

# **The PALLACE Project**

**A Course on Lifelong Learning and Learning Cities and Regions  
developed for Politicians and Professionals in Local Government**

**English Version**

**For use in the City of Marion, South Australia and Sannois, France (French Version)**

**Course modified from Module 6 of the LILLIPUT Materials by Professor Norman Longworth,  
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## Roles, responsibilities and concepts for politicians and professionals – a short course

Local politicians are one of the most important groups of people in the foundation of the city as a Learning City. Contrary to popular opinion, councillors are extremely hard-working people who give up a great deal of their time in order to be of service to their own community. Few of them are die-hard dogmatic populists on an individual ego-trip, and nor do many of them out to slash city budgets in order to gain brownie points with their constituents. Certainly there are differences of political emphasis but in general politicians work well with the professional administrators who have to maintain the continuity of city life. Many of them represent the poorest and most vulnerable people in the community they serve, and wish to do something that will ease their lot.

Responsible politicians have the well-being both of the city and its citizens at heart, and this includes the future as well as the present. This means, as in every other walk of life, that they must stay updated with the changes that are taking place with ever-increasing rapidity in the governance of the city and in the environment in which that governance has to take place. It means too a degree of flexibility and adaptability in order to make decisions that will be in the best interests of the city's present and future prosperity, its stability and the personal aspirations of its citizens.

This topic therefore provides an introduction to the concept of the learning city for city councillors, those with whom they have to work and others who may be interested in the field. The thesis that cities must now become learning organisations in order to meet the future with confidence and success, and that this entails great changes in the way that all parts of the city combine and operate is pretty well accepted by politicians of all colours and shades. There is a strong movement towards the concept of the 'joined-up city', not least because of the well-publicised problems caused by lack of communication between departments and the benefits to be obtained from better interaction between them. At the centre of this movement lie new, more open, educational procedures and outlooks and an emphasis on the needs and demands of every learner, including those for whom these topics are relevant. The Learning City cannot happen without the assent and support of local politicians, and this topic, and others, introduce the concept in a more easily assimilated way.

The opening lesson topic explores the role and responsibility of the local politician, while the rest of the topic examines the different pressures on municipalities and regions in the 21<sup>st</sup> century and the rationale for the transformation of cities, towns and regions into 'Learning communities'. It presents the crucial need for administrations to respond to rapid and wide-ranging change in most aspects of local, national and global economics, politics, social structures and cultures. It uses interactive exercises to highlight how this change is affecting individuals and families as well as cities, regions and nations, and produces insights into the connection between past, present and future work and lifestyles. It concludes that more and better learning by all citizens is the key to the City's continued well-being and explains why it is important for everyone to understand that message.

### Course Objectives

- a) to provide an introduction to the expanded role and responsibility of the politician in local government
- b) to present the priorities the responsible politician must explore in order to update him/herself with current and future city development issues
- c) To explore the urgent need for cities, towns and regions to concentrate on improving learning in individuals, families, organisations and institutions in order to cope with rapidly changing economic, social, cultural, political and environmental structures.
- d) To prepare the way the way for the study of future modules and topics relating 'learning cities, towns and regions'
- e) to raise initial awareness of the central role of learning in all aspects of the city's future

### ***Target Audiences***

City councillors, those with whom they have to work and others who may be interested in the field of politics and the learning city

## **Lesson 1 Priorities and roles (2-4 hours)**

### ***Lesson objective***

To discuss the function of the elected representative vis-à-vis the learning city

### ***Suggestions for course leaders***

1. Introduce the topic as described in the topic preamble above. Ask the group for evidence of change in city procedures over the past few years and explain that these will be even more apparent as we proceed through the topic.
2. Method 1 – with speaker
  - a) Get an experienced councillor to deliver a presentation on the subject of education in city governance
  - b) give out item 1 of the toolkit and ask everyone in the room to complete section 1
  - ] then restart the session with a discussion between the speaker and the class on the results of this exercise
  - d) save sections 2 and 3 for another lesson, which would be lesson 1.1
3. Method 2 in the absence of a speaker.
  - a) Divide the class into groups of 3. Hand out the Q and A in annexe 1 and ask them to complete it
  - b) Bring together in plenary and discuss the results noting differences of opinion between the groups
  - ] Ask each class member individually to complete section 3
  - d) Bring together in plenary and put the results of this exercise up on the board.
  - e) Divide the class according to agreement on a similar issues - ask them to prepare a presentation why they support that particular priority – 4 main points each.
  - f) Get the groups to present their rationales. Invite discussion.
4. Homework exercise for students
  - a) If the students are not local politicians ask them to go through exercises 1 and 3 with their own local councillor. Bring the results to a lesson 1.1 (or 1.2 if there was a speaker in lesson 1 and discuss the implications
  - b) if the students are local politicians ask them to discuss exercises 1 and 3 with a city administrator.

## **Lesson 2 Learning Cities and political change**

### **Lesson Objective:**

- a) To increase awareness in elected representatives of the need to become a learning city or region in order to meet the challenges of the 21<sup>st</sup> Century
- b) To engage them in debate about what constitutes a Learning City or Region and its importance for the future.

### **Suggestions for Learning Leaders**

- a) Hand out the paper shown in Annexe Item 2. Ask each member of the group to read it (Approx 10 minutes) (Alternative: Give the paper out as pre-lesson reading. )
- b) Divide the group into small groups of 3 or 4 and give each group copies of annexe item 3. Ask some groups to start at different questions numbers so that the complete list of questions etc will be completed. (about 35 minutes)
- c) Bring together in plenary and compare the group answers, making lists of key points at the front where appropriate. Stimulate debate and encourage alternative viewpoints.(about 30 Minutes)
- d) Ask each individual to say if the case for a 'Learning City or Region' has been made strongly enough.
- e) Sum up – the major points from this exercise are
  - i) That the development and implementation of lifelong learning concepts is generally acknowledged to be the way forward for nations and individuals
  - ii) that the implementation and much of the development will be done at region and city level in the future.
  - iii) That embedding a culture of lifelong learning is the only possible future for cities which wish to remain prosperous, stable and good places to live in. ie becoming 'Learning communities'
  - iv) that this will entail great change (nature and method to be discussed in future lessons) in the way education is carried out in the city and region
  - v) that it will take a long time and we are only at the beginning of the process
  - vi) that there are tools and techniques which will allow us to understand the processes better (to be discussed in future sessions)
  - vii) that this issue cuts across all aspects of the city's operation – it is not just an educational issue, it is also political, social, cultural, environmental, economic and financial. Learning is both the glue that holds it together and the dynamo that makes it happen.
  - viii) That this also a democratic procedure -everybody in the city must be involved.

## **Lesson 3 Defining the Learning City**

### **Preamble**

Some philosopher once said that to define it is to destroy it. But this topic tries to come to some conclusion about what a learning city, town or region is, and how it is different from what has gone before. It also engages elected representatives in debate about the way in which the 20<sup>th</sup> century pre-occupation with education and training in the city is changing into a very different 21<sup>st</sup> century lifelong learning approach, and begins the process of defining a strategy for changing the city, town or region into a learning community. At some point you may wish to bring in outside speaker to support lessons eg from the education department to explain current policy.

### ***Lesson 3, 4 and 5 Objectives***

- a) To define the 21<sup>st</sup> Century Learning City, Town or Region in terms which emphasise both the differences from the current situation and an understanding of the importance of change
- b) To understand the major characteristics of a Learning Town, City or Region
- c) To highlight the preliminary actions to be taken in order to create a Learning City. Town or Region

### **Lesson 3 – Definitions (1 hour)**

#### **Objectives:**

- a) To come to one or more definitions of a Learning City, Town or Region
- b) To demonstrate the shift of power from provider to receiver in a lifelong learning world

#### **Suggestions for Course Leaders:**

- a) Whole Class exercise. Ask the class to suggest words that they think would be used to describe a place where learning is seen to be important for its citizens. Write them up on the board for all to see. Prompt from time to time. Ensure they produce words like:

Empower, human potential, development, enjoyment, understanding, support, prosperity, social stability, inclusion, learning, fulfillment, mobilisation, active, citizenship, creativity, sensitivity, adaptability, flexibility, resources, vibrant, participative, contribute, cultural, enlightened,

- b) Small group exercise. Divide the group into groups of 3. Give them poster paper. Ask them to take those words and produce a sentence which describes a learning city, town or region. Get them to put it up on the wall. Also put up the two definitions from 'Learning Cities for a Learning Century' shown in item 4 of the toolkit.
- c) Now everyone looks at the definitions and marks them out of ten. Add up the marks and declare a winner – reward that team if you can.
- d) Sum up the lesson. A Learning City differs from others because the emphasis is on satisfying the learning needs of all citizens of all ages rather than providing courses and inviting citizens to take part – ie the power has shifted from the provider to the receiver. This will lead into lesson 6.1.4.

#### **Lesson 4 Characteristics of a Learning City. (1 hour)**

**Objective:** To demonstrate the holistic nature of a learning city, town or region

#### ***Suggestions for Course Leaders***

- a) Hand out the diagram in item 5 of the toolkit. Ask the class individually to make a classification of the points made under three headings. Point out that these are not exclusive – several departments may be responsible for one item.
  - i) Actions to be taken by the education department
  - ii) Actions to be taken by the City Development Department
  - iii) Actions to be taken by the Finance Department
  - iv) Actions to be taken by the Law and Order Department
  - v) Actions to be taken by the Social Services Department
  - vi) Actions to be taken by the Health Department
  - vii) Actions to be taken by Business and Industry in the city
  - viii) Actions to be taken by individual learning providers
  - ix) Actions to be taken by others.
- b) Divide into groups of 2 or 3 to compare answers.
- c) Plenary session to bring together the results.
- d) Discuss what this tells us about lifelong learning in local government
  - i) it is the responsibility of many different departments, not just education
  - ii) it is holistic – there are links between different departments
  - iii) it changes the way in which local government will have to work in the future – much more joined up and together – fewer empires with defined boundaries.
  - iv) And other insights obtained through a creative interpretation of the diagram.

### **Lesson 5 - A Learning Society (1-1½ hours)**

This Lesson reinforces many of the topics learned in lesson 3 and puts them into the context of the concept of a Learning Society. It explores the current situation in one large city, what might be meant by the term 'Learning Society' and how it might be implemented in communities

#### **Lesson Objectives:**

- a) To understand current attitudes to learning in a large city.
- b) To define the characteristics of a learning society

#### **Suggestions for Course Leaders**

1. Hand out the characteristics of a learning society (attached) – go through each one and discuss with the group a) how far they are correct b) how far they are implemented and b) what would need to be done to create such a society

**Annexe Item 1**

**The Local Politician and Lifelong Learning**

It is understood that local politicians have different functions in different countries. However the list below outlines a number of priorities in the learning field.

1. How far is it the responsible local politician's function:  
 (1= very high, 2= high, 3= average, 4= low, 5= not at all)

	Function	1	2	3	4	5	P
a	to stay up to date with current trends in education – eg LLL, how people learn etc						
	to encourage cities to invest in research for the future						
	to act as an interface between their constituents and the city administration						
	to inform and educate their constituents						
	to influence the administration's educational policy						
	to monitor the administration's implementation of educational policy						
	to attend courses on educational matters						
	to set budget priorities						
	to justify the budget to their constituents						
	to encourage active citizenship among their constituents						
	to remain flexible, creative, imaginative and knowledgeable						
	to prioritise learning as the link to the city's future prosperity						
	to mobilise business and industry to contribute to learning						
	to encourage partnerships between city sectors						
	to take into account the medium and long term development of the city						
	To encourage their constituents to take up learning						

2. How do politicians perform each of the functions regarded as high or very high?

3. Prioritise the 6 most important functions above (in the P column 1-6)

## Annexe Item 2

Professor Norman Longworth

# LIFELONG LEARNING, THE LEARNING CITY AND THE LEARNING REGION

## - A Vision for the Future

A short guide to Lifelong Learning in cities, towns and regions for the impatient, the anxious, the curious and the perplexed

*'Everyone will need to be educated to the level of semi-literacy of the average college graduate by the year 2000.'*

*'This is the minimum survival level of the human race.'*

Arthur C Clarke

*'The whole of Human History is a constant race between Education and Catastrophe'*

HG Wells

*'It would not be an exaggeration to suggest that the survival of organisations and societies in an advanced technological world depends on the development of lifelong learning skills and attitudes as an essential part of their culture. The smarter company, the shrewder university, the better school, the more enlightened city, the more perceptive association - they are already exploring the challenges, implications and opportunities of creating and sustaining lifelong learning organisations for their own long term durability and self-respect'*

Norman Longworth 'Submission to the UNESCO Commission on Education for the 21<sup>st</sup> Century'



# Lifelong Learning, the Learning City and the Learning Region - A Vision for the Future

## **1. Lifelong Learning is suddenly big news. Why?**

One reason is that the European Commission, advised by its member states, has nailed its educational colours to the lifelong learning mast. Its memorandum published shortly into the new millennium said

**'Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe's future.'**

As a result governments in Europe have published strategies and papers as a demonstration of their commitment to transforming their systems from an Education and Training based model to one based on the need to encourage learning throughout life. And it isn't only in Europe. Momentum is building up world-wide for new, different approaches to the challenges that will inevitably arise as the knowledge society takes root, and as nations, organisations, municipalities, communities and individuals become more complex and inclusive.

Not only that, at global level the major world organisations - from UNESCO to International Corporations, the OECD, National Governments - are developing plans to introduce Lifelong Learning within their spheres of influence. And at the municipal level – forward looking local authority administrations, business organisations and institutions of all kinds are beginning to home in on the lifelong learning opportunity.

This thing is big - it's going to influence every one of us, our children and our childrens' children over the next century. And we are just at the beginning of the process. It's an exciting time.

## **2. So Lifelong Learning is something new then?**

Not at all. Plato used the phrase 'Dia Viou Paedeia' 2000 years before Christ - for him it meant the obligation of every citizen to develop his or her own potential and participate in the activities of the city. The Chinese philosopher, Kuan Tzu, in the 3rd century BC said 'When planning for a year - sow corn, when planning for a decade - plant trees, when planning for a lifetime - train and educate men'. While that may seem to be sexist, I think that he meant humankind. More recently Comenius, in the 16th century drew up a picture of the whole world as a school for mankind and floated the idea of learning as *the* most basic human instinct.

Arthur C Clarke, the famous Science Fiction writer defined the minimum survival level of the human race as 'everyone being educated to the level of semi-literacy of the average university graduate by the year 2000.' HG Wells defined the whole of human history as 'a constant race between education and catastrophe' - he thought the latter was winning - and as we look around us at some of the more horrific and horrible activities of some of our fellow creatures, who can say he was wrong.

But the difference today lies in the rapidly accelerating speed of change. No longer is a good basic education sufficient to nourish someone for life. The motive power of a knowledge society is the proliferation of new facts, new understandings, new insights and new procedures. To stay employed is to stay smart, and to stay in learning.

## **3. So give a few examples?**

There are many indicators of change engendering a need for lifelong learning. As a race we are slowly but surely coming to terms with the fact that this planet is finite - that we cannot continue to exploit its mineral wealth, its food resources in land and sea, and change its natural life-sustaining ecosystems without threatening our very existence. And with an expected 3 billion new members of the human race in the next 50 years, learning to adapt has got to play a large part in the future for all of us.

Another example. In what we call the developed world we have moved into an entirely different sort of employment situation. In the middle of this century we have come to expect to be employed in one job for a lifetime - that is no

longer true for the vast majority of us and is becoming even less true for future generations. The workers of tomorrow will have several different jobs, several different careers - they will have to be adaptable and flexible, mobile and versatile, mentally, physically and geographically - they will constantly need to be trained and retrained to a much higher level than today, dipping in and out of education as necessary to renew their store of knowledge, skills and understandings. Indeed it is estimated that at least 40% of jobs in 2010 don't yet exist.

A third indicator stems from the way in which the information, communications, news and broadcasting technologies have come together to revolutionise the way in which we receive information. The ability to receive packaged information so that we can assimilate it more easily is, at first glance, a good thing. But when the packaging is in the hands of a few powerful corporations, not all of them interested in a fair-minded and objective analysis, there is a great danger of being manipulated and brainwashed. It can happen as much in liberal democracies as in third world dictatorships, and unless people are given the critical judgement skills to distinguish between good, bad and slanted news and information how can they come to an informed opinion on the many great issues that will be put before them?

These are just three of the many reasons why we could call this Century, the 'Learning Century' - because, unless it becomes just that, the alternative is more and more unhappiness, social disorder, deprivation, poverty and a breakdown of civilised and democratic structures.

#### **4. How do you persuade people to make the effort? Education isn't the most popular word in many peoples' vocabularies.**

That's true and that's why this is going to take time. We need 2020 vision. Lifelong Learning has profound implications for all parts of the system - not just the education systems in the schools, colleges and universities, but also the social, political, economic and cultural systems we have built up in our societies. It could be well argued that the age of Education and Training is dead and that the future focus has to be converted into a new era of Learning in which Education has to be brought to *all* people in the way in which they receive it best. Integral to it, not separated from it. Learning has to become fun, enjoyable, a pleasurable thing to do - whether it is for work, for leisure or for life it has to become a part of our lives in much the same way as shopping or banking or playing games.

But in order for that to happen the Learning providers at all levels have to start focusing on the needs of people as learners - finding out why, when, what, where and how people prefer to learn, discovering new learning methods, identifying the basic skills which people need in order to learn better - learning to learn, developing our potential, handling information, developing thinking skills - individually, in groups and in families - using the modern education delivery technologies and tools to provide new learning for renewed people wherever they want to receive it.

#### **5. Are the Education Providers ready for this?**

There are pockets of good practice around - some schools for example are transforming their curriculum into a skills-development activity and installing continuous education and personal skills updating programmes for their teachers so that they can respond better to their own learning needs and those of children. Some universities are widening their intakes and modifying their courses to become responsive to the needs of a much more poly-accessible educational world from industry and the community around.

But, perhaps surprisingly, the greatest breakthroughs have come in Industry education departments, and we can all learn from this. Especially in the large international industries, there is a much greater take-up of the tools and techniques of the new technologies and a much greater democratisation of the learning process. This is because modern companies have realised that their strength and their future lies in the performance of their people and that the development of individual skills and values is the most important thing they can do to survive in a very competitive world. Most major car manufacturers, for example, have taken a deliberate step to 'empower' their workforce, to put decision-making in the hands of those do the work. This creates a whole new set of learning and skill needs among adults, which perhaps would have been better incorporated into schoolroom practice.

However, it has to be said too, that for the majority of education providers there is still a long way to go. They are providing an industrial age education for a post-industrial, knowledge age environment. The emphasis is still on information and memorisation rather than knowledge, high-order skills, understanding and values - teaching what to think and commit to memory, rather than how to think, how to communicate and how to discriminate between

good, bad and indifferent. In an age in which information doubles every 5 years and then feeds upon itself to produce yet more new knowledge, this is a nonsense.

### **6. But isn't it Government which tells education organisations, particularly the schools, what to do?**

Government has financial levers and uses them to get its own way. That's why there is a need for mind-set change (if the first part of the word can be located) in all parts of the system. Government has an important part to play in understanding and creating the conditions for a true Lifelong Learning Society so that both the nation and the people prosper economically and mentally.

There is a very strong correlation between the economic health of a nation and the learning health of its citizens. But it must base its actions on research and understanding of the true need for everyone, rather than ill-considered political dogma or prejudices nurtured in an elitist past. If, for example, we use a failure-oriented examination system, that is one which creates failure in some in order to celebrate success in others, we can expect to take the consequences of coping with those who fail. Sure, successful learning must be celebrated and rewarded, but let's make it possible for everybody, or as many as possible, to participate in the fun of success.

Unfortunately Governments are a little like dinosaurs. It takes a long time, years even, for the message to reach the brain and then for the brain to re-act in the most sensible way. This is why some of the more forward-thinking governments are outsourcing decision-making powers to regional and municipal authorities.

### **7. So does Local and Regional Government also have a part to play?**

It certainly does, and it will be an increasingly important one in the future. Governments can pontificate, International Governmental Organisations can prescribe and Universities can produce research papers for other researchers to read, but the place where the lifelong learning revolution is going to happen is in the regions, cities, towns and villages of every nation. This is where the action takes place and where the skills, talents, knowledge and values of real people are developed. It is also why many regions, towns and cities are now moving rapidly towards becoming 'Learning Communities.'

### **8. Learning Communities?**

Yes – this is the 21<sup>st</sup> century model. They are communities in which business and industry, schools, colleges, universities, professional organisations and local government cooperate closely in order to transform them into physically, economically, culturally and mentally pleasant places to live. A true Learning Community might be one:

- Which pro-actively encourages everyone, without exception, to continuously develop their potential
- Which provides the necessary support services and structures to enable them to do so according to their personal learning styles – counsellors, psychologists, mentors etc;
- where learning is an enjoyable and rewarding activity and is celebrated and recognised as such frequently;
- which energises all its resources, especially its human resources, talents, skills and knowledge from all parts of the community, and makes them available to all in a spirit of active citizenship;
- which looks outwards to the rest of the world and encourages its citizens to do likewise;
- which uses modern communications technology to link people internally and externally;
- which encourages its citizens to develop personal learning plans to develop their knowledge and skills;
- which mobilises special interest groups - birdwatchers, botanists, scouts, guides, church groups and the many informal organisations in which people congregate - in the monitoring and preservation of a sustainable environment;

That's an ambitious set of tasks for a city and region. But already some dynamic cities and regions world-wide – Liverpool, Southampton and others in the UK, Espoo in Finland, Goteborg in Sweden, Adelaide and South Australia, Beijing in China - are responding to the challenge and taking the first steps towards becoming 'Cities and Regions of Learning.' It is not impossible to imagine, soon into the new millennium, a new world of linked Learning Communities in which knowledge and expertise and talent are shared with each other through electronic links between 3rd age citizens, schoolchildren in their studies, universities in their research activities, companies for trade, hospitals for medical assistance and knowledge. And that is already happening in the European Commission's PALLACE project. (see annexe).

### **9. Has this anything to do with the Stakeholder Society we hear so much about?**

The concept of the Learning Community goes further than the Stakeholder Society. Certainly there are similarities and many of the features of one are also features of the other. Empowerment of the workforce of a company for example, and the idea that citizens should play a large part in the development of their own community. The stakeholder society, quite rightly, gives rights and decision making powers to individuals. But a Learning Community is also a model for genuine cooperation and partnership between dissimilar organisations for their mutual benefit. It recognises that rights entail responsibilities - the responsibility of making efforts to understand the problems of others and to help to solve them.

For example, take the Woodberry Down School/IBM Basinghall Street schools-industry twinning scheme in the late 1970s (sadly, both organisations exist no longer). The close cooperation programme between the two organisations led to the skills, knowledge and talents of more than 50 highly qualified professionals being made available to enhance the education of staff and children at the school. Since this was a two-way cooperation the educational skills and knowledge and the facilities of the school were made available to the company. Both organisations gained immeasurably from the 30 joint projects and the interaction between two dissimilar organisations. Energy flowed creatively.

This could also happen in a stakeholder society, but it might not be an essential feature of it. What both need though is leadership by example from Local Government, and a large programme for creating leadership skills in all sections of the community. That is what the Lilliput project, within which these materials are made available is about.

### **10. So Lifelong Learning is really about developing Learning Communities?**

Not just that - that is a means to an end. Lifelong Learning is principally about people and the way in which they can develop their own human potential. In some cases people have been so scarred by their learning experiences that they have been put off it for life. It was Einstein who proposed that none of us, not even himself, ever use more than one-third of the capacity of our brains. Experimentation with brain-damaged people has shown how the deficit can be made up by other non-damaged parts of the brain. We are all capable of learning and we are all capable of enjoying learning. But many people put limitations on themselves. Good Lifelong Learning practice takes away those limitations and provides the new tools, techniques and motivations to learn.

Quite apart from the new economic necessity for everyone to learn throughout life in order to survive at something above a basic level, Lifelong Learning aims to create, or recreate, the habit and the joy of learning. The Ford Company, for example, makes available a sum of money for each employee every year to take a course in something - as long as it has nothing to do with the job or the company. Now the Ford Company isn't daft or even altruistic. It is in fact a very successful company as a result of these apparently strange practices of giving money away. It recognises that, by creating the habit of learning in all its employees it is building the foundation of its success in the marketplace. The new working practice of empowering workers means that they have to make decisions right down the line - and they have to make the right decisions. That's where the value of learning comes in.

### **11. Sounds like a lot of empowering everywhere. And a lot of new learners once it catches on. How are you going to satisfy all these new learners?**

That's partly where the new technologies are useful. They're not very well-developed at present and resistance is high in schools, universities and elsewhere. But there is a promising future and they are becoming ever more sophisticated in what they can do to help learning. The internet is just one example of a powerful new resource for learning.

But there are other tools and techniques in the Open Learning firmament, for example using a mixture of sound, text, vision, graphics, motion picture to stimulate the take-up of ideas, imagination, facts and insights. And the use of collaborative teaching and learning techniques through interaction by email. Technology is therefore one of the keys to Lifelong Learning and the trick is to develop ever-more creative use of these links both within and between communities.

For example, the Lifelong Learning University of the future will use modern open and distance Learning technologies to provide services for Continuing Education in Industry and Government Offices, support for teachers in schools, extension courses for adults wherever they may be - in the shopping centres, the pubs, the home. They will use all the media at their disposal - television, local radio, satellite, cable, ISDN networks and the internet - to make learning the number one activity in each community. They will interact internationally to open up both learning opportunities and minds, and make research more applicable to those on whose behalf it is carried out.

Another example. Schools will make an extensive use of networks.

- Teachers will develop and teach collaboratively common curricula between schools in the community and internationally. Children will learn collaboratively with children from other cultures, regions, countries;
- Children will access databases and stimulating people to enliven and enhance their learning. For example in environmental studies;
- Children and teachers will participate in joint project work with community organisations and industry;
- Schools will build up their own geographical, historical and biological databases and share them with others;
- Language teaching will be given a new dimension through interpersonal contacts.

And they will use sophisticated open learning software to give them the skills, concepts and knowledge which allows them to cope with the more complex society they will inhabit. These are not threats to teachers - they are the tools of their future trade.

Business and Industry will profit from such networks, developing their own wealth-creating contacts between communities for the community, and receiving from the community aware, committed and open-minded employees with an in-built habit of learning.

### **12. So Lifelong Learning is all about technology then?**

Oops no!. Sorry if you got that impression. Sure, the possibilities to use learning technologies creatively are endless, and the opportunities to liberate minds and mindsets are abundant in all parts of education and training. But technology is simply one of the tools of the new 21<sup>st</sup> century teacher. Active learning includes a variety of other tools and techniques such as quizzes and audits, surveys, studies and development exercises, brainstorming sessions, role-playing exercises, case studies and visits.

And let's not forget the importance of values and attitudes. They are as important as Lifelong Learning skills and knowledge. Ask anyone over 30 what they remember about their schooldays. Very few will mention subjects and classrooms. Most will remember the extra-curricular events, the games, the plays, the choirs, the camping holidays, the playground activities where values and attitudes were created. A love of music, consideration for others, a talent for acting - these are acquired from participation in activities rather than taught by others.

But values goes further than people. There are organisational values - a company develops a set of values about the worth of its people and invests in their development accordingly; a school, college or university develops a set of values which may, or may not, go beyond its statutory responsibility to provide a basic knowledge of the standard curriculum. Each is an investment in a lifelong learning future for both the individual and the organisation. A well-governed nation promotes certain values as an investment in social cohesion and economic progress. This too is an exercise in survival in a competitive world. A Learning Community, whether it is a city, a town or a region tries to inculcate into its citizens the values of co-operation and harmonious living.

And all of this will contribute at last to the development of the potential in every one of us. This is what is meant by Lifelong Learning. But it won't happen this year or next year, or even by 2020. This is a process which will take at least 50 years and, in some countries, much longer. We have the means to make it happen. Do we have the will the vision or the bottle make the 21<sup>st</sup> Century really 'The Learning Century?'

### **13. So Lifelong Learning is here to stay?**

You can say that again, and again, and again. The alternative doesn't really bear thinking about. Cities that do not respond to the need for educational, social, political, environmental and cultural change will be the losers in a brave new world we don't even begin to understand yet. But we cannot stop here. Such a short paper cannot begin to deal with the many aspects of Lifelong Learning affecting all our futures. Hopefully we now know why the transformation into a Learning Community has to take place. The what, the where, the when, the who and the how is another, more complex set of questions.

#### **About the author**

Norman Longworth is the former holder of the IBM/UNESCO Chair in Education and Information Technology and Visiting Professor to Napier University Edinburgh, ESC Toulouse and the University of Stirling. In the past he has worked in schools, in Industry and in Universities. He is a former President of the European Lifelong Learning Initiative and is currently Vice-President of the World Initiative on Lifelong Learning. He is also a Lifelong Learning Consultant to the European Commission Socrates Programme and other organisations. His expertise lies particularly in the development of learning cities and regions, having lectured on the subject in more than 20 countries. He is the author of several books on Lifelong Learning, including 'Lifelong Learning' (1996), 'Learning Cities for a Learning Century' (1999) and 'Lifelong Learning in Action – Transforming 21<sup>st</sup> Century Education' (2003) (all Kogan Page).

**Annexe item 3**

**Please answer the following as best you can.**

1. Why does the author think that 'This thing is big?'

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2. Why do you think he is excited by the prospect?

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3. Do you agree with him that lifelong learning will be important in future development? Think of some reasons of your own why this might or might not be so.

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4. Why might 'a good basic education' not be enough for the future?

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5. Why does the author believe that to stay employed is to 'stay smart and stay learning?'

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6. Does this apply to you in your own career? Say why or why not.

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7. What percentage of your friends are in the same position? \_\_\_\_\_

8. Name 3 'great issues' we are faced with today and on which we should take a view? In the second column say to what extent you believe you have the full information to make an informed judgement.

Issue	% of information

9. What do you think the author means by 2020 vision in this context?

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10. The author proposes learning as a pleasurable activity? How much fun do you think there is in learning

Place	%
In Adult vocational education establishments in your city	
In workplace education at your employer	
In schools in your city	
In Adult non-vocational education in your city	
Yourself – to what % is learning a pleasurable activity?	

11. Are any of them focussed on the individual needs of each of their learners to make it so? \_\_\_\_\_

12. What do you understand by the phrase 'empowerment through learning'?

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13. To what % do believe that are achieving your potential? \_\_\_\_\_

14. Does your employer take steps to ensure that you are empowered? \_\_\_\_\_

15. Do you know anyone who you think is empowered? Who? \_\_\_\_\_

16. Why does the author believe that local and regional authorities are important for lifelong learning?

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17. What do you understand by the term 'Learning City'?

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18. Has your city declared itself to be a learning city? \_\_\_\_\_ -

19. Look at the indicators in section 8. To what percentage do you think they have been fulfilled in your city? In column 3 put your estimate of how long do you think it will take to implement each one  
Use the additional rows to add any more attributes you believe a learning city should have?

Indicator	%	Time
Proactive encouragement and support for everybody to achieve potential		
Provides necessary support structures – counsellors, psychologists, mentors		
Makes learning a pleasurable activity – reward, recognition and celebration		
Maximises resources and encourages active citizenship and participation		
Looks outward and encourages citizens to interact with other creeds and cultures		
Maximises the use of technology for learning		
Encourages personal learning plans,		
Mobilises citizens to actively care for the environment		
Frequent celebrations of learning and a reward and recognition structure		

20. The author talks about 'mind-set change' – what do you think this means?

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21. How important do you think values are in the educational context? Name 5 values you hold

1.	2.
3.	4.
5.	6.

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22. 'The alternative doesn't really bear thinking about' says the author. What is the alternative?

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## Two definitions

### '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

### A Learning Community

is 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 to enhance the potential of all its citizens

Annexe item 5 - characteristics

**LEARNING CITIES - CHARACTERISTICS**

A Learning City is one with plans and strategies to encourage personal growth, social cohesion and sustainable wealth-creation through the development of the human potential of all its citizens and working partnerships between all its organisations

<b>L</b>	<b>Leadership</b>	Links its strategy to the development of leadership and Learning counselling courses and skills in and for the whole community
<b>E</b>	<b>Employment and Employability</b>	Effects plans to define and develop skills and Competencies which make all its citizens employable
<b>A</b>	<b>Aspirations</b>	Activates the creative potential of its citizens through a strategy for encouraging the use of personal learning plans, mentors and guides in citizens of all ages
<b>R</b>	<b>Resources</b>	Releases the full potential of community resources, including human resources, by enabling mutually beneficial partnerships between public and private sectors
<b>N</b>	<b>Networks</b>	Nourishes tolerance and outward-looking mindsets through projects to link citizens of all races, ages and creeds locally, nationally and internationally
<b>I</b>	<b>Information</b>	Increases participation in learning by devising innovative strategies to provide information where people gather, and pro-active publicity campaigns to promote learning
<b>N</b>	<b>Needs and Requirements</b>	Nurtures a culture of learning by proactively auditing the learning requirements of all its citizens and providing the opportunities to satisfy them
<b>G</b>	<b>Growth</b>	Generates wealth through a defined strategy of developing its human talent and innovative projects with other learning communities
<b>C</b>	<b>Change Management</b>	Cultivates programmes which allow citizens to cope positively and without fear in a world of rapid change
<b>I</b>	<b>Investment</b>	Influences the future by linking learning strategies to cross-departmental financial strategies
<b>T</b>	<b>Technology</b>	Transforms the city into a modern centre of learning by the effective use of the new learning technologies
<b>I</b>	<b>Involvement</b>	Inspires citizens to contribute to city life and culture by building a database of their skills, knowledge and talents and encouraging them to make them available to others
<b>E</b>	<b>Environment</b>	Energises programmes which enable all citizens to take positive action to care for the environment
<b>S</b>	<b>Strategies for the Family</b>	Stimulates the community and whole families to learn by running festivals, fairs and other fun events which promote the habit of learning.

## Annexe item 6 – Attitudinal Survey

1. Have you been involved in any of the following in the past year?

Taught courses designed to help you develop skills that you might use in a job	Yes/no
Taught courses that were meant to lead to qualifications	Yes/No
Any kind of taught learning not for qualifications?	Yes/No
Learning which involved working on your own from a package of materials provided by an employer, or learning provider	Yes/No
Evening classes	Yes/No

**2. Have you been involved in non-taught courses as follows in the past year?**

Keeping up to date with developments in your own field	Yes/No
Teach yourself a skill from a book, video or manual?	Yes/No
On-the-job training	Yes/No
Studying for qualifications by yourself?	Yes/No

**3. How much do you want to take a formal course in any subject next year.?**

Very much    A fair amount...    Not very much...    Not at all...    Don't know.....

**4. How likely are you to do this?**

Very likely...    Fairly likely...    Not very likely...    Not at all likely...    Don't know...

**5. Do you enjoy learning new things?**

Yes/No

**6. How important is learning to you personally?**

Very...    Fairly...    So-so...    Unimportant...    no interest...

**7. Do you think that learning will become more important in this century?**

Yes/No

**8. Choose the 3 most important things (in order 1,2,3) that would most influence you in deciding to learn?**

Employer/work/improving career	...
Friends	...
Brochures from the local college	...
Parents/relatives	...
Your children	...
Personal motivation	...
Information from the media	...

**9. Do you believe the following?**

School prepared me for a lifetime of learning	Yes/No
The stress laid on gaining qualifications puts me off learning	Yes/No
My employers would support me if I wanted to take up learning	Yes/No
Computers will make learning easier	Yes/No

**10. My preferred style of learning is**

Through doing practical things	....
On my own/self study with books	....
In a classroom with a teacher	....
On my own with a computer	....
Practising on my own	....
Exchanging ideas with others	....
One to one study with a tutor	....
No preference	....
None of these	....

## Annexet item 7 – Glasgow results

1. Have you been involved in any of the following in the past year?

Taught courses designed to help you develop skills that you might use in a job	Yes/no	18% yes
Taught courses that were meant to lead to qualifications	Yes/No	12% yes
Any kind of taught learning not for qualifications?	Yes/No	9% yes
Learning which involved working on your own from a package of materials provided by an employer, or learning provider	Yes/No	10% yes
Evening classes	Yes/No	4% yes
None of these		67%

**2. Have you been involved in non-taught courses as follows in the past year?**

Keeping up to date with developments in your own field	Yes/No	19% yes
Teach yourself a new skill from a book, video or manual?	yes/No	13%
On-the-job training	Yes/No	13%
Studying for qualifications by yourself?	Yes/No	3%
None of these		68%

**3. How much do you want to take a formal course in any subject next year.?**

Very much 16% A fair amount 31% Not very much 18% Not at all 31% Don't know 4%

**4. How likely are you to do this?**

Very likely 18% Fairly likely 18% Not very likely 23% Not all likely 36% Don't know 4%

**5. Do you enjoy learning new things?** Yes/No 92% yes

**6. How important is learning to you personally?**

Very 52% Fairly 30% So-so 10% Unimportant 5% no interest 2%

**7. Do you think that learning will become more important in this century?** Yes/No 83% yes

**8. Choose the 3 most important things (in order 1,2,3) that would most influence you in deciding to learn?**

Employer/work/improving career	41%
Friends	38%
Brochures from the local college	13%
Parents/relatives	11%
Your children	11%
Personal motivation	?...
Information from the media	9%

**1. Do you believe the following?**

**2.**

School prepared me for a lifetime of learning	Yes/No	49% yes
The stress laid on gaining qualifications puts me off learning	Yes/No	32% yes
My employers would support me if I wanted to take up learning	Yes/No	31% yes
Computers will make learning easier	Yes/No	79% yes

**10. My preferred style of learning is**

Through doing practical things	43%
On my own/self study with books	34%
In a classroom with a teacher	29%.
On my own with a computer	29%
Practising on my own	29%
Exchanging ideas with others	25%
One to one study with a tutor	17%
No preference	5%
None of these	4%