

## A list of recommendations for New Learning Cities

- 1. Make a decision to develop the city (or the city and its surrounding region) as a learning city. Distribute Annexe 1 to your key city leaders and ask them to choose those characteristics which are most important to the city. Focus on these plus others that are uniquely relevant to your city.**
- 2. Establish a Lifelong Learning City Committee comprising people from all stakeholders in the city, private and public. Establish the guidelines for this Committee and give it powers to initiate activities, and set targets for each of these activities. Be innovative (eg an unemployed person, a school student)**
- 3. Establish sub-committees for the development of lifelong learning concepts in each action area – economic, social/cultural , environmental. Involve as wide a selection of people as possible in each group (in accordance with the principles set out in annexe 2 below). Set targets and goals for people and organisations.**
- 4. Appoint a Champion of the Future Lifelong Learning City - one of the most influential figures in the City. Give him/her powers to get things done.**
- 5. Hold a one-day conference of 100 key people and hire key Lifelong Learning experts to deliver the Lifelong Learning message to them. Make the conference bi-directional - during the day hold a series of guided brainstorming sessions in the action areas to obtain their commitment and ideas. Give someone the responsibility to collect and publicise these ideas on the city website.**
- 6. Create an electronic Learning City Forum on the city web-site to which these people and others can contribute.**
- 7. Hire experts to run a series of Lifelong Learning City workshops, seminars and conferences for people from all parts of City life in order to create as quickly as possible a core of committed workers. Make this a cascade process - require the experts to provide the materials and train participants to train others. The Learning City 2020 programme shown in annexe 3 will be useful.**
- 8. Join a Learning Cities organisation - more than one if there is value-added. Some offer more than others. For example, the UNESCO can offer access to experts for workshops and seminars, electronic forums between professionals and councillors in many cities, the facility to develop good practice Case Studies, information and knowledge on-line and a core of like-minded cities with which you can work.**
- 9. Organise a Learning Festival. Involve many organisations in the city. Link it to other activities taking place eg Adult Learners Week, Achievement celebrations etc**
- 10. Involve all workers in the city administration in providing ideas and support and discover their learning needs. Use the LILARA learning needs Audit for this (annexe 4). Use the University to deliver the Audit and to assess the results with an implementation plan.**
- 11. Get the media onside and positive. Give them a role in the consultations, meetings and by running competitions that would benefit the city eg better security, ideas for publicising the city, for engaging people, for displaying childrens' work etc – if it raises circulation they will be interested.**
- 12. Develop a strategy and a business plan. Link it to the activities described above, in the annexes and those suggested in the conferences and seminars. Set realistic goals and objectives over a defined period (2 years, 5 years, 10 years).**
- 13. Mobilise the people – Brisbane style. Establish an office to harness the talents, skills, knowledge, ideas and expertise as a human resource in the communities and to link them to the needs (staffed by volunteers). Include people of all ages.**

**LEARNING CITIES - FACING THE FUTURE**

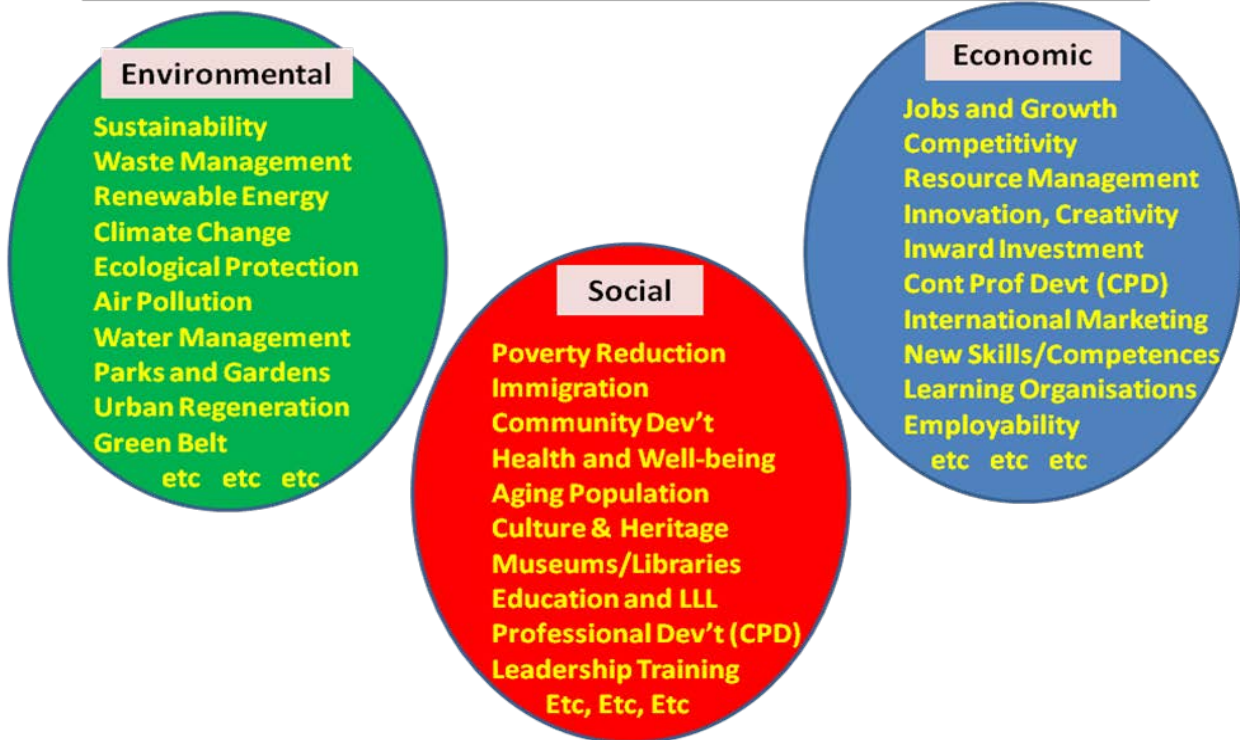
A Learning City is one with plans and strategies to encourage personal growth, social cohesion and sustainable wealth-creation through the development of the human potential of all its citizens and the social, financial and cultural potential of its institutions and organisations

<b>L</b>	<b>Learning organisations</b>	Links its strategy to the development of the learning city as a vast learning organisation in which everyone continuously learns how to manage and deliver quality services and products
<b>E</b>	<b>Empowerment</b>	Enables all its citizens to meet the future with confidence through consultation processes that treat them as decision-makers and implementers
<b>A</b>	<b>Aspirations</b>	Activates the learning potential of its citizens of all ages by encouraging the use of modern tools and techniques such as personal learning plans, mentors and guides
<b>R</b>	<b>Resources</b>	Releases the full potential of community resources, including human resources, by activating all stakeholders and enabling mutually beneficial public/private partnerships
<b>N</b>	<b>Networks</b>	Nourishes trade, tolerance and outward-looking mindsets through projects to link citizens of all races, ages and creeds locally, nationally and internationally
<b>I</b>	<b>Information</b>	Improves awareness of the city's potential as a learning entity to internal and external audiences through innovative internal and external publicity campaigns
<b>N</b>	<b>Needs and Requirements</b>	Nurtures a culture of learning by proactively auditing the learning requirements of all its citizens and providing support services to satisfy them where, when and how they want them
<b>G</b>	<b>Growth</b>	Generates prosperity by exploiting the link between wealth creation and learning, and identifying and teaching 21 <sup>st</sup> century skills and competences at all ages
<b>C</b>	<b>Continuing Professional Development</b>	Creates and delivers continuing professional development programmes for councillors, managers and professionals that enable them to understand and play their key role in the development of their city as a learning city
<b>I</b>	<b>Innovations in learning</b>	Increases understanding of the value of, and participation in, learning in a world of change in citizens of all ages by exploiting new knowledge and methods of how people learn
<b>T</b>	<b>Technology</b>	Transforms the city into a modern centre of learning through the effective use of the city's own website as well as the internet and other learning technologies
<b>I</b>	<b>Involvement</b>	Inspires citizens to actively contribute to city life and culture by making their own skills, knowledge & talents available to others
<b>E</b>	<b>Environment</b>	Energises programmes which enable all citizens to take positive action to understand climate change and to care for the environment
<b>S</b>	<b>Society</b>	Stimulates the development of a learning society by running festivals, fairs and other fun events which create the habit of learning in communities and families.

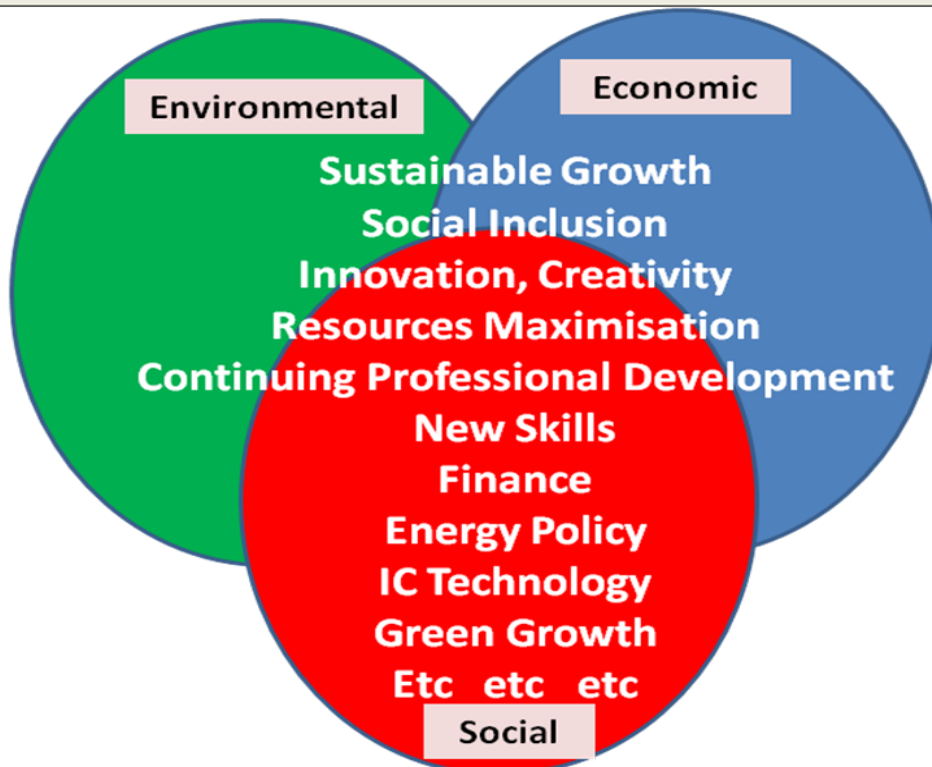
Exercise: In the right hand column put a mark from 1 to 5 for each statement as follows  
 1- fully satisfies this 2= mostly satisfies this 3= half satisfies this 4- only a little done here 5= hasn't even started

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**LEARNING CITY DIMENSIONS**  
**Dimension 2 – Three Major Focuses**



**LEARNING CITY DIMENSIONS**  
**Dimension 2 - Interactions**



Learning City management is now a holistic business. Growth for example, while ostensibly an economic requirement, takes on an environmental mantle with the requirement for it to be sustainable or related to green development, and a social one when it is linked to the need for a skilled and well-educated population using the technology of the day



## Learning Cities 2020

A suite of studies to enable cities and regions to maximise their competitive advantage

This introduction sets out the options, ranging from local analysis of the latest data on lifelong learning, skills and economic performance, the benchmarking of current practice, to masterclasses by international experts to help local policy appraisal and development. PASCAL can organise intensive local skills surveys if required. PASCAL will be pleased to tailor a package to meet individual city requirements.

Scroll down this page to read the entire document or use the links below to jump to a section

### [Introduction](#)

[Option 1: How good is our city as a learning city?](#)

[Option 2: Selected Information and Policy Services](#)

[Option 3: Local survey of adult skills and competences...](#)

[Expressions of interest and further Information](#)

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PASCAL has centres in Europe, the US, Australia and South Africa, and retains a strong cadre of international experts drawn from senior positions in academia and national and international policy organisations, including several connected with the original OECD Learning Cities and Regions study. This programme is directed from the PASCAL centre based in Glasgow University.

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## LILARA Learning Needs Audit – Personal

	Learning City topics	Topic Examples	High	Med	Low
2.2.1	Basic knowledge, understanding and awareness Issues	Nature and characteristics of a Learning City. Why it is necessary. How it is different. Agents of change. Implications for me, for my family, for my fellow citizens. My role and responsibility. Constructing a Learning City. Examples of good practice.			
2.2.2	Organisational and planning issues	My area as a learning organisation. My role in strategy and policy development. Tools and techniques for improving performance. Continuous learning programmes. Quality management. Managing my learning. Developing leadership. Examples of good practice.			
2.2.3	Wealth creation issues	Employment and employability. Attracting industry and inward investment. Workplaces as learning organisations. Skills and competences for the future. The Learning City as an investment. Role of the regional development agency. Linking cities globally. Learning festivals. Marketing the area as a Learning City. Entrepreneurial education. Case studies.			
2.2.4	Social issues	Personal development tools and techniques. Learning incentives. Social inclusion. Developing Learning Communities and Learning Societies. Multiculturalism and diversity. Promoting tolerance and inter-ethnic communication. Work-life balance. Case studies of good practice.			
2.2.5	Educational issues	Creating a culture of learning. Teaching and learning differences. New skills-based curricula for a learning age. Continuous professional development for all. Learner ownership. New learning methods. Learning styles. Mentoring schemes. Counselling. Improving access to learning. Removing barriers. Celebrating, rewarding and recognising learning success. Non-traditional students. Evaluation.			
2.2.6	Resource and financial issues	Investing in lifelong learning. Full service budgeting schemes. Service credit. Partnerships for increasing resource. Tapping into community human, financial and physical resources. Case studies of good practice.			
2.2.7	Contribution and participation Issues	Personal contribution to building a learning area/community. Active citizenship. Volunteering. Corporate social responsibility. Time-off social programmes. Mobilising the community. Case studies of good practice.			
2.2.8	Political and democracy issues	Learning and local politics. Consulting the people. Educating civic leaders. Civic education for all. Local and global responsibilities. Learning City charters, participation and contribution. Learning Communities and Neighbourhoods. Communicating the learning message to all.			
2.2.9	Technology issues	Technology and the learning future. Smart cities. Wired Cities. Using the Internet and education technology tools for learning. Linking Learning Cities nationally and globally. Learning Region Networks. Distance learning and multimedia. Case studies of good practice.			
2.2.10	Stakeholder issues	Institutions as stakeholders - roles and responsibilities of schools, universities, adult colleges, business and industry, voluntary and community organisations. People as stakeholders, individuals and families, councillors, myself. Using previous learning experiences. Case studies			
2.2.11	Cultural issues	Culture in the Learning City. Local history. Role of museums, libraries, galleries etc. Street culture. Case studies of good practice. Citizen involvement			
2.2.12	Environmental and Sustainability Issues	Citizen involvement, Sustainability. Eco-diversity, Eco-awareness, Area regeneration, Rural and Urban Planning, waste management, pollution control			

**A Learning City** is one which invests in quality lifelong learning in order to:

- **liberate** the full potential of all its citizens
- **invest** in the sustainable growth of its workplaces
- **re-vitalise** the vibrant energy of its communities
- **enhance** the dynamism of its stakeholders
- **exploit** the creative value of local, regional and international partnerships and
- **guarantee** the responsible implementation of its environmental obligations

In so doing it will release the strength and capacity of all its social, economic, human, intellectual, cultural, technological and environmental resources

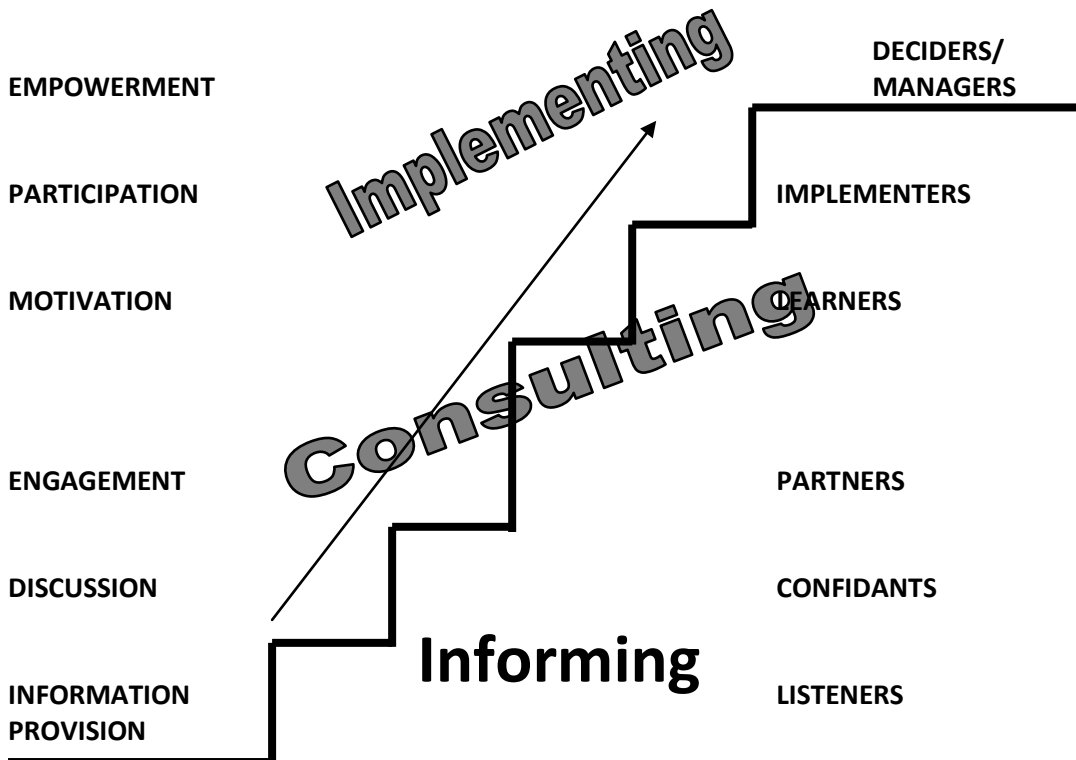
**A Global Learning City** is one which fulfils all the above and...

- **Empowers** all its citizens to live in harmony with people of other creeds, colours, countries and cultures
- **Encourages** its primary, secondary and tertiary learning providers to participate in the power of international collaborative learning by all their staff and students.
- **Widens** horizons and action by facilitating international dialogues between citizens
- **Establishes** dynamic bilateral and multilateral links with other cities to explore how each one can assist the other
- **Recognises** the global reach of environmental matters and accepts its obligations to the future of both its citizens and the planet
- **Works** with NGOs and INGOs to implement the recommendations of international treaties and obligations
- **Assists** with the development of international trade between cities

## The Consultation Staircase

### Processes

### Citizens as



This diagram expresses the progression towards a fully empowered learning community/city/region.

**At its very basic level (step 1)** it is a process of informing people who simply become passive listeners to it

**On the second step** the process is one of discussion where opinions are sought and (maybe) taken into account

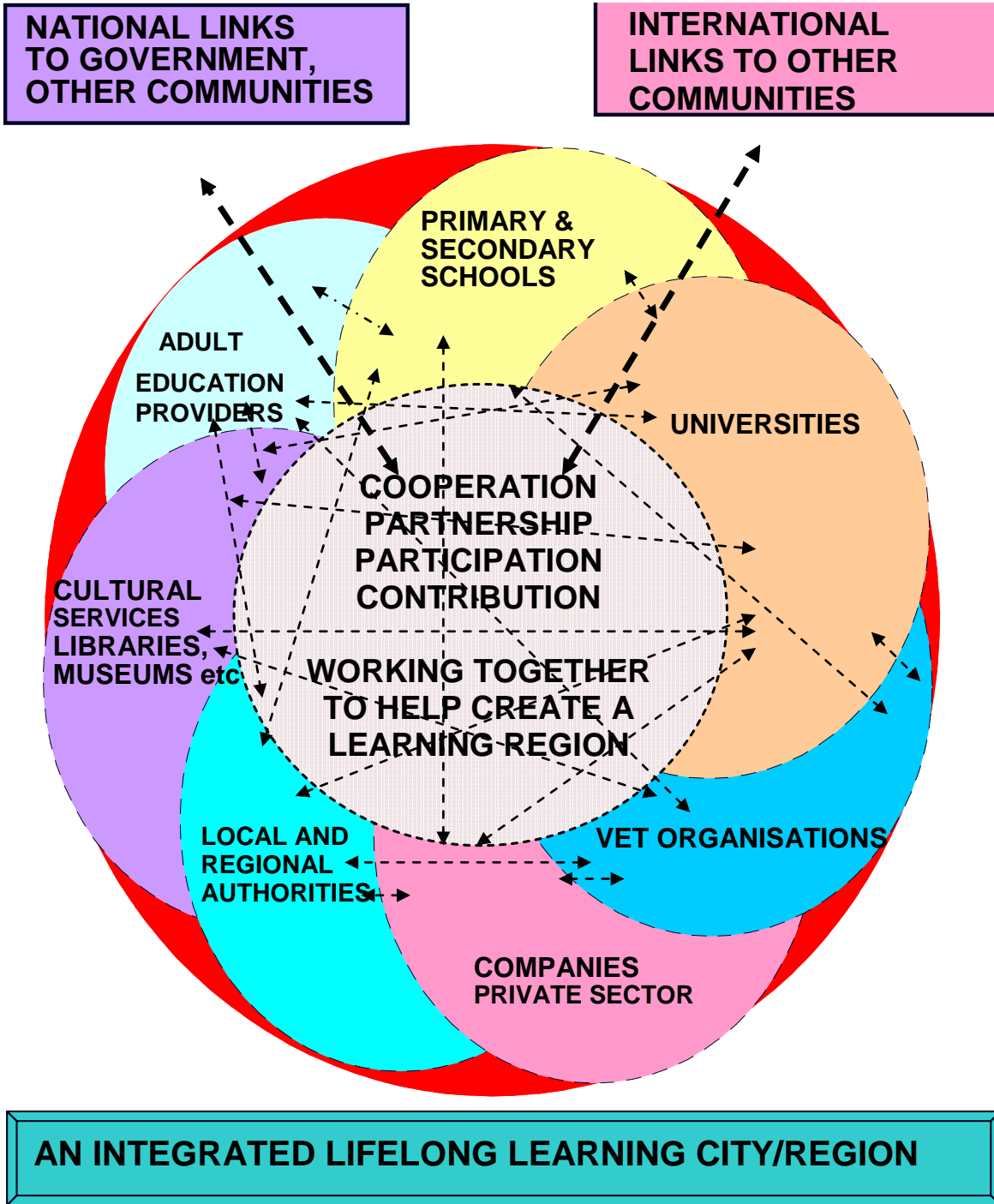
**The third step** expands the process to one of active engagement with the citizens as co-partners in which their opinions are actively included in the development of a report or proposal and they are partners. We are now in consultation mode

We are still in consultation mode, but this can be transformed through the negotiation of **a double step (4)** in which citizens are motivated to become lifelong learners able to make sound judgements based on the considerations of empirical research and the needs of the whole community. This entails considerable education

**On step 5** citizens participate in the application of the proposals that they themselves have helped to create under the supervision of the local authority. We are now beyond consultation and well into implementation mode

**Step 6 and the transformation is complete.** Citizens are fully empowered to decide and manage the implementation process without reference to outside supervision (though occasional input may need to be made by experts and an overall set of guidelines provided)

From 'Learning Cities, Learning Regions, Learning Communities', Norman Longworth, pub Taylor and Francis



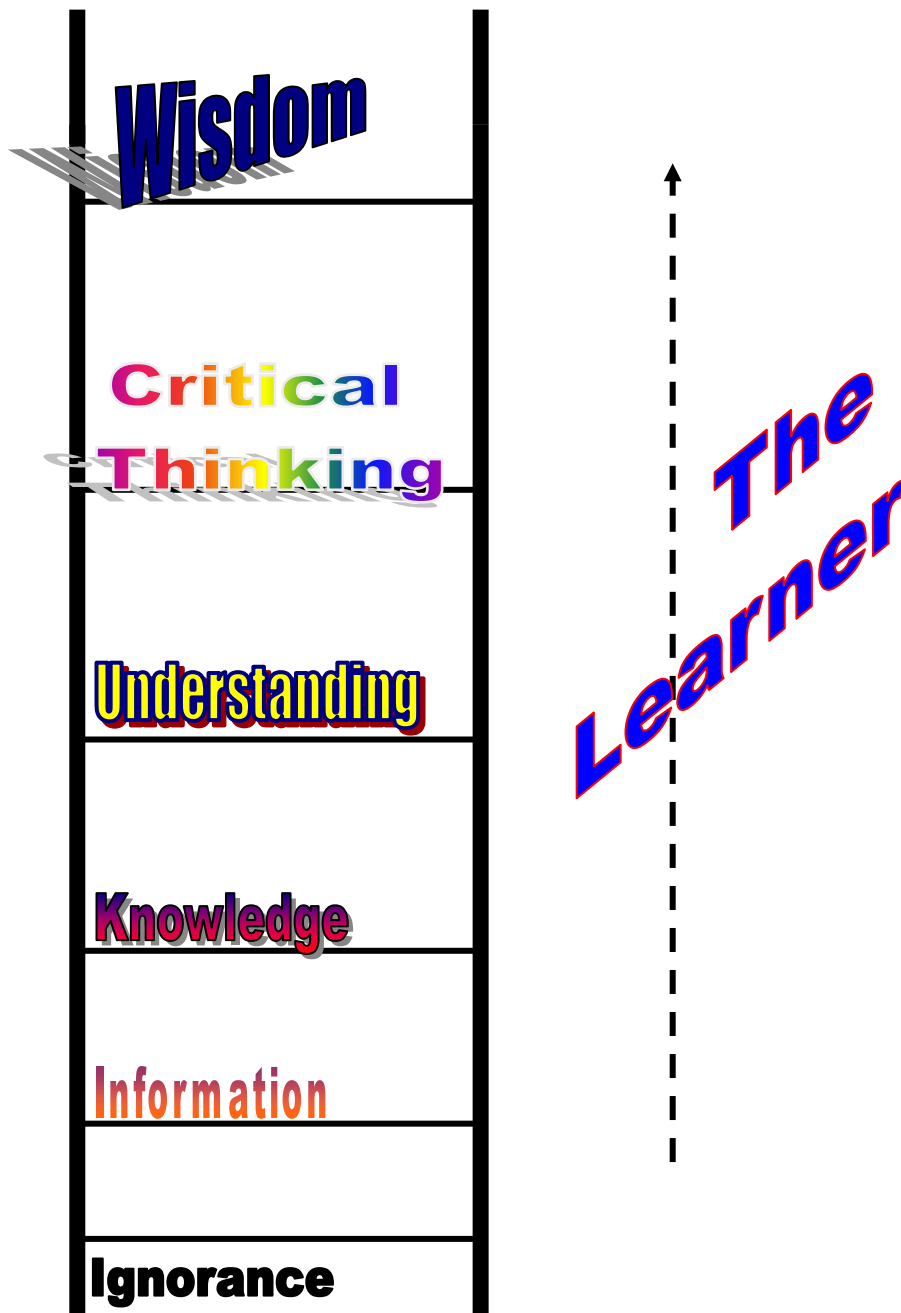


## Core Skills and Competencies for Employability in the Lifelong Learning Age

In column A put a figure from 1 to 5 which denotes your assessment of your own performance in each skill in the second column

1= not interested, 2= a lot to learn 3= working hard on it, 4= Only a little more to learn, 5= have it all

		A	B
Self-management skills	❖		
	❖	Being determined to fulfil one's personal potential	
	❖	<b>Continuously developing personal skills and confidence</b>	
	❖	Setting and achieving realistic personal targets	
	❖	<b>Purposeful introspection</b>	
	❖		
Handling and interpreting information	❖		
	❖	Using information technology tools and techniques	
	❖	<b>Collecting, storing, analysing and combining information</b>	
	❖		
Applying new knowledge into practice	❖		
	⌚	Seeing the connection between theory and practice,	
	⌚	<b>Transforming knowledge into action</b>	
	❖		
Learning to learn	❖		
	➤	Staying open to new knowledge and new learning techniques	
	➤	<b>Identifying and using sources of knowledge</b>	
	➤	Relating learning to personal objectives	
	❖		
Questioning, reasoning and critical thinking	❖		
	✓	Detecting the difference between good, bad and indifferent	
	✓	<b>Continually wanting to improve procedures and situations</b>	
	✓	Knowing when one is being manipulated	
	✓	Never being satisfied with the status quo	
	❖		
Management and Communication skills	❖		
	▪	Expressing oneself clearly orally and verbally in formal and informal situations	
	▪	<b>Persuading others</b>	
	▪	Listening to others	
	▪	<b>Helping others to help themselves</b>	
	❖		
Thinking skills and Creativity	❖		
	⌚	Using Creativity and Imagination to solve problems	
	⌚	<b>Thinking 'out of the box'</b>	
	⌚	Anticipating situations and developing forward vision	
	❖		
Adaptability, flexibility and versatility	❖		
	✓	Facing change with confidence	
	✓	<b>Adapting to new situations and tasks</b>	
	✓	Being ready to change personal direction	
	✓	Keeping an open mind	
	❖		
Team work	❖		
	➤	Sharing information and knowledge	
	➤	<b>Receiving information and knowledge</b>	
	➤	Participating in goal-setting	
	➤	<b>Achieving common goals</b>	
	❖		
Lifelong Learning	❖		
	▪	Continuously upgrading personal skills and competences	
	▪	<b>Cherishing the habit of learning</b>	
	▪	Contributing to the learning of others	



# The Learning Ladder

## A Personal Voyage from Ignorance to Wisdom

The widening rungs confirm the widening difficulty of achieving the next stage but the progression is a logical one and constitutes a challenge for every learner to reach personal potential. It is sad that much of our current education, particularly in the schools, goes little beyond the information rung and, moreover, is not actually designed to do much more than that.