LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE, VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS

Chapter 2 Session 2:

Learning Societies. The ultimate goal of learning cities and regions

' …the Information or Knowledge Society cannot be developed without an equivalent Learning Society alongside it. One cannot exist without the other' **(European Round Table of Industrialists)**
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 2 Session 2:

Learning Societies. The ultimate goal of learning cities and regions

Session outline: In the previous session we came to a definition of a learning city and a learning region. But, as 'Learning Cities, Learning Regions, Learning Communities' explains, there are other concepts associated to this and other words used in similar contexts. This session explores the idea of a learning society and relates this to the development of learning cities and regions. It requires the learner to develop his/her own view and then, through a series of assignments, looks at varying interpretations and outcomes, finally leading to a requirement to develop a culture-changing plan for a city or region.

Guidelines for using this Active Learning session

Goals

The creation of learning cities and regions is in all our interests. It promotes social stability, encourages wealth creation, and enables citizens to fulfil their potential, their dreams and their ambitions. It is a survival strategy for our future, and that of our children and grandchildren. But it won't happen unless all of us play our part in making it so. It won't be a simple transition process, to be put into practice by someone else in the local authority. That means that we all, especially local government managers, professionals and staff, need to know and understand more about what it is, why it's important and what the major issues and opportunities are. There are many of them. These sessions have been written to enable each of us to increase our understanding and knowledge of those issues and opportunities. Each one, and there are 57 of them, takes a different theme and offers the learner new insights.

Learning approach

This is an Active Learning session. Lifelong Learning has taught us that people learn best when they are actively involved in the learning. We have therefore given the ownership of the learning over to you, the learner. As well as presenting new concepts in the assignments and exercises, , we draw upon your experience, creativity, imagination and knowledge so that you can better understand the subject matter, and will be better able and more motivated to act upon it. You may, or may not, have a learning leader to help organise the groups, and to bring several learners together into discussion groups and sessions. That will certainly make it easier. We all have different learning styles – but we can also all learn from each other. That is why this session, like all the others, recommends a mixture of individual, small group and large group work, so that ideas and experiences and understandings can be bounced around people. Above all you are urged to make this an enjoyable experience. Learning can be fun. It's up to you to make it so.

Learning Organisation

You will find that the session is divided into 2 main parts

- ✓ **The Learning Space:** A set of assignments that will unlock the brain and involve learners in practical discussions and exercises leading to a greater understanding of the issue

- ✓ **The Learning Kitbag:** A set of source learning materials that provide additional information, charts, diagrams, case studies etc to stimulate further insights.

While each session could be used individually as a self-learning module, it is preferable if there is a learning leader to organise small and large group discussions and to act as a focal point. This can be a departmental manager, a staff member appointed to perform that task, or a professional educator from inside or outside of the organisation. Assignments may be studied on site, or set as preparation for group discussions in the workplace or at a learning provider.

The whole course can be incorporated into a continuous professional development programme in the workplace, or taught separately at a school, college, community centre or university. It takes its provenance, and its inspiration, from the book:

Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government
By Norman Longworth, published by Taylor and Francis ISBN 10 0 415 37175 9

Learners taking the course are recommended to obtain this book either from Amazon.com or from the publishers at http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

Target Audiences

The session will be suitable for those who wish to improve their understanding of the session title's theme, in order to help influence the city, town or region's response to the realities of the 21st century. This includes:

➢ Elected representatives and Mayoral staff

➢ Managers, Professionals and staff from all departments in local government as part of a continuous development programme

➢ Community and Voluntary organisation leaders

➢ Educators at all levels in local and regional stakeholder organisations, including schools, universities, colleges and workplaces

➢ Industrialists and Business people as stakeholders in the local authority

➢ All Citizens with an interest in the development of their community

➢ Students in universities, adult education institutions and teacher training establishments

Further Reading

Learning Leaders wishing to update themselves on the subject matter of this module will find the following additional references useful.

➢ 'Lifelong Learning in Action – Transforming 21st century Education' by Longworth, (Taylor and Francis, Abingdon) http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth

➢ 'The Local and Regional Dimension of Lifelong Learning ' EC Policy Document found on http://europa.eu.int/comm/education/poledu/tels.pdf

Ideas for treatment particular to this session: *For seminars and courses with several participants* it is suggested that assignments 1 and 2 are individual tasks with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 4 and 5 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignment 7 may be either an individual task or a group effort – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 8 should first be done in small groups to refine the descriptions and then in open session. Groups may wish to display their results. Assignment 9 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. The last assignment should provide the feedback that will enable you to improve the session next time round.

For *self-learning individuals* all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading pages 24 to 26 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Express in your own words what you think a 'Learning Society' is and how it differs from a 'Learning City or Region.'

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Assignment 2: From chapter 2 in the Learning Cities book
A: Why do you think a powerful employers organisation such as the European Round Table of Industrialists becomes involved in recommending a learning society?

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B: Why do you think that some academics see a learning society as a means of social control?

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C: In what circumstances are they right?

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D: Why in your view is there such slow progress by society in general to adjust to rapid economic and social change?

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E. What relationship do you think a learning society has to a knowledge society?

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Assignment 3: Discuss your answers with others.

Assignment 4: Actionsheet 1 in the learning kitbag below shows the ELLI/ERT principles of a Learning Society. Add others which in your opinion are missing. In column A put a mark from 1 to 5 to indicate how far you agree with the principle where 1= fully agree, 2= mostly agree, 3= half agree, 4= partly agree, 5= don't agree.

Assignment 5: In column B put in a percentage which expresses how far you think your own city or region has still to go in fulfilling that ideal.

Assignment 6: Discuss your marks with others

Assignment 7: Actionsheet2A in the learning kitbag below is a fuller and more detailed description of the difference between today's education and training society and tomorrow's learning society as seen by the organisation assisting Udaipur (India) to develop a learning society in a Learning City. In the right hand column express the difference for each characteristic shown in your own words.

Assignment 8: Compare your assessment with others and with the words used in Actionsheet 2B. How has this changed your definition in assignment 1.

Assignment 9: This completes this session but hopefully not your learning on these topics. You are invited to test your level of knowledge by completing the exercise on the next page.

LEARNING CITIES AND REGIONS FOR THE FUTURE - YOUR LEVEL OF KNOWLEDGE

		High	Enough to get by	Not enough	None	Session
1	Consultation methods and levels					7.1, 7.2
2	Characteristics of a Learning Organisation					2.3
3	Your city as a learning organisation					2.4
4	Skills and competences for learning cities and regions					1.6
5	The city as an ideopolis					1.5
6	Learning Communities in all their senses					2.5
7	Smart cities, wired cities, slow cities					2.6
8	Learning Festivals for developing a learning culture					3.3
9	Learning Charters for demonstrating a city's commitment:					3.2
10	Leadership in the Learning City/Region:					3.4
11	Tools for measuring city and region performance					3.1,4.1,4.2, 4.3,4.4,4.5
12	Lifelong Learning as wealth creator					5.3, 1.5,2.3
13	Tools for activating learners – Personal Learning Audits					5.4,5.5,5.6, 5.7,5.8,5.9
14	Stakeholders in the Learning City/Region – Who? What?					6.1
14	Schools as Stakeholders in community, city and region					6.2, 8.4
15	Higher Education as a stakeholder in community, city and region					6.3
16	Business and Industry as stakeholders in community, city and region					6.4
17	Adult Education Colleges as stakeholders in the city					6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world					6.6
19	Family Learning					6.7
20	The power of partnerships					6.8
21	Using Technology in the learning city					7.3
22	Active citizenship and volunteering in the learning city					7.4
23	Mentoring in the learning city and region					7.5
24	Resources for the Learning City and region					7.6
25	Global roles and responsibilities for learning cities and regions					8.1
26	Internationalising Learning City Networks					8.2, 8.3
27	International projects as learning city stimulators					8.4, 8.5
28	Two-way profiting from international cooperation					8.6
29	Organisational issues in the learning city and region					9.2
30	Enabling issues in the learning city and region					9.3
31	Pedagogical issues for learning cities and regions					9.4
32	Practical Actions to become a learning city					9.1, 1.4
33	Learning Cities for Elected Representatives (Councillors					4.6
34	Individuals as learners					5.1,5.2,6.7
35	Change, society and the city/region					1.1, 1.2
36	Learning City Domains					1.3
37	Some Research results on Learning Cities and Regions					4.2,4.3, 4.4
3.8	Towards true Learning Societies					2.2
3.9	Defining Learning Cities and Regions					2.1

All sessions shown in the last column follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 10: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

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The

LEARNING

KITBAG

Ten Characteristics of a Learning Society

A Learning Society would be one in which.....	A	B
1. Learning is accepted as a continuing activity throughout life		
2. Learners take responsibility for their own progress		
3. Assessment confirms progress rather than brands failure		
4. Capability, personal and shared values, team-working are recognised equally with the pursuit of knowledge		
5. Learning is a partnership between students, parents, teachers, employers and the community, who all work together to improve performance		

Source: European Round Table of Industrialists

Five additional principles have been added by the European Lifelong Learning Initiative

6. Everyone accepts some responsibility for the learning of others		
7. Men, women, the disabled and minority groups have equal access to learning opportunities		
8. Learning is seen as creative, rewarding and enjoyable		
9. Learning is outward-looking, mind-opening and promotes tolerance, respect and understanding of other cultures, creeds, races and traditions		
10. Learning is frequently celebrated individually, in families, in the community and in the wider world.		

Actionsheet 2A

EDUCATION AND TRAINING SOCIETY	LEARNING SOCIETY
Based on notions of human capital and survival of the fittest mentality	
Education is only for degrees, jobs and money-making	
Visions and notions of 'development', success and 'progress' pre-defined by a select few	
Focuses on fitting the learner into the mainstream system	
Teaching, transmitting and memorizing information	
individualistic, selfish interests and competitive	
Disconnects learners from their local communities	
Discovers and values the potential of some	
Reinforces and creates new hierarchies	
Mechanistic planning and implementation	
Usually an imposed Government/Local Government Initiative in which the roles of Government, NGOs and citizens are predefined and static	
Citizens' role is to conform to an unchanging system	
Schools and colleges are factories and institutions of thought control	
Responsibility of defining education lies in the school's hands	
Education is seen to only take place in schools and colleges	
The only teachers are in schools and colleges	

Jain, Vidhi and Manav ' A Search for Meaning: Udaipur as a Learning City' in Unfolding Learning Societies, Challenges and opportunities

Actionsheet 2B

EDUCATION AND TRAINING SOCIETY	LEARNING SOCIETY
Based on notions of human capital and survival of the fittest mentality	Based on the faith and belief in human potential, human spirit and liberation
Education is only for degrees, jobs and money~making	Lifelong learning for meaning-making, creating, understanding and practical doing
Visions and notions of 'development', success and [4]progress[4] pre-defined by a select few	People engage in creating self and collective visions for development, while challenging and rejecting unequal notions of development
Focuses on fitting the learner into the mainstream system	Facilitates the creation and regeneration of meaningful and fair systems/communities
Teaching, transmitting and memorizing information	Learning, understanding, constructing knowledge and connecting knowledge to wisdom
individualistic, selfish interests and competitive	Collaborative, giving, sharing nurturing. For the good of all
Disconnects learners from their local communities	Facilitates deeper connections among and between local communities
Discovers and values the potential of some	Discovers and develops the hidden potential of all
Reinforces and creates new hierarchies	Challenges and breaks down hierarchies and inequalities and builds more equitable relationships
Mechanistic planning and implementation	Evolves organically and is actualized by the people
Usually an imposed Government/Local Government Initiative in which the roles of Government, NGOs and citizens are predefined and static	Emerges as a Citizens' Initiative which grows from the interests, intrinsic motivation and actual needs of the people.
Citizens' role to conform to an unchanging system	Citizens' roles evolve and keep changing with processes of continuous self-reflection/creativity/dialogue
Schools and colleges are factories and institutions of thought control	Schools and colleges are learning communities
Responsibility of defining education lies in the school's hands	Responsibility for learning lies with oneself and the community
Education is seen to only take place in schools and colleges	Learning is understood to take place everywhere and other learning spaces are valued
The only teachers are in schools and colleges	Everyone is a teacher and a learner

Jain, Vidhi and Manav ' A Search for Meaning: Udaipur as a Learning City' in 'Unfolding Learning Societies, Challenges and opportunities '

Where to find sessions on topics

All sessions follow the progress of the book 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' by Norman Longworth (Taylor and Francis – www.tandf.co.uk/books/) ISBN 10 0-415-37175-9

	Topic	Session(s)
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for the 21st century	1.6
5	The city as an ideopolis	1.7
6	Learning Communities in all their senses	2.5
7	Smart cities, wired cities, slow cities	2.6
8	Learning Festivals for developing a learning culture	3.3
9	Learning Charters for demonstrating a city's commitment:	3.2
10	Leadership in the Learning City/Region:	3.4
11	Tools for measuring city/region performance	4.1, 4.2, 4.3, 4.4, 4,5
12	Lifelong Learning as wealth creator	5.3, 1,5, 2,3
13	Tools for activating learners – Personal Learning Audits	5.4, 5.5, 5.6, 5.7, 5.8, 5.9
14	Schools as Stakeholders in community, city and region	6.2, 8.4
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16	Business and Industry as stakeholders in community, city and region	6.4
17	Adult Education Colleges as stakeholders	6.5, 8.5
18	Bringing Museums, Libraries, Archives and Galleries into the learning world	6.6
19	Family Learning	6.7
20	The power of partnerships in the city and region	6.8
21	Using Technology in the learning city	7.3
22	Active citizenship and volunteering in the learning city	7.4
23	Mentoring in the learning city	7.5
24	Resources for the Learning City	7.6
25	Global roles and responsibilities for learning cities and regions	8.1
26	Internationalising Learning City Networks	8.2, 8.3
27	International projects as learning city stimulators (schools, adults)	8.4, 8.5
278	Two-way profiting from international cooperation	8.6
289	Organisational issues in the learning city and region	9.2
309	Enabling issues in the learning city and region	9.3
31	Pedagogical issues for learning cities and regions	9.4
32	Practical Actions to become a learning city	9.1, 1,4
33	Learning Cities for Elected Representatives and Councillors	4.6
34	Individuals as learners	5.1, 5.2, 6,7
35	Change, society and the city/region	1.1, 1.2,
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2, 4.3, 4.4