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# **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 6 Session 5:**

### **Adult Education Colleges as stakeholders: Auditing their contribution**

*'the demand for adult learning will rise exponentially over the coming years. It will also be obvious that current provision and classroom methods of learning delivery will be inadequate to satisfy the demand. Cities and Regions will have to resort to the fusion of broadcasting, information and communications technologies, much as the smart cities in North America are already doing'*  
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

**LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE**

## Chapter 6 Session 5:

# Adult Education Colleges as stakeholders: Auditing their contribution

**Session outline:** A lifelong learning world will offer great opportunities to Adult Education Institutions, but with it will come great changes in the way they operate and meet the huge additional demand for learning. Similarly they will profit enormously from the establishment of a learning city or region. This session therefore looks at what those changes might be and how they might be addressed. Assignments and exercises explores the contribution of the Adult Education sector as a key stakeholder in the construction of learning cities and regions and how it can be made. The productive output will be not only a far greater insight into the issues involved but also a presentation that can be delivered to others.

### 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](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 21<sup>st</sup> 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 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](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. Assignments 3 to 5 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignments 6 to 10 are again small group exercises – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 11 and 12 are other opportunities for individual creative expression, which should be discussed in plenary session after completion. Assignments 13 and 14 are a whole class effort in putting together a presentation, which may be performed by small groups meeting frequently together. 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 135 to 136 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**Assignment 1:** You are reminded that one definition of a learning city/region stakeholder is:  
A learning city or region stakeholder is any organisation, institution, association or person that can benefit from the construction, growth and maintenance of a learning community, city or region and is willing to contribute some or all of its human, physical, intellectual, financial or other resource in order to support its development

**A.** Can you think of 3 ways in which, in your opinion, adult education would benefit from the construction, growth and maintenance of a learning city or region


**B.** Think of a few ideas on how an adult education college could contribute to learning community or city development as described

Human Resources	
Physical Resources	
Intellectual Resources	
Financial resources	
Other resources	

**Assignment 2:** Consolidate your input with that of others

**Assignment 3:** Look at the quotations below. In the columns 1-5 put a tick for the extent to which you agree with the sentiment expressed 1= fully agree, 2= mostly agree, 3= half agree, 4= partly agree, 5 = don't agree at all

Put a cross for the extent to which you believe the adult education sector in your city has acted upon the sentiments expressed - 1= they have noted and have taken measures to address it, 2= they are in the

process of taking measures to address it 3= they have noted and are not taking any measures to address it  
 4= they haven't even thought about it.

		1	2	3	4	5
1	Modern Adult Vocational Institutions don't exist in a vacuum. They are a vital and vigorous part of a local and regional dynamic of learning provision across the board. They may, or may not, be a part of a formally expressed 'Learning City' but they have the potential to influence the many ways in which learning takes place there. These questions can be used as discussion points to explore the institution's relationship to the outside world and the ways it can influence, and be influenced by, it. (Stakeholder Audit)					
2	'Educational organizations are not generally accustomed to the idea of learners as customers. But when the focus is on the needs and demands of the learner in order to promote a more personal commitment, this is what they become. They are accountable to the learner as customer. In order to facilitate better learning, learning providers must take into account the learning styles and preferences of each individual and tailor courses to them. It must also use a wider variety of learning approaches and be much more acutely aware of how learning takes place in each individual. This is a radical shift both in mission and expertise' (Longworth – Lifelong Learning at Work)					
3	Lifelong Learning imposes a radical change of outlook in Adult Education in order to cope with a vastly increased demand for education from a much wider section of the population. It requires a much closer focus on the real needs and demands of the learner, a wider engagement with the world outside of the institution and an acute awareness of learning as a pleasurable activity which should be celebrated (NewTELS Adult Education survey)					
4	Bringing learning closer to home will also require reorganisation and redeployment of resources to create appropriate kinds of learning centres in everyday locations where people gather – not only in schools themselves, but also, for example, in village halls and shopping malls, libraries and museums, places of worship, parks and public squares, train and bus stations, health centres and leisure complexes, and workplace canteens (European memorandum on lifelong learning)					
5	It is absolutely essential to develop high quality systems for the Accreditation of Prior and Experiential Learning (APEL), and to promote their application in a wide variety of contexts. Employers and admissions tutors in education and training institutions also need to be persuaded of the worth of this kind of certification. APEL systems evaluate and recognise individuals' existing knowledge, skills and experience gained over long periods and in diverse contexts, including in non-formal and informal settings. The methods used can uncover skills and competencies that individuals themselves may not have realised they possess and can offer to employers. The very process requires the active participation of the candidate, which in itself raises individuals' confidence and self-image (European memorandum on lifelong learning)					
6	In USA the public and private sector work together or compete in the North American education market. Sylvan Learning Systems has 48 sites in shopping malls and business centres... The Jones education company wants to get the cost of real estate out of education, Michigan Virtual automotive college has 115 courses, 27 providers and 95 subject areas. CASO internet university has 2440 courses and Global network academy 250 providers, 770 programmes and 10000 online courses. These movements represent a strong threat to traditional educational organisations (M Thorne: VC UEL)					
7	Links need to be made out into the community and to peoples' places of work and leisure through sensitive, trusted and sustained outreach by Adult Education. This means stimulating demand by building upon these activities which already interest and involve people or which express their own priorities and aspirations. It also entails targeted activity to raise expectations amongst children and adults, through schools, voluntary and community groups, work and trade unions. (Fryer: NAGCELL 2 <sup>nd</sup> report)					
8	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)					
9	Many intelligent people have never had to learn by failure because they have never failed. They have become quite convinced that they know the right answers. The smarter someone is, the more convinced he or she is that they are above criticism. They become less open to alternative viewpoints. Highly intelligent people can easily become arrogant about their learning and fall into a monopolistic thought process that they know all the answers. (The Argyris dilemma)					

<b>10</b>	<b>‘Effectively operated lifelong learning partnerships with other organisations can create a win-win situation for all partners. They can help to attract new students to the institution, enhance awareness of the importance of lifelong learning and increase the physical and human resources available to each partner by sharing equipment, and the skills and knowledge of people and organisations.’ (NewTELS Adult Education Survey)</b>					
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**Assignment 4:** Extract 5 general messages for the adult education sector as a stakeholder in the learning city and region from these quotations

1	
2	
3	
4	
5	

**Assignment 5:** If you wish to make any other comment about these quotations and your answers please use the lines below? The discuss your answers with others

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**Assignment 6:** Look at the list of changes in Adult Education on Actionsheet 1 in the learning kitbag below. In column A put a Y (yes) or N (No) to denote your opinion of whether this is true of your own local Adult Education sector In column B put a mark out of 4 to denote your perception of how much your local adult education has taken action to address the change. 1= fully, 2= mostly, 3= about half, 4= partly 5= not at all.)

**Assignment 7:** Discuss your perceptions to these with others.

**Assignment 8:** Think of your local adult education institution – if you are a member of staff or student, take your own as an example. If there is none, use an example from your own experience. Look at the list of community relationships on Actionsheet 2 of the kitbag (taken from the adult education stakeholder audit) and say whether it fulfils each one in the end columns. Add others in the blank boxes if relevant

**Assignment 9:** A lifelong learning Adult Education college will help a learning city or region develop by offering its facilities. Look at Actionsheet 3 of the learning kitbag – also from the stakeholder audit. Complete the end columns.

**Assignment 10** Discuss your answers to assignments 7 and 8 with others.

**Assignment 11:** Look at the Charter on Actionsheet 4 of the learning kitbag below. In column A put a Y (yes) or N (No) to denote your opinion of whether adult education institutions *should* become involved in

this way. In column B put a mark out of 4 to denote your perception of how much your local adult education college becomes actively involved in the construction of the learning city or region in each statement. 1= it takes enthusiastic action in this matter 2= it is thinking about taking action 3= it would like to but cannot find the resources 4= It isn't really interested. (NB a variety of inputs from inside and outside the company in this exercise would yield interesting results.)

**Assignment 12:** Write down some personal contributions you can make towards improving the way in which adult education institutions in your locality (city, region, community) can become more contributing stakeholders in the development of a learning city or region.


**What would you need to make it happen?** \_\_\_\_\_

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**Assignment 13:** If you were designing the structure of a presentation (powerpoint, flipchart or other) for senior management in local adult education institutions and/or for the city authorities to enable them to profit from the work you have done in this session, what would it contain?

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**Assignment 14:** OK – Do it!

**Assignment 15:** 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

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/](http://www.tandf.co.uk/books/)) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://www.longlearn.org.uk)



**Assignment 16:** 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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**Chapter 6 Session 6.5**

**The**

**LEARNING**

**KITBAG**

Actionsheet 1

<b>CHANGES IN ADULT EDUCATION</b>	<b>A</b>	<b>B</b>
<b>Strategies for the introduction of APEL – Assessment of Prior Experiential Learning - Credit award strategies for life experience</b>		
<b>New approaches to teaching for disadvantaged learners and those with learning difficulties - a full focus on needs and demands of the learner and learning support systems</b>		
<b>A vastly increasing number of maturer students from wider backgrounds, industry etc</b>		
<b>New access strategies in the community - taking learning to the learner wherever, whenever, however and from whoever he/she wants it.</b>		
<b>A more innovative approach to the use of education technology, networks and open/distance learning in teaching</b>		
<b>Continuous improvement programmes for all staff</b>		
<b>More focus on the skills of learning by students and more knowledge of the latest research into how people learn by staff</b>		
<b>Greater internationalisation of courses and teaching practice through networks – global links</b>		
<b>More partnerships within the community to increase resources and contribute to lifelong learning</b>		
<b>Making more use of the talents, skills and knowledge in the community</b>		
<b>More sophisticated promotional, marketing and educational publicity to attract a wider range of students</b>		
<b>More staff exchanges with industry, universities and schools</b>		
<b>Strategies to provide leadership to the Learning Community in which the college resides</b>		
<b>Strategies to turn Adult Education Institutions into genuine learning organisations</b>		
<b>New ideas on accreditation, qualifications and standards - examinations as non-failure oriented learning opportunities to measure an individual's progress</b>		
<b>Adult Education as pre-Higher Education Foundation learning – links with universities to make this work</b>		
<b>Strategies to audit the learning requirements of people in the community and then to satisfy them by offering relevant courses</b>		
<b>The use of personal learning plans as tools for giving ownership of learning to the students</b>		
<b>Mentoring programmes for staff and students to help increase motivation and application</b>		
<b>Activities to celebrate learning frequently as a desirable, permanent and enjoyable habit for all in the community</b>		
<b>Posters in the institution to present learning as a natural and pleasurable human instinct</b>		
<b>Enhancing self-esteem, confidence, creativity and the cultural vision of students through a wide range of extra-curricular activities</b>		
<b>More efficient internal administration and use of human resource</b>		

## Actionsheet 2: Relationship with local and regional authorities and communities

Vocational Education Institutions are important organisations in a local community. Here we explore together what formal involvement your institution has with the Local Authority in which it resides.

		Yes	No	In plan
<b>1</b>	<b>Does your Strategic Plan outline a commitment to work with the Local Community</b>			
<b>2</b>	<b>Does your Strategic Plan outline a commitment to work with the Local Authority</b>			
<b>2.1</b>	<b>If yes to either, do you have a Senior officer charged with this responsibility</b>			
<b>2.2</b>	<b>If yes, does that person report to Senior Management?</b>			
<b>3</b>	<b>Which Civic Bodies is your Institution represented on</b>			
<b>3.1</b>	<b>The City Council</b>			
<b>3.2</b>	<b>The Education Committee</b>			
<b>3.3</b>	<b>The Chamber of Commerce</b>			
<b>3.4</b>	<b>Other (please state in the boxes below</b>			
<b>4</b>	<b>Are the Civic Authorities represented on the Institution Governing Body</b>			
<b>5</b>	<b>Are they represented on any other Boards or Committees of your Institution</b>			
<b>5.1</b>	<b>If yes, please give examples in the boxes below</b>			
<b>6</b>	<b>Does the institution have formal relationships in matters of lifelong learning with any of the following departments of the town council – eg research, project, seminar, conference, course</b>			
<b>6.1</b>	<b>Education Department</b>			
<b>6.2</b>	<b>Finance Department</b>			
<b>6.3</b>	<b>Environment</b>			
<b>6.4</b>	<b>Health</b>			
<b>6.5</b>	<b>Police</b>			
<b>6.6</b>	<b>Mayor</b>			
<b>6.7</b>	<b>Social Services</b>			
<b>6.8</b>	<b>Other (Please state)</b>			
<b>6.9</b>				
<b>6.10</b>				
<b>6.11</b>				
<b>6.12</b>				
<b>6.13</b>				



<b>THIS IS A LEARNING ORGANISATION</b>	<b>A</b>	<b>B</b>
<b>WE RECOGNISE THE CRUCIAL IMPORTANCE OF LEARNING AS THE MAJOR DRIVING FORCE FOR THE WELL-BEING OF OUR STAFF AND STUDENTS, OUR SURVIVAL AS A LEARNING PROVIDER AND THE CREATION OF A STABLE SOCIETY IN WHICH WE CAN GROW</b>		
<b>We declare that we will invest in Lifelong Learning within our organisation by:</b>		
<b>1. DEVELOPING PRODUCTIVE PARTNERSHIPS WITH THE OUTSIDE COMMUNITY FOR OPTIMISING AND SHARING RESOURCES, AND INCREASING LEARNING OPPORTUNITIES FOR ALL</b>		
<b>2. AUDITING THE LEARNING REQUIREMENTS OF STAFF AND STUDENTS FOR PERSONAL GROWTH, CAREER DEVELOPMENT AND FAMILY WELL-BEING</b>		
<b>3. SUPPORTING LEARNING FOR STAFF AND STUDENTS THROUGH MODERN LEARNING GUIDANCE AND COUNSELLING SERVICES</b>		
<b>4. SUPPLYING LEARNING AS FAR AS POSSIBLE WHERE, WHEN, HOW AND FROM WHOM IT IS REQUIRED, LIFELONG.</b>		
<b>5. STIMULATING DEMAND FOR LEARNING INTERNALLY THROUGH INNOVATIVE COMMUNICATION STRATEGIES AND THE EFFECTIVE USE OF THE MANAGEMENT SYSTEM</b>		
<b>6. STIMULATING DEMAND FOR LEARNING EXTERNALLY BY HELPING TO DISCOVER THE LEARNING REQUIREMENTS OF PEOPLE IN THE COMMUNITY IN WHICH WE EXIST AND PROVIDING THE SUPPORT AND LEARNING TO SATISFY THEM</b>		
<b>7. ENABLING THE APPROPRIATE AND EFFECTIVE USE OF NEW LEARNING TECHNOLOGIES THROUGH AN INVESTMENT AND TRAINING STRATEGY</b>		
<b>8. MOTIVATING STAFF AND STUDENTS TO CONTRIBUTE THEIR OWN TALENTS, SKILLS, KNOWLEDGE AND ENERGY TO SUPPORT THE LEARNING OF OTHERS AND TO CARE FOR THE ENVIRONMENT</b>		
<b>9 ENCOURAGING THE DEVELOPMENT OF PERSONAL LEARNING ACTION PLANS BY STAFF AND STUDENTS</b>		
<b>10. RESPECTING ALL PEOPLE AS VALUABLE AND VALUED INDIVIDUALS IRRESPECTIVE OF RACE, BELIEF, ABILITY, GENDER OR NATIONALITY</b>		
<b>11. HELPING MORE PEOPLE LEARN BY ENSURING THAT ALL STAFF ARE KEPT UP TO DATE WITH MODERN KNOWLEDGE OF HOW PEOPLE LEARN</b>		
<b>12. CELEBRATING AND REWARDING LEARNING AND ACHIEVEMENT BY PROMOTING FREQUENT EVENTS OPEN TO ALL</b>		
<b>13. ASSISTING THE GROWTH OF OUR COMMUNITY, CITY AND REGION INTO A CARING, CREATIVE, ACTIVE AND OUTWARD-LOOKING AUTHORITY</b>		

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## LEARNING MATERIALS ON CITIES AND REGIONS FOR THE FUTURE – A REMINDER

		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

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