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 4 Session 2:

Auditing by TELS: Components and Domains of Learning cities and regions

'in order to help cities, towns and regions to understand the basic dynamics of Lifelong Learning at work, TELS isolated the many domains of city life where new learning to meet new challenges is essential, and developed indicators of activity in each of these'
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

Chapter 4 Session 2:

Auditing by TELS: Components and Domains of Learning cities and regions

Session outline: In order to improve performance as a learning city or region it is important to know where to start, and where to continue. This session explores the domains used in the TELS project, uses an actual example from the Learning Cities Audit Tool and invites learners to improve on the model by defining the fields in which more information would be useful in a series of creative assignments and exercises. The last assignment explores the audit in more detail according to the learners' personal an/or professional interests. The supporting documentation for this session is therefore rather long.

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 completed as an exercise for groups of 2 or 3 people with the answers debated in open session afterwards, facilitated by a learning leader. Assignment 4 may be completed by learners working alone again with the results discussed in open session after completion. Assignment 5 is another opportunity for individual creative expression, which should be discussed in plenary session after completion. Assignment 7 can be approached in several ways – recommended way is by asking each group to complete a different part of the audit and to report back what their section covered and what their answers were. Sections may be selected according to personal and/or professional interest. 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 61 to 64 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Audit 1, in the learning kitbag after these assignments, is a series of questions asked by the TELS Audit to give a measure of the city or region's existing commitment to becoming a learning city/region. Try answering the questions for your own city.

Assignment 2: A: Isolate 5 needs for your city as a result of this exercise

_____

_____

_____

B. the line below covers the city or region's journey to becoming a learning city or region. Put a cross where you think your own city or region is on the journey.

0%   100%
_____

Assignment 3: Discuss your observations with others

Assignment 4: Actionsheet 2 in the learning kitbag below shows the 10 Learning City domains and sub-topics covered by TELS. Put a figure in the category box which rearranges the domains in order of importance for your city or region and say why you made this choice below.

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Assignment 5: You have been asked to commission research which would be useful for developing a learning city or region. The first few boxes below suggest some topics – think of ten more that would improve the city's/region's performance and progress towards becoming learning cities and regions. Give them a mark from 1 to 5 outlining their importance to the creation of a learning city or region. 1= crucial, 2 = very important, 3= important but can be delayed, 4= not very important 5= of no importance at all

1	Learning City/region development strategies in other cities/regions					
2	Schools and lifelong learning in the communities					
3	Personal Learning plans and how they might be implemented					
4	Learning Attitudes in the population					
5	Learning Requirements Surveys and Needs Audits					
6	The uses of technology in Learning					
7	Museums, libraries etc as learning places					
8	Resources for Lifelong Learning					
9	Indicators of Lifelong Learning/Learning City progress					
10						
11						
12						
13						

14						
15						
16						
17						
18						
19						

Assignment 6: Compare your choices with others**.**

Assignment 7: The Indicators project of the European Commission produced 5 audits for local authorities, schools, adult education, business and industry and universities as components of a learning city. The Local Authrity one is shown as Action Sheet 3.in the learning kitbag. It is qite long (this is the short version). Have a go at completing those question you believe to be important for your city. The learning leader may wish to allocate different sections to different groups followed by a plenary session in which all results are shared

Assignment 8: This completes this session but not hopefully your need for knowledge on this important subject. You are invited to complete the diagram on the next page by ticking the relevant box.

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

Assignment 9: 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

TELS Project: Questions on the City/Region Strategy for Lifelong Learning

1.0 City/Region name…………………………

1.1 Does your city/region formally call itself a Learning City/region?	Yes/No
1.2 Does your city/region have a published lifelong learning strategy?	yes/no
1.2.1 If not, Is one in process?	Yes/no

1.3 Which organisations are/were involved in putting it together?

1.3.1. City/region Local Government Administration Departments	…..
1.3.2. Schools to 18 years old	…..
1.3.3. Universities/Degree awarding Bodies	…..
1.3.4. Further/Vocational Education 18+	…..
1.3.5. Non-vocational Community and Adult Education Organisations	…..
1.3.6. Private Sector Business and Industry	…..
1.3.7. In/service and pre-service Teacher Training Institutions	…..
1.3.8. Trades Unions/professional associations	…..
1.3.9. Other Organisations engaged in Learning	…..
1.3.10. All of the above	…..
1.3.11. None of the Above	…..

1.4 Has there been an official launch of the city/region as a Learning City/region?   Yes/No/In process

1.5 Feedback/thoughts/additional information_____

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2 Organisation of Lifelong Learning

2.1 Does the city/region have a lifelong learning committee?   Yes/no/In process

2.1.1 If yes, which organisation types are represented?

2.1.1. City/region Local Government Administration Departments	…..
2.1.2. Schools to 18 years old	…..
2.1.3. Universities/Degree awarding Bodies	…..
2.1.4. Further/Vocational Education 18+	…..
2.1.5. Non-vocational Community and Adult Education Organisations	…..
2.1.6. Private Sector Business and Industry	…..
2.1.7. Pre-Service and in-service Teacher Training Institutions,	..
2.1.8. Trades Unions/professional associations	…..
2.1.9. Other Organisations engaged in Learning	…..
2.1.10. All of the above	…..
2.1.11. None of the Above	…..

2.2 And which people?

2.2.1. Elected Representatives	….
2.2.2. Children up to 18 years of age	….
2.2.3. Advice, support and guidance workers	….
2.2.4. Teachers and lecturers	….
2.2.5. Public Sector Employees	….
2.2.6. Private Sector employees	….
2.2.7. Third Age Retirees	….
2.2.8. Excluded people - unemployed, disadvantaged etc	….
2.2.9. Union/Association Representatives	….
2.2.10 Other people engaged in Learning	….
2.2.11. All of the above	….
2.2.12. None of the Above	….

2.3 Is there a person with a budget in sole charge of Lifelong Learning development for the City/region?
                        Yes/no/in process

2.4 Which organisation takes the responsibility for coordinating the lifelong learning effort in the city/region?

       2.4.1. Education Department   …
       2.4.2. City/region Council   ….
       2.4.3. Other - please state   … …………………..

2.5 Does the city/region lifelong learning plan involve non-education departments in the development of projects?
                        Yes/ No/ No plan

2.6 Feedback/thoughts/additional information_____

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3 City/region Lifelong Learning Charter

3.1 Does the City/region have a Lifelong Learning Charter describing its commitment to implementing Lifelong Learning solutions. (eg the ELLIcities Charter)   Yes/No plans/in process
If yes
      3.1.1 Does it publicise this within the community?   Yes/No

3.2 Feedback/thoughts/additional information_____

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_____

4 Membership organisations and European Projects

4.1 Does the city/region belong to an organisation promoting lifelong learning in cities   Yes/no
If yes please tick which ones
      4.1.1.ELLIcities   ….
      4.1.2 Educating Cities   …..
      4.1.3 Eurocities   …..
      4.1.4 National Organisation   …..
      4.1.5 Other   …..   Which…………….

4.2 Does any organisation in the city/region participate in European/national Projects *specifically to promote or develop Learning Cities*   Yes/No

If yes please tick which Programme
      4.2.1 Socrates   ……
      4.2.2 Leonardo   ……
      4.2.3 Framework (research)   ……
      4.2.4 Esprit   ……
      4.2.5 Info Society   ……
      4.2.6 Social Fund   ……
      4.2.7 National Project   ……
      4.2.8 Other   ……
          Please say which……………………………………….

4.3 Feedback/thoughts/additional information_____

_____

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_____

5 <u>The City/region as a Learning Organisations</u>

A thumb-nail definition of a Learning Organisation might be 'an organisation which *actively* encourages <u>all</u> 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.'

5.1 In general which of the organisation types in table 1 might be so described in your city/region?

      5.1.1. City/region Local Government Administration Departments   …..
      5.1.2. Schools to 18 years old   …..
      5.1.3. Universities/Degree awarding Bodies   …..
      5.1.4. Further/Vocational Education 18+   …..
      5.1.5. Non-vocational Community and Adult Education Organisations   …..
      5.1.6. Private Sector Business and Industry   …..
      5.1.7. Pre-Service and in-service Teacher Training Institutions,   …..
      5.1.8. Trades Unions/professional associations   …..
      5.1.9. Other Organisations engaged in Learning   …..

5.2 What incentives/reward systems does the city/region administration put in place to reward learning among its own employees?

      5.2.1 payment of course fees   ….
      5.2.2 financial rewards for successful completion   ….
      5.2.3 time off to take courses   ….
      5.2.4 extra holiday in lieu of payment   ….
      5.2.5 other incentives/reward eg dinner for two   ….
      5.2.6 None   ….

5.3 Feedback/thoughts/additional information_____

6 <u>Quality and Standards</u>

6.1 Which organisations in the city/region operate an externally validated organisational quality standards policy? eg ISO 9000, Investors in People (UK)? Customer's Charter. (Table 1)

      6.1.1 City/region Local Government Administration Departments   some/all/none
      6.1.2. Schools to 18 years old   some/all/none
      6.1.3. Universities/Degree awarding Bodies …..   some/all/none
      6.1.4. Further/Vocational Education 18+   some/all/none
      6.1.5. Non-vocational Community and Adult Education Organisations   some/all/none..
      6.1.6. Private Sector Business and Industry   some/all/none
      6.1.7. Pre-Service and in-service Teacher Training Institutions,   some/all/none
      6.1.8. Trades Unions/professional associations   some/all/none

6.2 Does the city/region administration actively recommend and facilitate formal quality standards within the learning providers under its control?   Yes/no/in process

6.3 Feedback/thoughts/additional information_____

7 <u>Lifelong Learning readiness</u>

7.1 Which of the following organisation types, in your estimation, is the furthest advanced in the application of Lifelong Learning concepts. List the first 5 in order against the relevant letter below. (Researchers may wish to complete this question at the end of the survey)

   7.1.1. City/region Local Government Administration Departments …..
   7.1.2. Schools to 18 years old …..
   7.1.3. Universities/Degree awarding Bodies …..
   7.1.4. Further/Vocational Education 18+ …..
   7.1.5. Non-vocational Community and Adult Education Organisations …..
   7.1.6. Private Sector Business and Industry …..
   7.1.7. Pre-Service and in-service Teacher Training Institutions, …..
   7.1.8. Trades Unions/professional associations …..

7.2 Feedback/thoughts/additional information_____

Actionsheet 2

The TELS Learning City Domains

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 Organization of Lifelong Learning City Charters for Lifelong Learning European projects and orientation The City as a Learning organization 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 organizations. Includes physical and human resource sharing, knowledge generation, mobilization 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, organizational 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 organizations and people internally, and with people and organizations 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) Mobilization, 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

Action sheet 3

A Stakeholder Audit
The audit itself is not simply a questionnaire. It is a carefully-worded instrument to engage cities and regions in debate with themselves about their own future as quality learning organisations, and their relationship to others in the city/region and beyond. The learning city/region rationale is embedded in each action element of the audit tool, in order to help management and staff in all departments understand what a lifelong learning organisation within its sector will be like and how it can make that transformation.

Cities and regions become closely involved with the transformation process through questions soliciting opinions, information and comment, and exercises developing internal and external debate. The 'stakeholder audit' tool we have created therefore has four purposes, all of which are connected with meeting these criteria in a learning city/region:

➢ *It will enable administrations to measure their performance as 'learning organisations' within a learning region.*
➢ It will explore all the parameters which enable a modern administration to address the vast number of changing needs and demands of all its own stakeholders – learning providers, community and voluntary organisations, business and industry and the citizens themselves – in a 21st century lifelong learning society.
➢ It will examine the contribution of the city/regional administration and how it might help foster the construction of itself as a learning entity.
➢ It will act as a basis for comparisons with city/regional administrations in other regions
➢ It can be used as a discussion stimulator in local authority departments and services

Section 1 – Before we start let's find out some facts about your city or region so that we can obtain a picture of its main characteristics and the sort of place in which it is situated. Please answer the following general questions.

1.1 Your location

1.1.1	City Name
1.1.2	Population
1.1.3	Number of Higher Education Establishments in the city
1.1.4	No of Further Education Colleges in the City
1.1.5	No of Schools in the City
1.1.6	Name of the wider region in which the city is situated

1.2 Your Local Authority

1.2.1	Approx Number of full-time staff working for the authority
1.2.2	Main Office Address
1.2.3	Telephone number
1.2.4	Fax Number
1.2.5	WWW address
1.2.6	Budget
1.2.7	Number of elected representatives on the Council

1.3 Respondent

1.3.1	Name of respondent
1.3.2	Department
1.3.3	Email address of respondent
1.3.4	Telephone number of respondent

1.4 Main Activities of the region

To what extent does the region rely on the following for its wealth. 1= very much, primary source of activity, 2= important source of activity, 3= some activity but not very important, 4= no activity in this area

	1	2	3	4	

1.4.1	Manufacturing Industry<				
1.4.2	Primary Industries – mining, extraction etc				
1.4.3	Primary - Agriculture				
1.4.4	Service Industries and Activities				
1.4.54	Education				
1.4.6	Tourism and Leisure industries				
1.4.7	Modern technology-related industries				
1.4.8	Other (please state)				

1.5 Please give information below about where you consider the boundaries of your region are and other specific features or characteristics which you feel to be relevant.

(Please use the box below to describe your region, or to point to where this information can be found on the World Wide Web)

Section 2: Your current perceptions, commitment and strategy to establishing a learning region

You will be aware that there is much activity in this area within Europe and, to start the audit we would like to know your view of the importance of the following quotations taken from reports and other documents.

2.1 In this question
1= crucial to the future development of the authority
2= very important – implementable strategy now in place
3= important enough to warrant the development of a strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
2.1.1	**Stimulating demand and developing learning cultures will require a multi-level, multi-stranded approach. Policy ought to be defined and implemented with the varying needs of different segments of the potential market for learning in mind. Some changes can be achieved in the short-term, but the sort of cultural shift we commend will require prolonged and sustained effort (2nd NAGCELL report to Government)**					
2.1.2	**Today, a noticeable shift towards more integrated policies that combine social and cultural objectives with the economic rationale for lifelong learning is taking place. New ideas about the balance of rights and responsibilities of citizens and public authorities have begun to take hold. More people have become more confident about claiming distinctive identities and ways of life. There is now widespread demand for decisions to be taken as close as possible to people's daily lives, and with their greater participation (European Commission memorandum on lifelong learning)**					

2.2 Your opinions

Here we explore together your current perceptions of the concepts behind lifelong learning and the learning city

2.2.1 In the box below please give your own definition of what you understand by the term 'Learning Region?

2.2.2 In the introduction to this audit we gave the European Commission/ELLI definition as follows.

'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'

On the line below put a cross where you think your city or region is at this moment in the fulfilment of this definition
0%_____100%

2.2.3 To what extent do those responsible for guiding the city into the future believe the following statements
1= crucial to the future development of the authority
2= very important – implementable strategy now in place
3= important enough to warrant the development of a strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
2.2.3.1	**The future prosperity of the region depends upon its ability to persuade its citizens that learning is a lifelong activity**					

2.2.3.2	Future social stability in the region depends upon its ability to persuade its citizens that learning is a lifelong activity				
2.2.3.3	Imaginative strategies must be designed to reach out to those currently excluded from lifelong learning				
2.2.3.4	The Local/Regional Authority is responsible for making lifelong learning a reality within its boundaries				
2.2.3.5	The concept of the Learning City or Region is key to making lifelong learning work				

2.3. Strategies and Policies

A Learning City/Region will have a strategy and an implementation plan or it will be in the process of putting one together. In this part of the Audit we explore together the way in which your local/regional authority is already active in developing strategies towards becoming a learning city/region. For those authorities with or without such a strategy this section is valuable as a checklist.

		Yes	No	In plan
2.3.1	Has the concept of the learning region been a important item of discussion in your Local Authority?			
2.3.2	Has the town, city or region in which you are situated formally declared itself to be a learning town, city or region?			
2.3.3	Does your Local Authority have a formal strategy for developing a Learning Region?			
	If yes which of the following is true			
2.3.3.1	The implementation plan is the responsibility of a Senior Executive in the city/region			
2.3.3.2	A senior person has been appointed whose sole responsibility it is to implement the lifelong learning and/or learning region strategy on the ground			
2.3.3.3	This person has a budget to do the job			
2.3.3.4	The Local Authority has established a committee for implementing the learning region strategy			
2.3.3.5	Every employee has been given a copy of the Local Authority mission statement			
2.3.3.6	Every employee knows, and acts upon, the Local Authority part of the strategy			
2.3.3.7	All organisations have developed and are implementing their own parts of the city/region strategy			
2.3.3.8	A Lifelong Learning Charter or set of statements describing its values and its commitment to implementing Lifelong Learning solutions is displayed?			

2.4 Now we are looking for your own thoughts and opinions about strategies and charters for creating Learning Cities or Regions. Please feel free to say whatever comes to mind.

2.5 The city as a learning organisation

In order to survive in a constantly changing and highly competitive marketplace, companies are becoming learning organisations, workplaces are becoming learning spaces, and employees are becoming a continuously learning workforce. The concept is also catching on in local and regional authorities. In this section therefore we explore together a) the extent to which city workplaces are 'learning organisations' and also b) the extent to which the city itself is a learning organisation for

its citizens. The second part of the exercise is a complex one but it is designed to give insights into the nature of becoming a learning city/region and the timescales associated with that process, and is well worth attempting

These are two definitions of a Learning Organisation

'The learning organisation is one which explicitly implements policies and practices designed to create, capture, critique and disseminate knowledge relating to its activities and its context, and which uses that knowledge to engage in processes of beneficial change.'

'Organisations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.'

2.5.1 Before we start, write your own definition of a learning organisation as it might affect a city or region in the box below

2,5,2 How far do you think that your city administration workplaces are learning organisations at present? Put a cross on the line

0%_____
____100%

2.5.3 The full version of the Stakeholder audit gives 29 commonly accepted characteristics of a learning organisation. In this short version we take just 10. Please tick if the statement is true for your city or region.

Topic	*Description*	
1. Management/Leadership	**All employees of the city administration are consulted frequently and fully**	
8. Continuous Improvement	**All members of the city administration have continuous improvement programmes and an implementation plan**	
9. Lifelong Learning	**Everyone in the city administration is encouraged and given help to take learning inside and outside of the organisation**	
10. Learning Support	**Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every employee can be directed towards learning relevant to his/her own needs**	
15. Time off for Activities	**At least 10% of Working time can be taken off for learning and community contribution**	
16. Personal development	**Personal skills development courses available for all as and when required**	
17 Learning Targets	**Everyone has a personal daily, weekly and monthly Learning target**	
19. Quality	**Everyone in the organisation has been on a quality improvement course and is constantly trying to improve performance**	
20. Mission	**Everyone has a hand in defining the mission of the department and is given a copy of the mission statement**	
25. Organisational Culture	**Every member of the city administration feels to be a part of it and is eager to contribute to its success**	

2.6 The City/region itself as a Learning Organisation. Although the city administration may operate as a learning organisation, the concept of the whole city or region itself as a learning organisation for all its citizens is a much wider concept. Its scope is vast.

2.6.1 Here we go through the same exercise for the city or region itself as a Learning Organisation for its citizens. The marking system is the same.

Topic	Description
1 Management/Leadership	All citizens are consulted frequently and fully
8. Continuous Improvement	All citizens have continuous improvement programmes and there is an implementation plan for this
9. Lifelong Learning	Every citizen is encouraged and given help to take learning
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors) exist to ensure that every citizen can be directed towards learning relevant to his/her own needs
16. Personal development	Personal skills development courses available for all as and when required
19. Quality	Quality improvement courses are available to everyone and everyone is encouraged to improve performance
22. Celebration	Learning Success is celebrated tangibly and frequently and shared with others
23. Information-giving	Every effort is made in many different ways to keep all people up to date with events, news, successes, failures, problems, opportunities
24. Community Contribution	Every person is encouraged and actively supported to contribute to the community
25. Organisational Culture	Every citizen feels to be a part of the city/region's future and is eager to contribute to its success
28. Helping minorities	Less fortunate people are catered for irrespective of creed, culture, language, handicap, race or nationality

2.6.2 How far along the line below do you think your city or region is as a learning organisation.

O
%_____100
%

2.6.3 We are interested in your reaction to the Learning Organisation debate. Feel free to write your thoughts, ideas and opinions on the lines below

_____

_____

_____

2.7 Commissioned Studies, Surveys, Courses and Activities

A local or regional authority will need good information in order to make good decisions about its journey to becoming a learning authority. Here we explore together the extent to which the city/region has initiated studies, surveys and development activities into aspects of the learning city and its implications. What sort of information do you believe the city will need in order to make the transformation to a learning city. Put a tick against it if it has already been commissioned. (The full version makes several suggestions.

Section 3: The city/region and participation in the community

A Learning Region is an inclusive and democratic region. It will inform its citizens about the need for the journey and engage them in it not just as passengers but as activators and drivers. In this section, we would like to explore with you several aspects of local and regional democracy and participation. It will help Regions identify the actions they can take in order to activate the community to contribute to the construction of the learning city/region.

3.1 Firstly, please consider the following quotation and let us know how it equates to the perception of those responsible for guiding the authority into the future.

1= crucial to the future development of the authority
2= very important – implementable strategy now in place
3= important enough to warrant the development of a strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
3.1.3	*As the focus of education is changing from teaching to learning, and on the problems of the learner in order to satisfy the needs of the customer, so the focus of the service departments of our cities will change from reactive caring to proactive enabling of individuals in order to help them to help themselves. This will entail not just better cross-departmental communication, but a total rethink of the way services are administered in a more holistic way. (Full Service Learning)*					

3.2 So what active plans does your Learning Authority have to increase participation in local and regional activities.
To what extent does your Authority believe in the following:
1= strongly believe and have active plans to encourage it
2= strongly believe and are thinking about how to implement
3= Could be important but has a low priority at present
4= Unlikely to address this issue in the near future

		1	2	3	4
3.2.1	**Consulting local community organisations about learning region policies?**				
3.2.4	**Actively promoting active citizenship to help develop a participative, caring society?**				
3.2.5	**Creating new channels of participation at neighbourhood level**				
3.2.14	**Developing a volunteers register for the region**				
3.2.16	**Increasing the number of Community bulletin boards**				
3.2.17	**Supporting the development of Community TV Channels for the region**				
3.2.18	**Facilitating the development of a support secretariat for each neighbourhood**				
3.2.20	**Facilitating the availability of information to citizens through the use of the web**				
3.2.23	**Linking with other city/regions in learning City matters eg twinning**				
3.2.24	**Other initiatives - please indicate in the boxes below**				

3.3 We are interested in your ideas, opinions and comments on democracy and participation in the community. Please use the lines below to put any comment you wish to make.

_____

_____

_____

3.4 Partnerships and Relationships with stakeholders

A Learning Region will encourage and enable its stakeholders to participate in the construction of the Learning Region. Stakeholders in this sense means any organisation which has a capability to contribute to the future of the learning authority and/or an interest in making it happen – ie just about every organisation in the authority. We therefore explore together the extent to which the authority activates organisations to use their creative energies.

3.4 With which of the following organisations has the authority formally discussed its potential contribution to the building of the learning city or region
1= all these organisations 2= some of these organisations, 3= none of these organisations

		1 2 3
3.4.1	Schools	
3.4.2	University(s) if any	
3.4.3	Adult Education Colleges	
3.4.4	Business and Industry in the city/region	
3.4.7	Voluntary and community organisations	
3.4.11	Libraries	
3.4.12	Museums	
3.4.16	The City/region Publicity and Information Department	
3.4.17	The City Development Board	
3.4.18	Other (please state in the boxes below	

3.5 Activities and contributions.

Can you think of a few activities that might mobilise these organisations to contribute to the construction of the learning city or region (The full version offers 24 possibilities). Tick those that the authority already activates.

*NB – Separate stakeholder Audits exist for schools, universities, small businesses and adult vocational education institutions

3.6 What ideas, comments or opinions do you have on the role of stakeholder organisations in learning region development?

Section 4 – Other aspects of the learning city.

There are many other aspects to the development of learning regions and cities and these are dealt with in full in the long version of the audit. Here we raise the issues, give some indication of what we mean and ask for your ideas, comments and/or opinions.

4.1 Accessibility and Wider participation in Lifelong Learning in the City

A lifelong learning society in a Learning City/Region will expand the opportunities for people to learn, especially those who have been excluded for whatever reason. It will be a vibrant and vigorous place where learning is a pleasurable activity and undertaken automatically by the majority of its citizens. Many authorities are far from that ideal but there are good examples of those where excellent progress is being made to address the deep-seated problems arising from the effects of rapid change. In this section we explore with you the opportunities which exist for citizens in your authority.

4.1.1 Firstly let us gauge your opinion on the following. How far do you think that those responsible for leading the city/region into the future believe the sentiments expressed in the quotation.

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this
3= important enough to warrant the development of a future strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

	1	2	3	4	5
It is essential to **raise the demand for learning as well as its supply**, *most especially for those who have benefited least from education and training so far. Everyone should be able to follow open learning pathways of their own choice, rather than being obliged to follow predetermined routes to specific destinations. This means, quite simply, that education and training systems should adapt to individual needs and demands rather than the other way round. (European Memorandum on lifelong learning)*					

4.1.2 Please express your current opinion on accessibility to learning and wider participation in the community, and any ideas you may have to help foster it . This may include comments about

a. Providing learning wherever, whenever, whatever, however, from whoever learners want it in order to increase the supply and the demand

b. Providing Learning Support structures (eg counsellors, APEL, Mentors, learning style assessments, crèches etc), especially for those unfamiliar with learning or those with special needs

c) Dismantling the Barriers to Learning (*'In Britain, only 1 adult in 4 describes him/herself as a learner, 1 in 3 has taken no part in education or training since leaving school, at any one time only 14% of employees are taking part in job-related training, only 5% of the workforce has obtained an NVQ and over 40% of 18 year olds are not currently in any kind of education and training'* Fryer (Education for the 21st Century) **and what they might be**

d) or you may wish to make a general comment about access in general

4.2: Broadcasting the Learning City/Region message to its Citizens

Both the content and the way in which information is communicated is important in a Learning City/Region. Different people and organisations will need different approaches and different levels of knowledge A Learning Region is a connected, communicating, informed and involving region. In this section we explore the extent to which the authority promotes and markets itself to its citizens and to the outside world, and how its use of technology is oriented towards keeping people informed and involved. This section can be useful for identifying messages and methodologies.

4.2.1 Firstly let us take a quotation. How far do you think that those responsible for leading the city/region into future believe the sentiments expressed in these
1= Crucial, 2= Very strongly, 3= partly true, 4= not very much, 5= not at all/irrelevant to this region

		1	2	3	4	5
4.2.1	*Developing a Publicity/Information/Promotion Campaign to market the Learning city concept to its citizens should be sensitively and professionally carried out. Communication is always the most important, and the most difficult, aspect of changing perceptions and creating new concepts like Learning cities. Most people are not educationists and are unfamiliar with neither the jargon nor the new education methodologies. Most are not even familiar with the term 'Lifelong learning' and unconvinced of the need. The activities under this heading would include jargon-free, attractively presented booklets, pamphlets and other reading materials, a poster campaign (including smaller posters for shops, offices, schools and other organizations), media promotion through tv and radio, press coverage, and the development of a Learning Festival to take place with the millennium conference (European Memorandum on lifelong learning)*					

4.2.2 Please express your current opinion on the communication of learning and learning information and any ideas you may have to help foster it (the full version offers many suggestions) . This may include comments about:

a) Internal Communication – ways in which the learning city message is communicated within the city and how citizens should be kept informed about developments and engaged in helping

4.2.3 eg What percentage of the population do you estimate would know that the city/region is a Learning City/Region? Put a cross on the line according to your guess.

0%_____100%


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b) The Key Learning Messages – what the messages to citizens are or should be. For example, the message of the social, economic and environmental effects of rapid change in a knowledge society

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c) External Communication - the way in which the learning city/region is communicated externally to cities and regions that may wish to do business etc

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d) or you may wish to make a general comment about communication and messages in general

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4.3 – Staff development in a Learning City/Region

A Learning Region is learning continuously, as are the people in it. Here we ask for comment about how the Local Authority is committed to continuous improvement and lifelong learning in all its staff – the full audit makes many suggestions about this.

4.3.1 First let's look at your opinion of one or two report statements below. How far do you think that those responsible for leading the city/region into the future believe the sentiments expressed in the quotations.

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this
3= important enough to warrant the development of a future strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
6.1.1	*A growing task for the workplace: Retraining workers, honing skills and keeping employees current with rapidly changing workplace technology. A whopping 75% of today's workforce*					

6.1.3 *needs retraining just to keep pace. (The Kiplinger letter (Warford LFJ LL, a national priority) The methods used to promote a healthy sense of self-esteem, learning motivation and learning skills in young peoples' basic education are critical for the development of lifelong learning values and attitudes. Educational Institutions should encourage their students to learn beyond their organisation and analyse how that contributes to the whole spectrum of an individual's intellectual growth (Finnish National Strateg)y*

4.3.2 We appreciate your comments, ideas and opinions on the subject of staff and citizen development. You may wish to include

a) Internal Staff Training and development. A Learning City/Region will operate as a Learning Organisation (see section 2) and require its staff in its administration departments to engage in continuous development and learning. You may wish to let us know how your authority is managing, or ought to manage, this process.

b) Tools and techniques of lifelong learning – personal learning audits and plans, mentoring, coaches and guides, counselling, stakeholder audits etc

c) In-service Teacher Training. Most Local Authorities are responsible for the in-service training of teachers. Including skills for 21st century teachers, children and citizens

d) or you may wish to make a general comment about staff development

4.4 Using Technology for learning in the Learning City/Region

The effective use of technology is essential to the creation of both a Knowledge and a Learning Society – one cannot exist without the other. In the USA, Smart Cities are using sophisticated information and communication technology in all aspects of learning city matters. Here we ask your ideas, opinions and comments about the use of technology in your city or region. (Again, the long version of the audit presents several alternatives and suggestions.)

4.4.1 First a quotation as usual How far do you think that those responsible for leading the city/region into the future believe the sentiments expressed in the quotation below.

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this
3= important enough to warrant the development of a future strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
4.4.1	**Unless we can bring the full benefits of advances in telecommunications to businesses large and small, government and the non-profit sector, andindividual consumers, we will fail to capitalize on the genius the technology affords us. Importantly, we must find ways to energize, excite and involve whole communities: librarians, school teachers, health care providers and other workers, young and old, indeed every sector of our economy and society. (John M Eger)**					

4.4.2 We appreciate your opinions, ideas and comments on the issues concerning the use of technology in the construction of a learning city. In particular you may wish to comment on the following

a) Technology for distance learning – where, what, when, why, who and how should use satellite, radio, television, cable and broadband. The wired city, neighbourhood tv etc

b) Using email and the internet for learning –how the very powerful motivational techniques for putting learners, teachers, parents and others in touch with each other locally, nationally and internationally are exploited in your city/region

c) Multimedia and Open Learning. the extent to which multimedia tools and software are/should be used to enhance learning in your city/region.

d) or you may wish to make a general comment about the effective use of technology

4.5: Socio-economic policies and wealth creation in the learning region

A Learning City/Region is a prosperous and stable city/region. Here we explore the possibilities of the learning city concept as a generator of economic wealth. The long version contains a large number of suggestions, topics and questions, but here we ask only about your experiences and perceptions.

4.5.1 First let's explore your perception of the sentiments expressed in the following quotation. In the answers
1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this
3= important enough to warrant the development of a future strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
4.5.1	*The knowledge society of the 21st century will discover that learning is the source of wealth, welfare and competitive advantage. We are experiencing a paradigm shift. The evidence suggests that the development of learning organisations is not merely desirable, but essential to the survival of companies in the next century. This is a challenge faced not only by business and industry, but also by not-for-profit organisations in the voluntary and educational sectors. Schools, colleges and universities also need to be learning organisations, if they are to prosper (Ball: Action Agenda for Lifelong Learning)*					

4.5.2 We appreciate your ideas, comments and opinions on how a learning region can help to create wealth, employment and prosperity. You may wish to comment on

a) The connection between learning and economic growth in a knowledge society, new opportunities for employment, attracting new business development

b) The learning initiatives your region has taken/is taking/should take in order to create wealth as apart of its development policy, Entrepreneurialism, skills identification and development, learning partnerships, short vs long-term

d) or you may wish to make a general comment about socio-economic policies and learning cities/regions
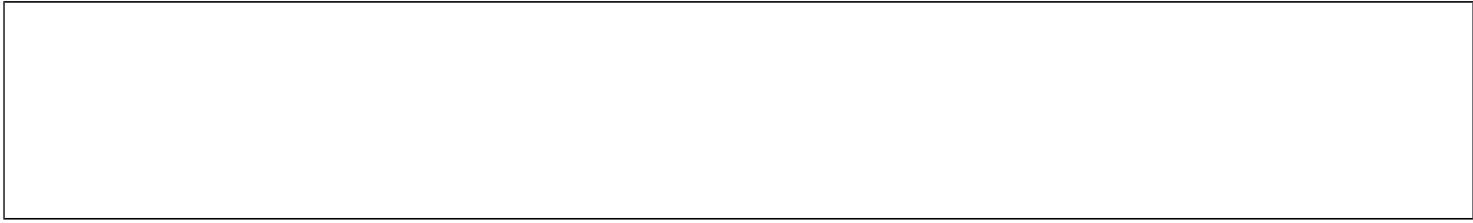
4.6 Resources and Finance in the Learning City/Region

It is understood that increasing local income in order to make the necessary investments in the future is a difficult and often unpopular action. Nevertheless, a responsible Learning City/Region will need to invest in its own future through a variety of financial and resource strategies. The full audit has many suggestions, topics and ideas but here we ask only about your perceptions and experiences

4.6.1 Let us explore your perceptions of the need for such an investment. In the answers below

1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this
3= important enough to warrant the development of a future strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
4.6.1	**By converting previous valuable localised assets into ubiquities (inputs available everywhere at almost the same cost and time), the process of globalisation is curtailing the competitiveness of all companies that previously benefited from a favourable location, while enhancing the competitiveness of companies located elsewhere. This is both an opportunity and a potential disadvantage for regional development – to convert it into the former will entail much foresight and wise investment, mostly in education (Building a Cross-border Learning Region Report)**					
4.6.2	Industry, business and public administrations need to learn how to audit human capital in the way that they audit other resources of a business - the idea of the missing balance sheet **Sir C Ball report of 1992 conference Lifelong Learning for European Business**					

4.6.3 We appreciate your input on resources, capital and finance for building and managing a learning city. You may wish to comment on:

a) the use, re-use and reorganisation of existing human, intellectual, financial and organisational capital

b) the development/creation of new resources from within the city or region and from outside its boundaries

c) or you may wish to make a general comment about resources as an investment in building a learning city/region

4.7: Environment, sustainability, celebration in the learning region

A Learning region is a clean, green and sustainable region. Here we explore the relationships between sustainable regional development and the concept of the learning region. The full audit contains many topics, suggestions and observations but here we are asking about your own perceptions and observations

4.7.1 Let us explore your perceptions of the need for such an investment. In the answers below
1= crucial that we understand and respond to this

2= very important – we are working on a strategy to address this
3= important enough to warrant the development of a future strategy
4= interesting but not important enough to warrant strategy development
5= Not relevant

		1	2	3	4	5
4.7.1	**The *sine qua non* for sustainable urban development is the will to learn — to change the way we think and interact. Learning is critical to sustainability — especially to the sustainability of such rapidly changing systems as today's cities (Report from UN Habitat)**					
4.7.2	**Communities which are in the process of regeneration need to learn, not merely to develop the skills of their citizens, but also to understand how the different parts of city life – social, cultural, political as well as economic – can connect together more efficiently to sustain the future well-being of the community.**					

4.7.2 We appreciate your input on the topic of sustainability and celebration. You may wish to comment on anything from family learning, learning festivals, environmental sustainability, citizenship and civics, rewards etc or anything you feel deserves to be said on this topic.

Finally
Thank you for completing this audit tool. We hope that it has been useful for you in recognising the nature of a learning city and the materials that may have to be used in order to build it. Please note that this is only the short version, intended to give you a taste of the subject. The full version is available to those cities and regions which are really serious about becoming true learning cities and regions. It contains much more detail about each aspect raised in this short version and many more pointers to ideas, experiences and actions. We appreciate that this is a process that will take months, perhaps years, to complete, and will involve much change and development.