 15 % of the working population will have a formal IT qualification. Additional developments now being considered include call centres, kiosks, and city cards. The aim is to link citizens to the City web-site in a "people's network" and thereby provide a resource for education, lifelong learning and citizen needs generally. Limerick too has enabled a heavy use of information technology mostly aimed at business and industry in the region as a whole. The Shannon Information Partnership Project, a European funded initiative links a cluster of learning providers of all levels - local business community, learning providers, the City Management.

In four of the six cities, there is a policy to train leaders to use computers and networks as a communication medium and educators to also use distance learning. In Goteborg, more than 70% of the educators are now so trained. Edinburgh too sees the need to 'provide people with the chance to learn wherever, and whenever, they want to - at home, or work or in one of our facilities.'. This encouragement of citizens to learn outside of the formal institutions is mirrored in Southampton. Edinburgh even encourages third age people in its community centres to correspond by email with third agers in other countries. Its commitment to 'international citizenship' is shared with Southampton, Goteborg and Espoo, while Drammen and Limerick are also believed to have such an outlook, if unarticulated. In three of the cities innovative work is being done in libraries and museums to acquaint citizens with the use of the technology. This is likely to increase in the future as a result of plans in process, though two cities have in fact no such plans to increase their up-front support for these. Certainly educators in all cities are in the forefront of activities to make better learning use of networks and all except one city participates in European and National projects to do just this. Espoo and Goteborg use their size and purchasing power to run special programmes to enable their citizens and organisations to buy computers more cheaply. Surprisingly, researchers do not see the same commitment to the use of networks at a community level in universities though this may reflect the fact that local authorities are not involved in university networks

The use of multimedia is equally well encouraged, particularly in the schools. Though only one city has its own software development group, there are courses for in-service educators to understand how multimedia software can be used in the classroom situation in all cities, while in four of the cities more than 30% of all teachers have been so educated, in one case more than 70%.

Summary: As with exclusion all cities see the advent of the new information and communications technologies as a crucial element in their development as learning cities. In particular the burgeoning use of networking and the increased development of multimedia software and materials are identified as the focus of activity within the formal education sector. However, if we take the definition of a learning city as one which goes beyond its formal obligation to supply education for those for whom it is responsible, and, as well, concerns itself with the development of all its human potential, there is much room for improvement in providing for those groups which fit the second part of that definition. Community based initiatives tend to lag behind education based activities, despite the impressive strides made in the formal education sector.

Equally when one examines the use to which the technology is put there is room for much more imaginative innovation. The concept of the wired city (smart city in North America), which can lead to highly innovative development and delivery strategies, for example the idea of a school broadcasting a play or a concert to parents and the community over local broadband lines and many others, has a long way to go before it achieves reality in either thought or action. Equally, with some exceptions, the creative use of networks for collaborative learning, data collection, language development etc with educational organisations in other parts of the world needs to be more effectively incorporated into the mind-set of teachers and managers of their organisations. Nevertheless, the proliferation of additional hardware and software over recent years has been impressive in all cities, as has the basic use of the new tools and techniques for learning. In all of this however, pre-service teacher training appears to lag behind.

Section 2 Part 9 Wealth Creation, Employment, Employability

Introductory Statement: *Learning pays. The link between wealth creation and learning is now well-established in many research papers and conference outputs. Similarly, in a world of rapid change in which a high proportion of jobs ten years hence do not exist in the present time, the emphasis is more on employability – adaptability to new learning situations - than on employment. These questions therefore cover the extent to which the city exploits that relationship by encouraging new activities which go beyond its statutory obligation in order to promote wealth creation, employment and employability*

In the domain of skills needs, all cities except one have carried out work into the needs of citizens for new skills to meet the information age and to deal with the effects of change. The range of organisations making surveys is interesting, covering

universities, which would carry out such research as a part of their mission to business associations (though not it seems the businesses themselves) and in two cases the city council and administration. In Southampton for example, various recent skill surveys have revealed that one barrier to inward investment in Southampton is a shortage of high skilled workers. 'The port handles 7 % of the UK's seaborne trade, financial services, education and research and high technology activities are key sectors of the local economy. The ever growing service sector needs more and more skilled staff in particular.'

As we have seen this is not the case in Espoo, Edinburgh and Goteborg where the levels of highly educated people in relation to the total population are high. But, such is the nature of a changing world, that these cities also carry out skills surveys to provide information for the education services. For example, an OECD funded study on competencies was carried out in 1998 jointly by the cities of Espoo, Vantaa and Helsinki to develop the curricula to meet the requirements of the local business communities. Most of these studies cover a 3 to 5 year time span, a little forward in view of the pace of change, though one optimistically exceeds a time span of ten years. Most of them are, not unnaturally, work-based and deal with the needs of workers, resulting in special course mostly carried out in vocational education establishments and, in Edinburgh, by community centres. In Southampton, the Chamber of Commerce has a very active programme to raise skill levels. The changes in curricula have, again not surprisingly been in business and industry and adult/vocational, but five out of six cities report, more controversially, changes in schools curricula despite the absence of schools in the surveys. Almost all cities acknowledge the important link between the city government and business and industry in the creation of wealth, and agree that the driving force behind these is better learning. The move towards a Learning City will lead to a more skilful and therefore prosperous community.

However one anomaly exists when it comes to databases. All cities admit to having a comprehensive database of learning offerings from education providers, accessible to all citizens who wish to know. No city has however carried out an audit of the learning needs and requirements of its citizens and no such database exists. The impetus for learning seems, therefore, to be very much provider dominant rather than demand -led.

Employability issues are more straightforward. All cities recognise the importance of keeping their citizens employable as well as employed and their formal education institutions offer a wide range of courses to this end. In half the cities, employability is recognised in the schools, though researchers in four cities found little evidence that business associations and the companies themselves were interested in this issue. Limerick is an exception here. FAS, the state training and employment agency delivers regional programmes and schemes in Limerick and the area around it and supports active labour market programmes there. However, the more active organisation in that area is Shannon Development, which, in Limerick, offers its clients a core range of quality business incubation and growth programmes and facilities, including campus enterprise programmes, incubator business accommodation and services, business development programmes, mentoring programmes and venture development programme. Its emphasis is very much on employability in order to create new employment and to satisfy the needs of a fast-growing region attracting inward investment from Europe and elsewhere. For example, the national microelectronics application centre at the national technological park works closely with new campus companies, and the innovation centre's campus enterprise programme aims to facilitate and support entrepreneurs at the University of Limerick, the Limerick Institute of Technology and the Institute of Technology Tralee, all of them involved in the creation of new, technology and knowledge-intensive companies through the provision of a range of project development support services, many of them related to education and training.

Espoo offers individual support services to persons who need help for making and carrying out their plans regarding employment or improvement of their mastery of life through the New Page 2 project. The aim of the project is to develop support measures and to integrate these into the rehabilitation system for unemployed job seekers and individuals with mental health problems. A similar project, OTE, improves the employability of young unemployed people through workshops, apprenticeships and information projects.

. In the schools too five out of six cities reported that they were influencing both schools and council workers to develop personal lifelong learning skills. In Espoo for example, Master Your Future - Learning and Working in 2000 - is a new project aiming at increasing the youngsters' mastery of their own future, their interest in learning and personal development and their employability. Target groups are students in secondary schools, vocational schools, school leavers and dropouts. In Edinburgh, similar courses are run in the many Community High Schools created in the city to take people of all ages.

Individual continuous improvement programmes are active among employees in local government in Goteborg, Southampton and Espoo. Quality is also important in these three cities. In Espoo, many departments of both the Section of Education and the Section of Environmental and Technical Services operate on ISO 9000, while the Central Management team is considering the implementation of an Investors in People standards policy., as is already operating in Southampton In Goteborg, quality measures are being defined by using the quality model of the SIQ, the Swedish Institute for Quality Development. The city has started to measure and monitor all its institutions including the learning providers under its control.

Summary: In general, cities see wealth, employment and employability creation as an important part of their mission. They recognise the key role of learning in that, and develop and implement policies to enhance the learning performance of their citizens in all the formal learning providers, including, in most cases, schools. New skills, new knowledge and new initiatives abound. However once again there is scope for innovation. Formal courses, formal curriculum development and responses to needs identified by the cities themselves or their agents are crucial and must form the background of a city strategy for wealth creation. Getting reluctant learners into the habit of learning is also an important part of a city strategy just as it is part of a company strategy (cf Ford EDAP, Rover), and this demands more imaginative thinking. The development of a culture of learning, particularly among those who have been switched off for whatever reason, would require a much more direct approach to the potential learner. Learning Audits are one way. Strategies to find out the real learning needs of people and where, when and how

they want to learn are a basic part of a lifelong learning approach. The creation of a database of learning needs obtained from the citizens themselves would make a large contribution both to learning provision and probably also to social stability.

Part 2 Section 10 - Mobilisation, Participation, Personal Development of Citizens

Introductory Statement: *The essence of a learning city is the way in which it encourages all its citizens to participate in its development and all its institutions to make use of their talents, knowledge, experience and skills. An example might be the way in which a school uses these to enhance the education of its pupils. This section not only covers this but also the extent to which the city facilitates the personal development of its citizens using the tools and techniques of lifelong learning, and the way it empowers and enables teachers to use them.*

Four out of six cities confirmed that they encourage the use of personal learning plans in all the organisations under their control. For example Goteborg states that 'Lifelong learning is key to working life. For that reason the city is encouraging personal development plans for all its employees. The same strategy is used in companies of different sizes. Development plans are also important for unemployed people and shall always be made before starting a new course or programme for job qualification.' The study results show that Personal Learning Plans are particularly used in schools at all ages and within the city education authority. Given that this is a complex document normally requiring a trained counsellor to help complete it this is surprising, though Goteborg is unequivocal in insisting that 'Pupils in primary and secondary schools and students on different educational levels have development plans which are being updated regularly - often in dialogue with their educators or vocational guiders.' Espoo similarly has given support to the development of personal learning plan in the context of maintaining and developing employability, while in Southampton targets for children, which is not quite the same thing, are a key part of the local and national strategy for schools. In business and industry, large companies in all cities make a great deal of use of these plans, or a variation of them, as a part of their management policy.

A slightly smaller number of cities encourage and use the services of mentoring programmes for a variety of personnel. In Limerick these are mainly for people in small businesses. Shannon Development runs a scheme in which mentors offer their experience and expertise to new, high growth companies. The Programme provides small and medium sized enterprises with access to the expertise and contacts of senior business people, who have retired, are approaching retirement or for some other reason have time available to them to assist firms to develop further. A very different programme is about to operate in Southampton. A community mentoring network is proposed to help "reluctant" learners to develop self-esteem and confidence prior to taking that crucial first step to actually participating in learning. The network would involve a lot of people - outreach staff, voluntary workers and agency workers. It acknowledges that the plan would be very labour intensive and will need goodwill and co-operation on all sides.

All cities run courses for the personal development of citizens in their adult and vocational education establishments. In two cases they were run by Trades Unions, while voluntary organisations are involved in three of the cities. In only one case was this done in the context of the learning city. Nevertheless in Espoo, the lifelong learning opportunities offered to the city personnel include such courses as training/competence plans, management styles and assessment, team and process working, the challenges and feed-back of the work, job rotation, job guidance. City workers are given time off to take these courses. The city even carried out customer surveys in 1998 to find out the expectations of the customers, learning providers, city officials, elected officials and the 3rd sector. As a result of the work of the working group, a tool to assess the developments in culture of learning, preconditions of learning, learning environments and learning services was completed. An interactive www-site has been opened at <http://ok.espoo.fi/>. Similarly in Southampton, Community Action Forums run joint programmes between citizens and community schools such as Oaklands to help more and more people to take on board the lifelong learning message. They promote learning opportunities through increased use of technology, college course offerings and individual access to information on learning opportunities. Personal transferable skills are now widely included on the training agendas of companies as well as college curricula and other training providers.

Cities recognise the enhanced job of the 21st century teacher and researchers were asked to assess the importance of particular skills and knowledge. Most of the skills shown below were given a high rating by all cities, though one or two cities considered that the ability to teach in several types of institution, familiarity with the latest research and carrying out learning audits were slightly less important.

- 10.3.1.1 How to set and use personal learning plans for their students
- 10.3.1.2 The effective use of mentoring
- 10.3.1.3 Knowledge of how to identify and use individual learning styles
- 10.3.1.4 Knowledge of how to establish and use partnerships with other organisations (e.g. industry) as a new resource for learning
- 10.3.1.5 practical knowledge of the uses of Computers as aids to learning
- 10.3.1.6 practical experience and knowledge of distance learning techniques
- 10.3.1.7 Up to date knowledge of the psychology of how people learn
- 10.3.1.8 Knowledge of how to use electronic network to help learning and learner motivation
- 10.3.1.9 Skills as a resource manager to mobilise and use all the resources in the community to improve the learning of their students
- 10.3.1.10 Knowledge of how to carry out and analyse learning audits
- 10.3.1.11 Knowledge of new evaluation and assessment techniques

- 10.3.1.12 Familiarity with the latest research on how people learn
- 10.3.1.13 Ability to teach in several types of institution

Despite this most cities have no plans to widen the perceptions, skills and knowledge of in-service teachers in this way and nor is lifelong learning generally on the curriculum of pre-service teacher training organisations. Only in Espoo was there evidence of widespread curriculum development to enable teachers to change to a learning, rather than a teaching, mind-set.

As with the use of partnerships to increase resources, so is there little innovative work being done in any of the cities to tap into the extensive resources available from the community at large to improve performance in its education organisations. But there are the beginnings of a new perception and new structures to start the process. Espoo proposes an innovative variation in Parents as Educators, a community project to find new ways in interaction between schools and families, while the Southampton Community Forums also offer an opportunity to widen the concept. Perhaps Edinburgh has gone furthest along this path by changing its educational system to a community model, opening up its high schools to people of all ages. In Goteborg and Drammen similarly, the mind-set is in place for an expansion of community participation in learning. In Goteborg particularly local communities use questionnaires frequently to find out what citizens think of the services supplied and some ask how people might contribute to better services. Existing structures can also make new skills available. Espoo reports on the existence of Marthas - founded in 1899, at a time when Finland's national awakening spurred interest in popular enlightenment and women's rights. With 65 000 members in 1700 clubs in urban and rural areas (of which 16 clubs in Espoo), Marthas care for the environment, lend a helping hand to busy families by promoting sound financial planning and household budgeting, appreciate traditional Finnish food and are active at the international level by supporting the women and families of developing countries and Finland's neighbouring regions.

Only one city has an incentive scheme to encourage greater participation, though all researchers believe that all organisations have tried to increase the involvement of citizens in their work, particularly adult education establishments, the education authority, libraries and voluntary organisations. Researchers in Espoo and Goteborg reported the existence of a database of skills from the community though no details were given. The low percentage of schools inviting such participation perhaps highlights the extent to which schools have become isolated from the community and have ignored the vast resources at their potential disposal.

Summary: These are important areas in which cities can improve performance. While many of them are aware of the new tools and techniques of lifelong learning such as personal learning plans and mentoring, and indeed encourage their use in the organisations under their control, they are perhaps missing an opportunity to put them into the context of lifelong learning and so promote the learning city. Similarly, the vast resources available to organisations from the community at large remain untapped, perhaps for want of a formal methodology for releasing them, and the inability to persuade professionals that, in a world of technological and social change, roles and jobs change too - i.e. that it is not a confession of professional incompetence to use these resources but an opportunity to enhance both the role and the learning. Clearly some institutions need to receive this message more than others.

Part 2 section 11 Learning Events and Family Focus

Introductory Statement: *These questions refer to the extent to which the city and its institutions celebrate learning by organising events such as festivals, fairs and fetes which increase its take-up by all citizens. This includes strategies to involve families in learning. An example might be the Japanese model of the city organising an annual week to publicise learning with a large exhibition hall manned by learning providers and companies of all types, and a specially developed booklet about learning, its advantages, its new methods and its availability, for every family in the city.*

Five of the six cities have organised city-wide learning festivals. Four lasted for a week and the other for one day. Southampton participated in national festivals such as the annual Adult Learning Week (also replicated in Espoo) in which adult education organisations throw themselves open to their potential clientele, and national and local events take place to extol the pleasures of learning. This is the time when the local media is most often employed.

All of these included an exhibition of learning products and services and endeavoured to present learning in attractive way through additional entertainment events. Similarly four cities involved community groups and promoted the city as a learning city. Surprisingly only two invited the schools along and developed a booklet on the learning city, the fun of learning and opportunities for learning in the city. In Goteborg there are regularly all kinds of exhibitions and learning events for people - both young people and old. The internationally known book fair is one of them and there are science fairs, cultural fairs, and language events). It is often combined with the possibility to visit schools and universities and to listen to interesting lecturers and educators. These events are also often organized in cooperation between educating bodies and the "business world", i.e. companies of all sizes. In addition Southampton has organised its over 50s festival. While large these events do not approach the huge learning weeks organised for different cities in Japan on a 6-monthly basis.

Similarly most cities have organised special programmes to recognise and reward achievement and concentrated on welcoming reluctant learners back to learning. Two have gone further and developed special assessment techniques to reduce the fear of examinations. In the city of Espoo, a festive prize-awarding ceremony is arranged annually to reward the winners of the yearly competition for individual lifelong learners and learning organisations. A Learning City prize committee is chaired by the Deputy Mayor in charge of Culture and Education and consists of people from all walks of life. The Learning City competition was arranged for the first time in 1999 and celebrated at a seminar on May 24th. prizes of FIM 10 000 were awarded to two learning

organisations for their innovative work and pedagogical programmes, and diplomas of honour were granted to one learning organisation and two individual lifelong learners.

Four cities are reported to have special programmes to stimulate and promote learning in the family. These tend to involve schools, universities and the city education authority. Only in one of these is there a family award system.

Summary: The fact that most of the cities have organised learning festivals (by whatever name) and involved the community in them is a cause for celebration itself. It is hoped, and believed, that there will be more and that they will involve more and more people and organisations. They are an opportunity, not always taken, to bring more learners into the learning fold, and in particular, the development of an attractive, easy on the eye booklet, presenting learning as a pleasurable state and inviting citizens to express their learning needs, would be an important addition. Similarly a booklet promoting the values and benefits of family learning would increase the instance of learning throughout the community. Innovation, imagination, creativity will bring out the enjoyment to be had from learning and this, as in other sections is where the city needs to apply its resources.

Overall Assessment - Additional Spin-offs from TELS

Learning Cities are still in an embryo stage. If this year has taught us anything it is that there is still much to do and many years to go before any city can call itself a true Learning City. But the TELS project has been useful in 3 major ways.

- It has allowed an inventory to be made of each city's progress to date.
- It has focused attention on many of the areas which need to be addressed
- It has prompted plans and strategies to address these areas. and
- Perhaps most important of all, it has sensitised a large number of key people in the cities to what it means to be a Learning City. and promoted healthy and vigorous debate on each city's educational future.

We finish with quotations from two of our city reports. Firstly from Espoo 'The challenge to become entitled to be called a Learning City is big – even for a city like Espoo committed to learning on the top management level. It calls for a targeted co-operation between all actors within the city, and more widely, within national and international networks to secure the competitiveness and quality of life of cities – and their citizens. Thus the results of the TELS survey carried out in 6 European cities will serve as an important reference in assessing the participating cities on their way towards a European Learning City.'

And from Southampton: 'One can lead a horse to water, but.....'. How can we produce a spark, the desire to want to learn, the urge to go through the learning shop door rather than just look in the window? The Learning culture will take many years to change. Learning needs to be personalised more, meet the needs of the individual and delivered to that point of need.' These are insights which cities obtain from participating in a project like TELS and from talking to each other. Not much has been reported from Drammen - it was the least developed of the six cities, but it has acknowledged that it has therefore learned the most, and will in the future look to the inspiration it has gained.

Year 2 of TELS moves to a new dimension. It will involve more new cities, each of them different both in their progress towards becoming a learning city and their outlook. It will be an interesting exercise, not least to interpret the mass of data that will be obtained. But establishing a community of cities within the context of a project such as TELS, is an important step for creating a wider, and more European, learning society, while still respecting the local and national customs and cultures which make Europe unique.

Norman Longworth
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TELS Coordinator

Annexe C

Ideas for Learning City/Learning Society development by E.C and TELS

1. Development of National/regional Learning Society/City Associations and a European Network
2. A European Learning City competition
3. New Surveys based on Sectoral Lifelong Learning Indicators with best practice examples
 - a) Schools
 - b) Small Businesses
 - c) Industry General
 - d) Universities
 - e) Adult Education Colleges
 - f) Community Centres
 - g) Local Government
 - h) Government Departments
 - i) City Partnerships
 - j) Libraries and Museums
 - k) Teacher Training Establishments
 - l) Voluntary Organisations
4. TELS Category in-depth surveys and Case Studies - indicators/ audit tool development
 - a) Learning for Employment/Employability, skills
 - b) Learning for wealth creation
 - c) Social inclusion
 - Immigrant acclimatisation
 - Disabled Learning
 - Learning for the unemployed
 - Learning for the reluctant learner
 - Women returners and Learning
 - Second-chance learning
 - d) APEL strategies
 - e) Learning Celebration in the City/Region
 - f) Learning Leadership Development in the City/Region
 - g) Information and Communication of Learning
 - h) Partnerships as generators of New Resources
 - i) Financial Strategies for Lifelong Learning
 - j) Participation and Contribution of Citizens in the city
 - k) The marketing of Learning
 - l) Using the media
5. A European or Regional City of Learning - as in the City of Culture.
6. Writing guidelines for Learning days, Learning weeks in cities/regions
7. Developing City Learning Charters - outlining Learners' Rights and Responsibilities
8. Extension of Audit Tool to cover Learning Regions and in-depth study of 3 regions.
9. Regional Learning Society/Lifelong Learning Seminars and Conferences
10. Swedish EC Presidency Learning Society/Cities Conference in Goteborg - Regional Focus
11. Developing Lifelong Learning Tools for Learning Cities
 - a) mentoring programmes - in the community, in schools etc
 - b) tailored city personal learning plans
 - c) Personal Learning requirements Audits
 - d) effective partnerships
 - e) Study Circles
 - f) effective use of NICT tools
 - g) Family Learning Plans
12. Extension of existing TELS database and web tools
13. New courses development
 - a) for city learning leaders

- b) for elected representatives
- c) for voluntary organisations leaders
- d) for learning marketers
- e) for media

14. Learning 'Twinning' schemes between European Cities (linked to Festivals)

15. Diversion of available European Funding towards Cities which genuinely encourage Learning.

16. Inter-city links for joint wealth-creation.