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 8, Session 8.5:

Expanding city and region horizons in a new world: Two-way profiting from international cooperation with less-advantaged cities and regions

'*The transformation of mind-sets, attitudes and behaviours that occurs when thousands more people and organizations are contributing to the solution of social, cultural, environmental, political and economic problems throughout the world right across the age groups. Cities and regions, as learning organisms, can learn much from each other, and jointly help each other to cope with seemingly intractable problems*'
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 8, Session 8.5:

Expanding city and region horizons in a new world: Two-way profiting from international cooperation with less-advantaged cities and regions

Session outline: We have seen, in sessions 8.1 and 8.2, how international cooperation between cities can bring benefits to all. But how about those cities and regions in the less-favoured parts of the globe, which because of poverty, corruption, authoritarian regimes, war, drought, fundamentalism, terror, crop failure, lack of education or simple mismanagement have problems that seem to be intractable? What can cities do for them and what is their role and responsibility, moral or otherwise? This session argues that not only is it within the remit of the modern city to help others less favoured than themselves, but also that there are powerful positive benefits in doing so. Parallels are drawn with movements in the business world. A series of assignments and exercises lead the learner to a greater understanding of the wider role of the city in global affairs.

NB This is a long series of assignments and exercises which may take more than one session to complete.

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 individuals with the answers debated in open session afterwards, facilitated by a learning leader. All other assignments may be completed in small groups of 2 or 3 people with frequent breaks to discuss the results. 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 188 to 191 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Say how far you agree with the sentiments expressed in the following quotations?
1= Fully, 2= mostly, 3= partly, 4= not at all
Then answer the questions below

		1	2	3	4
A	*Equity requires management. So there is a duty, alike for national and local governments, organisations and individuals, to practise affirmative action to help developing countries, deprived communities and disadvantaged people, by ensuring that they receive a disproportionate share of available resources so that the gaps do not widen into gulfs. Those who most need it should receive most help. (Ball: Action agenda for lifelong learning)*				
B	*What does not exist, and what there is a great need for, is a global network of learning cities that extends beyond an annual conference get-together, and instead mobilizes its members to address political, social, cultural, educational, religious and environmental issues resulting from the need for human beings to live together in harmony on this planet (Longworth, Learning Cities, Learning Regions)*				
C	*'No longer are cities and regions inward-looking entities with a responsibility only to provide services for their own citizens. They have a greater mission and a greater global responsibility, entirely consonant with the ideals behind the learning city concept, to open up the eyes of their institutions and their citizens to the world outside, and the contribution they can make to improving it. This is not hopeless, blue skies, impractical idealism. In so doing they are helping to re-create themselves into richer entities in every way, more prosperous, more resourceful, more knowledgeable, more sensitive, more participative and more creative, innovative and capable. Today's technology provides a new 21st century opportunity to expand their influence through the exchange of ideas, knowledge, experience, inventiveness, trade and practical help.' If it is not a moral responsibility, it is at least a moral opportunity.(PASCAL Book)*				
	The breakdown of stereotypes and long-standing antipathy is only possible through a combination of education and communication. It won't happen tomorrow or next week or even next year. This is a long process of learning about each other that can take as long as 20 or 50 or more years. But it must start as soon as possible, and it must include as many people of all ages, so that by the year 2020 we can point to a positive diminution of hatred, terror and mistrust, to replace it with cooperation, knowledge, understanding and wisdom. Cities have a part to play in this process. Not only is it infinitely preferable to the use of military projects in which the lack of the creativity or will or imagination to develop more lasting solutions creates environmental, emotional, physical, political and personal disasters, it is infinitely less expensive. (Learning Cities, Learning Regions).				

D: What are the main messages these 4 quotations are trying to convey

_____

_____

_____

E: What would be the implications for your own local authority if they were adopted.

_____

_____

_____

F: How far along this line do you think your city leaders are in understanding these ideals?

0%_____100%

G: How far along the line do you think that citizens in general are in understanding these ideals?

0%_____100%

H: How far along the line are you in understanding these ideals?

0%_____100%

Assignment 2: Look at the quotation below. It is a paragraph from the guidelines for Austrian Schools. Answer the questions below it.

'Young people have to be able to develop independent judgement and understanding of and responsibility for social relations, sensitivity to the political and philosophical views of others, and the ability to contribute to the economic and cultural life of the country, Europe and the world. Humanity, tolerance, solidarity, peace, justice and ecological awareness are values that stimulate action in our society and interact with economic issues.'

A. Do schools in your locality have such a statement in their own objectives?   Yes/No

B. In your opinion, should they?   Yes/No

C: Why/ Why not?
_____

_____

_____

_____

D: How might such high ideals be transmitted by the schools to their students? Suggest 3 actions.

_____

_____

_____

Assignment 3: Discuss your observations to assignments 1-2 with others

Assignment 4: Look at the flags on Actionsheet 1 of the learning kitbag. They are an innovative way of giving information developed by a UNESCO researcher. Answer the questions below them and then discuss these with others.

Assignment 5: Look at the document produced by the European Foundation for Management Development on Actionsheet 2 in the learning kitbag (2 pages). Although it refers to the responsibilities of companies and business schools, local and regional authorities are subject to the same challenges and therefore have similar responsibilities to address them. EFMD says that the challenges are large, undeniable and global. In the boxes below can you name 5 of these challenges and say how they can affect your city town or region.

The Challenge	**How it might affect my city, town or region**

Assignment 6: To what extent do you believe that senior management in your city or region measures up to these actions described in the document? 1= fully – recognises the challenge and is actively doing something about it, 2= partly – recognises the challenge and is currently considering action, 3= hardly – recognises the challenge and intends to do nothing about it, 4= Not at all – doesn't recognise the challenge

	1	2	3	4
1. Thinks and acts in a global context.				
2. Broadens corporate purpose to reflect accountability to society around the globe.				
3. Puts ethics at the centre of thoughts, words and deeds				
4. Transforms internal education processes for all to give global responsibility the centrality it deserves				

Assignment 7: Say why you have given the marks above and why you think that your city or region behaves in the way it does with respect to these actions.

_____

_____

_____

Assignment 8: A: To what extent do you believe that local and regional authorities should become involved in '*the global exercise* of *ethical, values-based leadership in the pursuit* of *economic and societal progress and sustainable development'*

_____

_____

B: Please give an example of what you think the following words, taken from the documents, might mean in a local or regional authority context?

Global Exercise	
Ethical	
Values-based	
Leadership	
Societal progress	
Sustainable development	

C: Why do you think the authors believe that it takes 'vision and courage' to follow this path? What other attributes does it take for your city to become involved?

_____

_____

Assignment 9 How and with which organisations/institutions might the following be achieved in your city or region? If you can, add a couple more actions which might be taken.

tuning into the societal and environmental context;	
overcoming key organisational, regulatory and societal barriers to change;	
developing stakeholder engagement skills such as careful listening and the ability to engage in dialogue	
transforming the culture of the city/region by changing attitudes and behaviours	
understanding the purpose of change	
designing change management processes	
rewarding globally responsible behaviour through improved performance measures and systems	

Assignment 10: Which people in your local or regional authority should be targeted to promote and initiate global leadership?

Assignment 11: What do you believe the next steps for local and regional authorities should be? Insert your own ideas into the empty rows below?

	Yes	No
Join with organisations like EFMD to establish a larger coalition of similarly based global leadership initiatives		
Establish a separate local and regional authorities based initiative to deal with global		

leadership issues		
Establish an umbrella organisation coordinating the activities of similar organisations in this field		

Assignment 12: Describe 2 actions which you personally can take to 'engage'.

Assignment 13: Discuss your answers to these questions with the whole group and consolidate your actions

Assignment 14: Go to the website for the full report and, with others in your group, from it make a list of the recommendations you would make to your own local or regional authority.

Assignment 15: Let's revisit the diagram we used in session 2. It is on Actionsheet 3 of the learning kitbag. Insert in the boxes set aside for city names, 5 cities from North America, UK, the rest of Europe, Australasia, Japan,

Assignment 16: Now insert a city from a poor part of Africa or an Asian city which currently is experiencing great difficulties because of conflict.

Assignment 17: In one of the circles for each city write in the words 'local authority.' Then **i**n the 3 remaining circles for each city insert 3 city stakeholders from the following list: schools, universities, industry, religious groups, hospitals, community centres, adult colleges, senior citizens.

Assignment 18: Let's get creative**.** On the rows below think of 3 positive actions each of your stakeholders might be able to take if they were each to seek ways of helping the less-advantaged city.

Local Authority	**1** **2** **3**
Stake-holder 2	**1** **2** **3**
Stake-holder 3	**1** **2** **3**
Stake-holder 4	**1** **2** **3**

Assignment 19: Discuss the results of assignments 14 to 18 with others.

Assignment 20: You are asked by the city council to look into the possibility of establishing city links between your own city and Islamabad! What 5 recommendations would you make to the council about resources, management and organisation? If possible put it into a power point presentation.

i

ii

iii

iv

v

D: And about possible activities between the two cities.

i

ii

iii

iv

v

Assignment 21: What model of cooperation would you recommend for this type of cooperation? Insert your own ideas in the empty boxes.

1. City rings of   developed world cities with   cities in need.
2. One on one inter-city mentoring between your city and a city in need.
3. Membership of a large association of cities with such links as one part of its agenda
4. Working with NGOs experienced in this field
5. Working through national government organisations
6.
7.

Assignment 22: Discuss your answers to assignments 24 and 25 with others. Show your Powerpoint presentation.

Assignment 23: 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
38	Towards true Learning Societies					2.2
39	Defining Learning Cities and Regions					2.1

Assignment 24: 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.

_____

_____

_____

The

LEARNING

KITBAG

Actionsheet 1: Poverty in the developing world

A

B

C

D

1. Which country flags are these? (from Burkino Faso, Angola, Colombia, other?)

A	B
C	D

2. What do the legends tell you about each country?

A
B
C
D

3. In your opinion, what will happen if nothing is done?

_____

_____

_____

4. In your opinion what should be done? _____

_____

_____

Many thanks to the European Foundation for Management Development for permission to use this Executive Summary as a source document

Business and business education for a better world

The challenges facing humankind are large, undeniable and global. Economic, social, environmental inequalities abound and are increasing, Businesses are among the most influential institutions worldwide. They have a tremendous opportunity to shape a better world for existing and future generations. Business schools and centres for leadership learning can play a pivotal role, alongside business, in developing the present and future leaders required to ensure that business is a force for good.

The globally responsible Leadership Initiative
In 2004, united by a shared commitment to the development of globally responsible leaders, senior representatives from twenty one companies, business schools and centres for leadership learning formed a unique working partnership, the Globally Responsible Leadership Initiative. This report describes the key recommendations emanating from their dialogue.

The Leadership challenges
Globally responsible leaders at all organisational levels face four key challenges. First, they should think and act in a global context. Second, they should broaden their corporate purpose to reflect accountability to society around the globe. Third, they should put ethics at the centre of their thoughts, words and deeds. Fourth, they - and all business schools and centres for leadership learning - should transform their business education to give corporate global responsibility the centrality it deserves.

Re-defining the purpose of business
The new global business context requires a definition of business that encompasses corporate aspirations, responsibilities and activities **in** realistic and contemporary terms that go beyond purely financially focused explanations. *The purpose* of *the globally responsible business* is to create *economic and societal progress in* a *globally responsible and sustainable* way.

Globally responsible leadership
The leadership required now and in the future can be described as globally responsible leadership. This is *the global exercise* of *ethical, values-based leadership in the pursuit* of *economic and societal progress and sustajnable development.* It is based *on* a fundamental understanding of the interconnectedness of the world and recognition of the need for economic and societal and environmental advancement. It also requires the vision and courage to place decision making and management practice in a global context.

Ethical Principles
Decisions made by globally responsible leaders rely both on their awareness of principles and regulations and on the development of their inner dimension and their personal conscience. These characteristics can be informed and developed through dialogue and debate. Guiding principles that establish a starting point for globally responsible leadership include: *fairness; freedom; honesty; humanity; tolerance; transparency; responsibility and solidarity; and sustainability.* These are not fixed ethical points but need to be constantly refined and developed.

Transforming the business
Key action areas through which corporate global responsibility can be nurtured and developed include:
-, tuning into the societal and environmental business context;
-, overcoming key organisational, regulatory and societal barriers to change;
-, developing stakeholder engagement skills such as careful listening and the ability to engage in dialogue;
-, transforming the culture of the firm by changing attitudes and behaviours;

-, understanding the purpose of change;
-, designing change management processes; and,
-, rewarding globally responsible behaviour through improved performance measures and systems.

Transforming Business Education

All learning institutions need to make corporate global responsibility their responsibility. Change can be driven by inspiring, involving, influencing and interconnecting with internal and external stakeholders. Globally responsible behaviour must be internalised within the conduct and activities of the organisation. Business education should also be broadened to reflect the global business environment and the knowledge, skills and attributes required of the globally responsible business leader. Corporate global responsibility issues need to be integrated across the business school curriculum, not just in stand-alone courses. Curricula for both degree and executive programmes need to be enriched by topics such

" analysis of political, social, intellectual, technological and environmental trends; ,
" analysis of existing ethical codes and study of successful implementation of organisational ethical codes and principles;
" the development of globally responsible leader-linked attributes and behaviours (such as integrity, empathy, compassion, dialogue and self-awareness);
" cross cultural understanding and language skills;
" social and environmental accounting and reporting; and,
 sustainable business practices.

Last but not least, a range of innovative approaches to pedagogy and learning needs to be tested and utilised which engage more of the whole person in the learning experience.

A call for engagement

Our vision of the future is of a world where leaders *contribute* to *the creation* of *economic and* societal progress *in* a *globally responsible and sustainable way.* Our goal is to *develop the current and future generation* of *globally responsible leaders through* a *global network* of *companies and learning institutions.* Co-ordinated through the European Foundation for Management Development (EFMD) and with the support of the UN Global Compact, the Globally Responsible Leadership Initiative **will** reach its goal by taking action throughout the world on issues of new business practices and learning approaches, advocacy and concept development. Membership of the Initiative offers an opportunity to participate in creating a new generation of globally responsible business leaders and to be a catalyst for changed values and practices regarding corporate global responsibility.

www.globallyresponsibleleaders.net
Already, we are witnessing the emergence of a group of people with awareness and attitudes of corporate global responsibility. This portends a tipping point, the development of a critical mass with a genuinely global view and the skills and appetite to change things for the better. Work with us to ensure that this becomes a reality. Join the Globally Responsible Leadership Initiative. Engage.

Making a difference
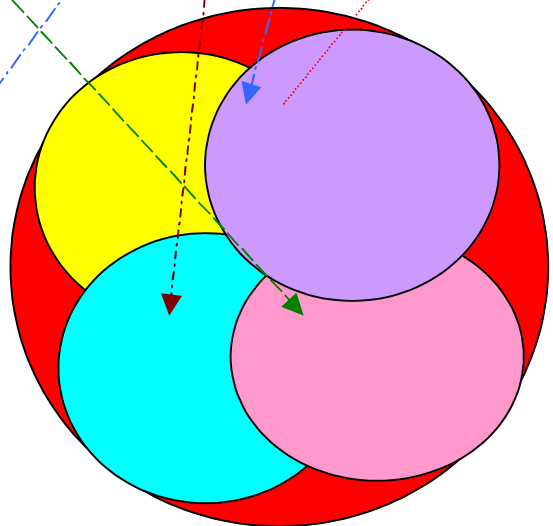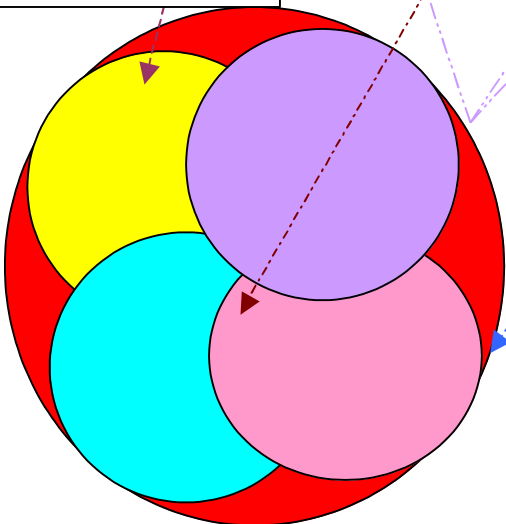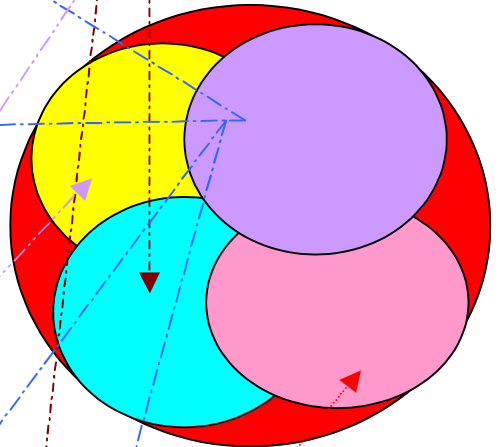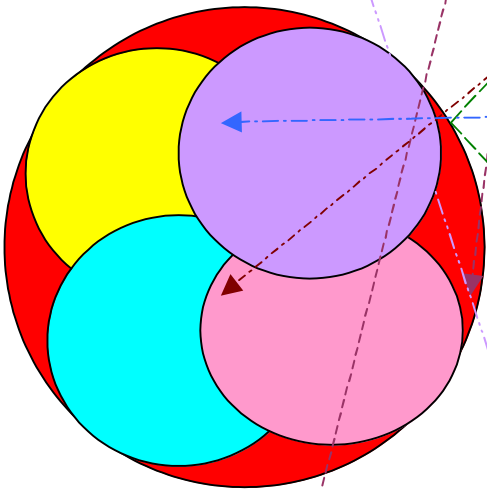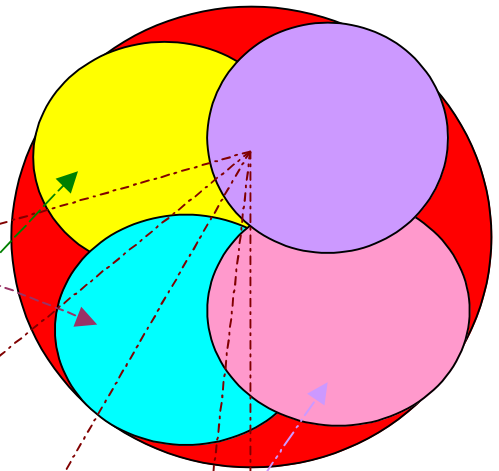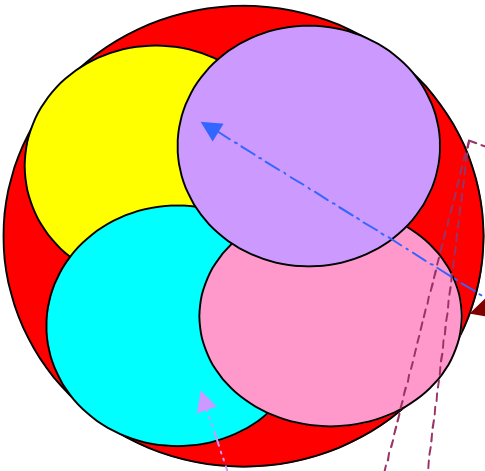
MATERIALS ON LEARNING CITIES AND REGIONS FOR THE FUTURE – A REMINDER

	Topics	Sessions
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
38	Towards true Learning Societies	2.2
39	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