

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 8.4:

PALLACE Case Study 2: Adult education and the outside world

‘L’éducation des adultes, c’est aussi donner aux citoyens, quel que soit le lieu où il réside, une ouverture sur le monde. Cette ouverture qui permet souvent de mieux apprécier les valeurs de sa propre ville, de son propre pays. (Alain Bournazel) (the objective of Adult Education is also to open up citizens, wherever they live, to the rest of the world. In so doing it allows them to appreciate their own city and world better’

From ‘Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government’ (Norman Longworth)

Chapter 8 Session 8.4:

PALLACE Case Study 2: Adult education and the outside world

Session outline: Adult Education is not immune from the influences of the world outside. Indeed whether it is vocational or leisure oriented, the new technologies offer opportunities and obligations to open up the minds of adult learners to the influence that globalisation and the new education imperatives impose. The PALLACE project devised links between adult education establishments that would allow them, and their staff and students, to flourish and prosper intellectually, imaginatively and creatively to an international future. In this session therefore a series of assignments and exercises allows the learner to explore the rationale, present activities, and future possibilities of adult education in an international context. Local and Regional authorities play a large part in helping to make this happen.

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 to 4 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 6-10 may be completed in small groups of 2 or 3 people again with the results discussed after completion. Assignments 11 and 12 are again exercises for individuals, taking up to 30 minutes of time (you may wish to set this as a pre-session exercise). The discussion is important in the context of the session as a whole. Assignments 14 to 17 are again small group exercises – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. 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.

Assignment 2: From these quotations extract 5 major points about adult education for the future.

1. _____
2. _____
3. _____
4. _____
5. _____

Assignment 3: How does this affect the growth your city as a learning city?

Assignment 4: In your view how far do you believe that adult education institutes in your city are implementing international projects for all their students? Put a cross on the line below.

0% _____ 100%

Assignment 5: Discuss your answers with others and consolidate a view.

Assignment 6: Look at the recommendations from CEFEL for Adult Education in France as a result of participation in the PALLACE project, on Actionsheet 1 of the Learning Kitbag. They are in French and English. Answer the questions and exercises which follow them.

A: How far do you think the French Government will implement them? _____

B: How far is your Government recommending similar actions? _____

C: Discuss your answers with others

Assignment 7: Look at Actionsheet 2 in the Learning Kitbag. It describes the experiences of a Large European Training Organisation in a cooperative project with the United States. Answer the questions below the description and summarise them here.

Assignment 8: Discuss your answers with others

Assignment 9: Seniors Learning. Actionsheet 3 deals with a different aspect of Adult Learning. Answer the questions below the piece and discuss them with others.

Assignment 10: Have a look at the Seniorsnets on the web and give your opinion of what they do on the lines below.

Assignment 11: PALLACE successfully tested the exercise starting on Actionsheet 4 in the Learning Kitbag. Hand out the paper and read it (Approx 10 minutes) (Alternative for groups: Give the paper out as pre-lesson reading.) NB A modified version of this exercise is also available in chapter 4 session 6.

Assignment 12: Answer the questions accompanying the paper starting on Actionsheet 5 in the Learning Kitbag.. Then say whether or not the case for the following has been made in your mind.

		Mostly	Partly	No
1	That the development and implementation of lifelong learning concepts is generally acknowledged to be the way forward for nations and individuals			
2	that the implementation and much of the development will be done at region and city level in the future.			

3	That embedding a culture of lifelong learning is the only possible future for cities which wish to remain prosperous, stable and good places to live in. ie becoming 'Learning communities'			
4	that this will entail great change (nature and method to be discussed in future lessons) in the way education is carried out in the city and region			
5	that it will take a long time and we are only at the beginning of the process			
6	that there are tools and techniques which will allow us to understand the processes better (to be discussed in future sessions)			
7	that this issue cuts across all aspects of the city's operation – it is not just an educational issue, it is also political, social, cultural, environmental, economic and financial. Learning is both the glue that holds it together and the dynamo that makes it happen			
8	That this also a democratic procedure -everybody in the city must be involved			

Assignment 13: Discuss your answers and feelings with others.

Assignment 14: What in general do you think this will mean for adult education in your own city or region? _____

Assignment 15: Look at Actionsheet 6 in the Learning Kitbag. It was used in PALLACE to ask some questions about the extent to which adult education institutions relate to the outside world. If you are part of an adult education set-up answer the questions for your institution. If not answer for your perception of adult education generally in your city.

Assignment 16: PALLACE recommended other joint surveys of the local community between adult institutions as a means of making comparative studies, stimulating creative energy and adding purpose to learning. Actionsheets 7, 8 and 9 are examples. Complete them in whatever context you choose and discuss how they could be used in an international context..

Assignment 17: Discuss your results for the last 2 assignments with others.

Assignment 18: 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/) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from www.longlearn.org.uk

Assignment 19: 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.

Chapter 8 Session 5

The

LEARNING

KITBAG

‘CONCLUSION: OUVRIR LA CITÉ SUR LE MONDE’ (conclusion – open up cities to the world.) Its contents are

- ✓ Chaque collectivité territoriale doit évidemment adapter ses interventions en faveur de l’éducation des adultes en fonction des besoins propres de ses habitants. (each city and region should evidently adopt strategies for adult education in order to satisfy the real needs of their inhabitants).
- ✓ Mais chaque collectivité sera mieux préparée pour cette mission si elle a connaissance des expériences qui se sont déroulées ailleurs. (but each city and region would be better prepared for this mission if it had a knowledge of what is happening elsewhere in the world.)
- ✓ Pour l’éducation des adultes, les communes doivent communiquer et se former les unes les autres par l’échange mutuel. Le réseau des cités d’apprentissage des savoirs constitue le moyen privilégié pour échanger les bonnes pratiques et stimuler les innovations. (in adult education, communes should communicate with and educate each other through mutually beneficial exchanges. Learning City networks provide an excellent way of exchanging good practice and stimulating innovation.)
- ✓ Mais les cités d’apprentissage des savoirs ne sauraient se limiter à cette communication de nature institutionnelle. Elles doivent également faciliter les échanges entre les apprenants, leur propre cité et les apprenants des autres cités. (But Learning Cities should not limit themselves to dialogue at institutional level. They should equally facilitate exchanges between learners in their own city and in other cities).
- ✓ L’éducation des adultes, c’est aussi donner aux citoyens, quel que soit le lieu où il réside, une ouverture sur le monde. Cette ouverture qui permet souvent de mieux apprécier les valeurs de sa propre ville, de son propre pays. (the objective of Adult Education is also to open up citizens, wherever they live, to the rest of the world. In so doing it allows them to appreciate their own city and world better).

Alain Bournazel (Centre pour la Formation des Elus – CEFEL)

Questions and Exercises

1. Why does the author believe that knowledge of what is happening elsewhere in the world would be beneficial for adult Education in France - 5 reasons)?

A _____
 B _____
 C _____
 D _____
 E _____

2. How would you ‘open up your city adult education to the world?’ Give 4 practical steps.

3. Summarise this piece in your own words _____

At this point we could profitably return to Europe. We left it at the stage where it was contemplating a new programme devoted exclusively to the local and regional dimension of lifelong learning. But this was not the only initiative taken in this area. The European CEDEFOP organisation for Vocational Education and Training has also applied itself to the concept in the context of assessing the role of educational institutions in both improving personal motivation to learn among disenfranchised learners and increasing economic performance. It linked adult education colleges in Europe and North America in a series of collaborative learning projects. Nyhan, editor of *'Towards the learning region - education and innovation in the European Union and the United States'* puts forward a number of innovative ideas.

In the learning region, he suggests, the term 'learning' has a much broader meaning in that it refers to the collective and collaborative learning by all of the different actors in a region – each one learning from each other and each one learning with each other – in planning and implementing social and economic innovations. Thus one major objective of local management is to develop a means by which educational and other organisations have a common purpose. When this happens societies are able to innovate because they have the capacity for collective learning about how to develop new knowledge and in particular practical 'know-how' type of knowledge. He suggests that collective learning for innovation takes place better in small more self-contained social units - such as regions, localities or cities - where people have the opportunities to live and interact and cooperate with each other in an immediate way. The international link adds a particular spice to this process. The role of educational organisations is to act both as a catalyst for the production of new ideas and as brokers or mediators enabling different bodies to begin to work together, developing the know-how to turn these ideas into reality.

As with the OECD reasoning, Learning Regions for CEDEFOP therefore have a predominantly economic rationale. They work towards creating appropriate infrastructure and conditions so as to gain a comparative advantage, an 'edge' in the competitive environment generated by globalisation. The distinctive feature of a 'learning region' is the co-operation between different actors, i.e. educational bodies, research and development agencies, statutory bodies, enterprises and non-governmental organisations ('civil society') - in working together on how to devise solutions and produce new knowledge to address local needs. Educational institutions in this scenario have a much larger responsibility than as organisations for delivering courses. To fulfil their role in a learning region they will need to adopt new strategies and build new kinds of relationships with the different economic, social and cultural actors in society.

Questions and exercises

1. What is Nyhan's view of learning in everyday language? _____

2. How does this square with your own view? _____

3. How does he suggest that local management should organise learning? _____

4. What is the role of the adult education college in learning? _____

5. Why would the international dimension add spice? _____

6. Extract 3 advantages of learning regions from CEDEFOP's and your own viewpoint.

A

B

C

7. What 'new strategies' should adult education colleges adopt in your view? _____

The Edinburgh 'cybergrannies'

Edinburgh is well known for its provision of community education for all ages. The Jack Kane community centre in the Craigmillar district initiated a lunch club for female pensioners. Here they would meet each Tuesday to eat and discuss the events of the week among themselves. This often comprised family dissection, lamenting the city's provision for seniors, the habits of the young and reminiscing about the good old times, followed of course by a hearty meal.

One enterprising community officer had a bright idea to help stimulate the debate to a higher level. Accordingly he took some laptop computers to the centre and offered to teach them how to 'surf the net', and 'to dispel the 'fear and mystery' often expressed by our older generation about modern technology.'

The initial response was predictable. Shock and horror. 'We're too old', 'Computers are for young people', 'People will laugh at us', 'far too complicated for the likes of us', - all the standard objections of people afraid of the unfamiliar and of making mistakes . But he persevered, and eventually the grannies did learn how to use them. They learned how to type and how to find the things they might want to know. In particular they learned how to contact other grannies on seniornets in the USA and in New Zealand, where there was quite a sophisticated usage of seniors forums.

Within weeks computer enthusiasm was so animated that it became difficult to get the grannies to eat lunch at all. They are involved in cross-generational work with the 'Keyboard Kids', another CCIS project and have visited Internet Cafes on three occasions.

They are now planning the next stage of their project and exploring ideas surrounding genealogy, reminiscence, or producing a worldwide recipe book. Their interest now extends to contributing to the internet. They were as eager as the most committed teen games player, no longer turning up for lunch, but more for the opportunity of telling their international partners about their families, the habits of the young and the good old times.

So successful was this experiment that the community centre started classes for 'modem mums', 'digital dads' and 'Techno-tots.' One could perhaps wager that the latter make the most progress the most quickly.

Next 'Fibre-optic families?' There is no doubt that Craigmillar is creating the future in a very visible and exciting way, and that the participants in these projects are leading the way into a century in which communication is a prerogative, and a learning pathway, for everyone.

Questions and Exercises

1. If you bought members of your own family over 65 years of age a portable computer – what would be their response? _____

2. How would you encourage those who were unsure to use it profitably? _____

3. How would you encourage them to link with other seniors around the world? _____

4. Name 9 topics would they be able to discuss with seniors from other countries?

5. What recommendations would you make to your local authority about seniors learning?

6. What might you be profitably able to do with overseas links in your own retirement?

Actionsheet 4

Norman Longworth

LIFELONG LEARNING, THE LEARNING CITY AND THE LEARNING REGION - A Vision for the Future

**A short guide to Lifelong Learning in cities, towns and regions for the impatient, the
anxious, the curious and the perplexed**

'Everyone will need to be educated to the level of semi-literacy of the average college graduate by the year 2000.

This is the minimum survival level of the human race.'

Arthur C Clarke

'The whole of Human History is a constant race between Education and Catastrophe'

HG Wells

'It would not be an exaggeration to suggest that the survival of organisations and societies in an advanced technological world depends on the development of lifelong learning skills and attitudes as an essential part of their culture. The smarter company, the shrewder university, the better school, the more enlightened city, the more perceptive association - they are already exploring the challenges, implications and opportunities of creating and sustaining lifelong learning organisations for their own long term durability and self-respect'

Norman Longworth *'Submission to the UNESCO Commission on Education for the 21st Century'*

Lifelong Learning, the Learning City and the Learning Region - A Vision for the Future

1. Lifelong Learning is suddenly big news. Why?

One reason is that the European Commission, advised by its member states, has nailed its educational colours to the lifelong learning mast. Its memorandum published shortly into the new millennium said

‘Lifelong learning is no longer just one aspect of education and training; it must become the guiding principle for provision and participation across the full continuum of learning contexts. The coming decade must see the implementation of this vision. All those living in Europe, without exception, should have equal opportunities to adjust to the demands of social and economic change and to participate actively in the shaping of Europe’s future.’

As a result governments in Europe have published strategies and papers as a demonstration of their commitment to transforming their systems from an Education and Training based model to one based on the need to encourage learning throughout life. And it isn’t only in Europe. Momentum is building up world-wide for new, different approaches to the challenges that will inevitably arise as the knowledge society takes root, and as nations, organisations, municipalities, communities and individuals become more complex and inclusive.

Not only that, at global level the major world organisations - from UNESCO to International Corporations, the OECD, National Governments - are developing plans to introduce Lifelong Learning within their spheres of influence. And at the municipal level – forward looking local authority administrations, business organisations and institutions of all kinds are beginning to home in on the lifelong learning opportunity.

This thing is big - it’s going to influence every one of us, our children and our childrens’ children over the next century. And we are just at the beginning of the process. It’s an exciting time.

2. So Lifelong Learning is something new then?

Not at all. Plato used the phrase ‘Dia Viou Paedeia’ 2000 years before Christ - for him it meant the obligation of every citizen to develop his or her own potential and participate in the activities of the city. The Chinese philosopher, Kuan Tzu, in the 3rd century BC said ‘When planning for a year - sow corn, when planning for a decade - plant trees, when planning for a lifetime - train and educate men’. While that may seem to be sexist, I think that he meant humankind. More recently Comenius, in the 16th century drew up a picture of the whole world as a school for mankind and floated the idea of learning as *the* most basic human instinct.

Arthur C Clarke, the famous Science Fiction writer defined the minimum survival level of the human race as ‘everyone being educated to the level of semi-literacy of the average university graduate by the year 2000.’ HG Wells defined the whole of human history as ‘a constant race between education and catastrophe’ - he thought the latter was winning - and as we look around us at some of the more horrific and horrible activities of some of our fellow creatures, who can say he was wrong.

But the difference today lies in the rapidly accelerating speed of change. No longer is a good basic education sufficient to nourish someone for life. The motive power of a knowledge society is the proliferation of new facts, new understandings, new insights and new procedures. To stay employed is to stay smart, and to stay in learning.

3. So give a few examples?

There are many indicators of change engendering a need for lifelong learning. As a race we are slowly but surely coming to terms with the fact that this planet is finite - that we cannot continue to exploit its mineral wealth, its food resources in land and sea, and change its natural life-sustaining ecosystems

without threatening our very existence. And with an expected 3 billion new members of the human race in the next 50 years, learning to adapt, and learning to live with other peoples, has got to play a large part in the future for all of us.

Another example. In what we call the developed world we have moved into an entirely different sort of employment situation. In the middle of this century we have come to expect to be employed in one job for a lifetime - that is no longer true for the vast majority of us and is becoming even less true for future generations. The workers of tomorrow will have several different jobs, several different careers - they will have to be adaptable and flexible, nationally and internationally mobile and versatile, mentally, physically and geographically - they will constantly need to be trained and retrained to a much higher level than today, dipping in and out of education as necessary to renew their store of knowledge, skills and understandings. Indeed it is estimated that at least 40% of jobs in 2010 don't yet exist.

A third indicator stems from the way in which the information, communications, news and broadcasting technologies have come together to revolutionise the way in which we receive information. The ability to receive packaged information so that we can assimilate it more easily is, at first glance, a good thing. But when the packaging is in the hands of a few powerful corporations, not all of them interested in a fair-minded and objective analysis, there is a great danger of being manipulated and brainwashed. It can happen as much in liberal democracies as in third world dictatorships, and, unless people are given the critical judgement skills to distinguish between good, bad and slanted news and information, how can they come to an informed opinion on the many great issues that will be put before them?

These are just three of the many reasons why we could call this Century, the 'Learning Century' - because, unless it becomes just that, the alternative is more and more unhappiness, social disorder, deprivation, poverty and a breakdown of civilised and democratic structures.

4. How do you persuade people to make the effort? Education isn't the most popular word in many peoples' vocabularies.

That's true and that's why this is going to take time. We need 2020 vision. Lifelong Learning has profound implications for all parts of the system - not just the education systems in the schools, colleges and universities, but also the social, political, economic and cultural systems we have built up in our societies. It could be well argued that the age of Education and Training is dead and that the future focus has to be converted into a new era of Learning in which Education has to be brought to *all* people in the way in which they receive it best. Integral to it, not separated from it. Learning has to become fun, enjoyable, a pleasurable thing to do - whether it is for work, for leisure or for life it has to become a part of our lives in much the same way as shopping or banking or playing games.

But in order for that to happen the Learning providers at all levels have to start focusing on the needs of people as learners - finding out why, when, what, where and how people prefer to learn, discovering new learning methods, identifying the basic skills which people need in order to learn better - learning to learn, developing our potential, handling information, developing thinking skills - individually, in groups and in families - using the modern education delivery technologies and tools to provide new learning for renewed people wherever they want to receive it.

5. Are the Education Providers ready for this?

There are pockets of good practice around - some schools for example are transforming their curriculum into a skills-development activity and installing continuous education and personal skills updating programmes for their teachers so that they can respond better to their own learning needs and those of children. They are even making international links to stimulate global understanding and tolerance. Some universities are widening their intakes and modifying their courses to become responsive to the needs of a much more poly-accessible educational world from industry and the community around.

But, perhaps surprisingly, the greatest breakthroughs have come in Industry education departments, and we can all learn from this. Especially in the large international industries, there is a much greater take-up of the tools and techniques of the new technologies and a much greater democratisation of the learning process. This is because modern companies have realised that their strength and their future lies in the performance of their people, and that the development of individual skills and values is the most important thing they can do to survive in a very competitive world. Most major car manufacturers, for example, have taken a deliberate step to 'empower' their workforce, to put decision-making in the hands of those who do the work. This creates a whole new set of learning and skill needs among adults, which perhaps would have been better incorporated into schoolroom practice.

However, it has to be said too, that for the majority of education providers there is still a long way to go. They are providing an industrial age education for a post-industrial, knowledge age environment. The emphasis is still on information and memorisation rather than knowledge, high-order skills, understanding and values - teaching what to think and commit to memory, rather than how to think, how to communicate and how to discriminate between good, bad and indifferent. Often this is not their fault. Government imposed curricula and examination systems emphasise such easily assessed processes regardless of the real need. Values, tolerance, skills and internationalism take a back seat to the political need to persuade parents that education is safely inflexible in their hands. In an age in which information doubles every 5 years and then feeds upon itself to produce yet more new knowledge, this is a nonsense.

6. But isn't it Government which tells education organisations, particularly the schools, what to do?

Government has financial levers and uses them to get its own way. That's why there is a need for mind-set change (if the first part of the word can be located) in all parts of the system. Government has an important part to play in understanding and creating the conditions for a true Lifelong Learning Society so that both the nation and the people prosper economically and mentally.

There is a very strong correlation between the economic health of a nation and the learning health of its citizens. But it must base its actions on research and understanding of the true need for everyone, rather than ill-considered political dogma or prejudices nurtured in an elitist past. If, for example, we use a failure-oriented examination system, that is one which creates failure in some in order to celebrate success in others, we can expect to take the consequences of coping with the actions of those who fail. Sure, successful learning must be celebrated and rewarded, but let's make it possible for everybody, or as many as possible, to participate in the fun of success.

Unfortunately Governments are a little like dinosaurs. It takes a long time, years even, for the message to reach the brain and then for the brain to re-act in the most sensible way. This is why some of the more forward-thinking governments are outsourcing decision-making powers to regional and municipal authorities, where the needs of communities can also be taken into account. Some are even devolving powers to the institutions themselves, though of course they still retain curriculum and examination control, and starve the educators of the mental means to play a more creative role in line with the future needs of students.

7. So does Local and Regional Government also have a part to play?

It certainly does, and it should be an increasingly important one in the future. Governments can pontificate, International Governmental Organisations can prescribe and Universities can produce research papers for other researchers to read, but the place where the lifelong learning revolution is going to happen is in the regions, cities, towns and villages of every nation. This is where the action takes place and where the skills, talents, knowledge and values of real people are developed. It is also why many regions, towns and cities are now moving rapidly towards becoming 'Learning Cities, Towns and Regions.'

8. Learning Cities? Learning Towns? Learning Regions?

Yes – this is the 21st century model. They are communities in which business and industry, schools, colleges, universities, professional organisations and local government cooperate closely in order to transform them into physically, economically, culturally and mentally pleasant places to live. A true Learning City might be one:

- Which pro-actively encourages everyone, without exception, to continuously develop their potential
- Which provides the necessary support services and structures to enable them to do so according to their personal learning styles – counsellors, psychologists, mentors etc;
- where learning is an enjoyable and rewarding activity and is celebrated and recognised as such frequently;
- which energises all its resources, especially its human resources, talents, skills and knowledge from all parts of the community, and makes them available to all in a spirit of active citizenship;
- which looks outwards to the rest of the world and encourages its citizens to do likewise;
- which uses modern communications technology to link people internally and externally;
- which encourages its citizens to develop personal learning plans to develop their knowledge and skills;
- which mobilises special interest groups - birdwatchers, botanists, scouts, guides, church groups and the many informal organisations in which people congregate - in the monitoring and preservation of a sustainable environment;

That's an ambitious set of tasks for a city and region. But already some dynamic cities and regions world-wide – Liverpool, Southampton and others in the UK, Espoo in Finland, Goteborg in Sweden, Adelaide and Victoria in Australia, Beijing in China - are responding to the challenge and taking the first steps towards becoming 'Cities and Regions of Learning.' It is not impossible to imagine, soon into the new millennium, a new world of linked Learning Cities in which knowledge and expertise and talent are shared with each other through electronic links between 3rd age citizens, schoolchildren in their studies, universities in their research activities, companies for trade, hospitals for medical assistance and knowledge. And that has already happened in the European Commission's PALLACE project, and the proliferating international schools and college networks.

9. Has this anything to do with the Stakeholder Society we hear so much about?

The concept of the Learning City goes further than the Stakeholder Society. Certainly there are similarities and many of the features of one are also features of the other. Empowerment of the workforce of a company for example, and the idea that citizens should play a large part in the development of their own community. The stakeholder society, quite rightly, gives rights and decision making powers to individuals. But a Learning City is also a model for genuine cooperation and partnership between dissimilar organisations for their mutual benefit. It recognises that rights entail responsibilities - the responsibility of making efforts to understand the problems of others and to help to solve them.

For example, take the Woodberry Down School/IBM Basinghall Street schools-industry twinning scheme in the late 1970s (sadly, both organisations exist no longer). The close cooperation programme between the two organisations led to the skills, knowledge and talents of more than 50 highly qualified professionals being made available to enhance the education of staff and children at the school. Since this was a two-way cooperation the educational skills and knowledge and the facilities of the school were

made available to the company. Both organisations gained immeasurably from the 30 joint projects and the interaction between two dissimilar organisations. Energy flowed creatively.

This could also happen in a stakeholder society, but it might not be an essential feature of it. What both need though is inspired leadership by example from Local and National Government, and a large programme for creating leadership skills in all sections of the community.

10. So Lifelong Learning is really about developing Learning Cities, Towns and Regions?

Not just that - that is a means to an end. Lifelong Learning is principally about people and the way in which they can develop their own human potential. In some cases people have been so scarred by their learning experiences that they have been put off it for life. It was Einstein who proposed that none of us, not even himself, ever use more than one-third of the capacity of our brains. Experimentation with brain-damaged people has shown how the deficit can be made up by other non-damaged parts of the brain. We are all capable of learning and we are all capable of enjoying learning. But many people put limitations on themselves. Good Lifelong Learning practice takes away those limitations and provides the new tools, techniques and motivations to learn.

Quite apart from the new economic necessity for everyone to learn throughout life in order to survive at something above a basic level, Lifelong Learning aims to create, or recreate, the habit and the joy of learning. The Ford Company, for example, makes available a sum of money for each employee every year to take a course in something - as long as it has nothing to do with the job or the company. Now the Ford Company isn't daft or even altruistic. It is in fact a very successful company as a result of these apparently strange practices of giving money away. It recognises that, by creating the habit of learning in all its employees it is building the foundation of its success in the marketplace. The new working practice of empowering workers means that they have to make decisions right down the line - and they have to make the right decisions. That's where the value of learning comes in.

11. Sounds like a lot of empowering everywhere. And a lot of new learners once it catches on. How are you going to satisfy all these new learners?

That's partly where the new technologies are useful. They're not very well-developed at present and resistance is high in schools, universities and elsewhere. But there is a promising future and they are becoming ever more sophisticated in what they can do to help learning. The internet is just one example of a powerful new resource for learning.

But there are other tools and techniques in the Open Learning firmament, for example using a mixture of sound, text, vision, graphics, motion picture to stimulate the take-up of ideas, imagination, facts and insights. And the use of collaborative teaching and learning techniques nationally and internationally through interaction by email. This session is a prize example of how that can be wisely used. Technology is therefore one of the keys to Lifelong Learning and the trick is to develop ever-more creative use of these links both within and between communities.

For example, the Lifelong Learning University of the future will use modern open and distance Learning technologies to provide services for Continuing Education in Industry and Government Offices, support for teachers in schools, extension courses for adults wherever they may be - in the shopping centres, the pubs, the home. They will use all the media at their disposal - television, local radio, satellite, cable, ISDN networks and the internet - to make learning the number one activity in each community. They will interact internationally to open up both learning opportunities and minds, and make research more applicable to those on whose behalf it is carried out.

Another example. Schools will make an extensive use of networks.

- Teachers will develop and teach collaboratively common curricula between schools in the community and internationally. Children will learn collaboratively with children from other cultures, regions, countries;
- Children will access databases and stimulating people to enliven and enhance their learning. For example in environmental studies;
- Children and teachers will participate in joint project work with community organisations and industry;
- Schools will build up their own geographical, historical and biological databases and share them with others;
- Language teaching will be given a new dimension through interpersonal contacts.

And they will use sophisticated open learning software to give them the skills, concepts and knowledge which allows them to cope with the more complex society they will inhabit. These are not threats to teachers - they are the tools of their future trade.

Business and Industry will profit from such networks, developing their own wealth-creating contacts between communities for the community, and receiving from the community aware, committed and open-minded employees with an in-built habit of learning.

12. So Lifelong Learning is all about technology then?

Oops no!. Sorry if you got that impression. Sure, the possibilities to use learning technologies creatively are endless, and the opportunities to liberate minds and mindsets are abundant in all parts of education and training. But technology is simply one of the tools of the new 21st century teacher. Active learning includes a variety of other tools and techniques such as quizzes and audits, surveys, studies and development exercises, brainstorming sessions, role-playing exercises, case studies and visits.

And let's not forget the importance of values and attitudes. They are as important as Lifelong Learning skills and knowledge. Ask anyone over 30 what they remember about their schooldays. Very few will mention subjects and classrooms. Most will remember the extra-curricular events, the games, the plays, the choirs, the camping holidays, the playground activities where values and attitudes were created. A love of music, consideration for others, a talent for acting - these are acquired from participation in activities rather than taught by others.

But values goes further than people. There are organisational values - a company develops a set of values about the worth of its people and invests in their development accordingly; a school, college or university develops a set of values which may, or may not, go beyond its statutory responsibility to provide a basic knowledge of the standard curriculum. Each is an investment in a lifelong learning future for both the individual and the organisation. A well-governed nation promotes certain values as an investment in social cohesion and economic progress. This too is an exercise in survival in a competitive world. A Learning Community, whether it is a city, a town or a region tries to inculcate into its citizens the values of co-operation and harmonious living.

And all of this will contribute at last to the development of the potential in every one of us. This is what is meant by Lifelong Learning. But it won't happen this year or next year, or even by 2020. This is a process which will take at least 50 years and, in some countries, much longer. We have the means to make it happen. Do we have the will the vision or the bottle make the 21st Century really 'The Learning Century?'

13. So Lifelong Learning is here to stay?

You can say that again, and again, and again. The alternative doesn't really bear thinking about. Cities that do not respond to the need for educational, social, political, environmental and cultural change will be the losers in a brave new world we don't even begin to understand yet. But we cannot stop here. Such a short paper cannot begin to deal with the many aspects of Lifelong Learning affecting all our futures. Hopefully we now know why the transformation into a Learning Community has to take place. The what, the where, the when, the who and the how is another, more complex set of questions.

About the author

Norman Longworth is the former holder of the IBM/UNESCO Chair in Education and Information Technology and Visiting Professor to Napier University Edinburgh, ESC Toulouse and the University of Stirling. In the past he has worked in schools, in Industry and in Universities. He is a former President of the European Lifelong Learning Initiative and is currently Vice-President of the World Initiative on Lifelong Learning. He is also a Lifelong Learning Consultant to the European Commission Socrates Programme and other organisations. His expertise lies particularly in the development of learning cities and regions, having lectured on the subject in more than 20 countries. He is the author of several books on Lifelong Learning, including 'Lifelong Learning' (1996), 'Learning Cities for a Learning Century' (1999) and 'Lifelong Learning in Action – Transforming 21st Century Education' (2003) (all Kogan Page (now Taylor and Francis), and 'Learning Cities, Learning Regions, Learning Communities – Lifelong Learning and Local Government' (2006), (Taylor and Francis)

Actionsheet 5

Please answer the following as best you can.

1. Why does the author think that 'This thing is big?'

2. Why do you think he is excited by the prospect?

3. Do you agree with him that lifelong learning will be important in future development? Think of some reasons of your own why this might or might not be so.

4. Why might 'a good basic education' not be enough for the future?

5. Why does the author believe that to stay employed is to 'stay smart and stay learning?'

6. Does this apply to you in your own career? Say why or why not.

7. What percentage of your friends are in the same position? _____

8. Name 3 'great issues' we are faced with today and on which we should take a view? In the second column say to what extent you believe you have the full information to make an informed judgement.

Issue	% of information

9. What do you think the author means by 2020 vision in this context?

10. The author proposes learning as a pleasurable activity? How much fun do you think there is in learning

Place	%
In Adult vocational education establishments in your city	
In workplace education at your employer	
In schools in your city	
In Adult non-vocational education in your city	
Yourself – to what % is learning a pleasurable activity?	

11. Are any of them focussed on the individual needs of each of their learners to make it so? _____

12. What do you understand by the phrase ‘empowerment through learning’?

13. To what % do believe that are achieving your potential? _____

14. Does your employer take steps to ensure that you are empowered? _____

15. Do you know anyone who you think is empowered? Who? _____

16. Why does the author believe that local and regional authorities are important for lifelong learning?

17. What do you understand by the term ‘Learning City?’

18. Has your city declared itself to be a learning city? _____ -

19. Look at the indicators in section 8. To what percentage do you think they have been fulfilled in your city? In column 3 put your estimate of how long do you think it will take to implement each one Use the additional rows to add any more attributes you believe a learning city should have?

Indicator	%	Time
Proactive encouragement and support for everybody to achieve potential		
Provides necessary support structures – counsellors, psychologists, mentors		
Makes learning a pleasurable activity – reward, recognition and		

celebration		
Maximises resources and encourages active citizenship and participation		
Looks outward internationally and encourages citizens to interact with other creeds and cultures		
Maximises the use of technology for learning		
Encourages personal learning plans,		
Mobilises citizens to actively care for the environment		
Frequent celebrations of learning and a reward and recognition structure		

20. The author talks about ‘mind-set change’ – what do you think this means?

21. How important do you think values are in the educational context? Name 6 values you hold

1.	2.
3.	4.
5.	6.

22. The author constantly mentions the value of international links. Why do you think this is so? What advantages will it confer on present and future generations of learners?

Why

Advantages A

B

C

D

23. ‘The alternative doesn’t really bear thinking about’ says the author. What is the alternative?

The Institution in the wider world

But values goes further than people. There are organisational values - a company develops a set of values about the worth of its people and invests in their development accordingly; a school, college or university develops a set of values which must in the future go beyond the statutory responsibility to provide a basic knowledge of the standard curriculum. Each is an investment in a lifelong learning future for both the organisation and individuals. In many respects it is also an exercise in survival in a competitive world. (Learning Communities Learning)

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. In the blank spaces insert other ways in which it demonstrates an international outlook.

1. External Institution lifelong learning activities

		Yes	No	In plan
A	Does your local adult education college do any of the following lifelong learning activities			
B	Belongs to a local organisation promoting lifelong learning values			
C	Belongs to a national organisation promoting lifelong learning values			
D	Belongs to an international organisation promoting lifelong learning values			
E	Participates in national learning projects			
F	Participates in international learning projects			
G	Ensures that all its students have learning links with students from other countries			
H	Works with industry on international education projects			
I	Gets involved with national lifelong learning campaigns (eg learning at work days etc)			
J	Encourages all members of staff to participate in international projects			
K	Encourage learning links between indigenous and international students			

Questions for international comparison study - 1

Adult Education Institutions as Learning Organisations. How much do you believe that your adult education institution conforms to the following ‘learning organisation’ characteristics. Give a mark from 1 to 5 for one particular institution and/or the same for adult education generally in your city
 1= in every respect, 2= mostly, 3= about half 4= only in a few respects 5= not at all

Topic	Description	A	B
1. Management / Leadership	All staff of the institution are consulted frequently and fully		
	All students are consulted frequently and fully		
2. Organisational Decision-making	Decisions are made and acted upon at the most appropriate point in each department		
3. Rewards	A sophisticated reward system exists and is applied to all people in the institution		
4. Organisation Management	Non-hierarchical – each staff member is a colleague and treated with equal respect		
5. Feedback	Feedback on all matters is welcomed, acted upon and always replied to		
6. Grievance Channels	There is a sophisticated confidential system of airing grievances with no come-back to the complainant		
	Every staff member is encouraged to contribute to policy-making. Suggestions always replied to.		
7. Contribution to policy-making	Students are encouraged to participate in policy-making		
	All staff members have continuous improvement programmes and an implementation plan for these		
8. Continuous Improvement	All Students have personal development plans and a plan for implementation		
9. Lifelong Learning	The institution encourages lifelong learning values and inserts these into its courses		
10. Learning Support	Sophisticated personal support structures (eg Learning Counsellors, mentors) exist to ensure that every staff member can be directed towards further learning relevant to his/her own needs		
	Personal learning support structures and learning counsellors exist for every student		
12. Use of Learning Technologies	Full use is made of new learning technologies for delivery of courses		
13. Displays of learning values	Prominent displays in all departments and building of the value of learning and personal development and encouragement to take it		
14. Displays of results	Prominent displays of the performance of the institution at many points		
	Prominent displays of the performance of each department		
15. Time off for Activities	At least 10% of working time can be taken off for learning and community contribution by staff		
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		
18. Customer Focus	Every staff member has received training on satisfying the student as customer		
19. Quality	Every staff member has been on a quality improvement course and is constantly trying to improve personal performance		
20. Mission	Everyone has a hand in defining the mission of each department and is given a copy of the mission statement		
21. Strategies	Everyone in the institution knows, and acts upon, its strategy for the present and the next five years.		
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	Encourages and supports every person involved with the institution to volunteer and contribute to the community		
25. Organisational Culture	Every staff member feels to be an essential part of the organisation and is eager to contribute to its success		
26. Promoting the Learning Organisation	The institution promotes and publicises itself as a lifelong learning organisation to the community and the wider world		
27. Helping others	Actively helps other organisations to become Learning Organisations		
28. Helping minorities	Has special procedures for actively helping all less fortunate people irrespective of creed, culture, language, handicap, race or nationality		
28. Cooperation with others	Works with other organisations to improve learning in the community		
29. The Environment	Encourages all people to understand and take good care of the city environment		
30. Use of external resources	Taps into the talents, knowledge, experience and expertise of people in the community		

Actionsheet 8:

Questions for Comparison Studies - 2

The institution’s role and activities in helping its city become a learning city

A definition of a Learning city, town or region.

'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'

1.	To what extent do you believe that the town or city in which the Institute is situated meets the definition above (Give a mark out of 10)	
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		Yes	No	In plan
2	Has the town, city or region in which the Institute is situated formally declared itself to be a 'learning town, city or region'			
2.1	If yes has the Institution played a role in this?			
2.2	If no – Has your Institution ever considered the creation of the Learning City in collaboration with the Civic Authorities?			
3	Has the institution ever been involved in any of the following types of cooperation with the local authority			
3.1	Encouraging the city to become a learning city			
3.2	Offering its premises and facilities for local authority organisations			
3.3	Taking leadership in the development of a learning city strategy			
3.4	Participating in the development of a Learning City strategy			
3.5	Encouraging staff to participate in City learning projects			
3.6	Developing and delivering courses on Learning Cities for City staff			
3.7	Creating a Learning Centre at the Institution for use by all			
3.8	Working with individual city departments in learning projects			
3.9	Carrying out lifelong learning research studies for the city			
3.10	Representing the city at learning conferences and seminars			
3.11	Running a conference or seminar on learning cities			
3.12	Offering accredited learning courses for city employees			
3.13	Delivering courses in community centres			
3.14	Involvement in City Regeneration Projects			
3.15	Encouraging staff and students in active citizenship projects			
3.16	Appointing a senior member of staff to coordinate relations			
3.17	Hosting a learning city exhibition			
3.18	Helping to organise a learning festival for the city			
3.19	Providing mentors, coaches or guides for city staff			
3.20	Carrying out community learning needs surveys			
3.21	(add others here)			
3.22				
3.23				

Attitudinal Survey (try it in your local community)

1. Have you been involved in any of the following in the past year?

- Courses in a local college designed to help you develop skills that you might use in a job Yes/no
- Courses in a local college that were meant to lead to qualifications Yes/No
- Distance Learning courses for qualifications Yes/No
- Courses delivered at work for the improvement of your career Yes/No
- Any kind of formal learning not for qualifications Yes/No
- Evening classes to improve or develop a skill or knowledge Yes/No

2. Have you been involved in any of the following types of learning in the past year?

- Keeping up to date with developments in your own field of work Yes/No
- Teach yourself a new skill from a book, video or manual? Yes/No
- On-the-job training Yes/No
- Studying for qualifications by yourself? Yes/No

3. How much do you want to take a formal course in any subject next year.?

Very much A fair amount... Not very much... Not at all... Don't know.....

4. How likely are you to do this?

Very likely... Fairly likely... Not very likely... Not at all likely... Don't know

5. Do you enjoy learning new things?

Yes/No

6. How important is learning to you personally?

Very... Fairly... So-so... Unimportant... no interest

7. Do you think that learning will become more important in this century?

Yes/No

8. Choose the 3 most important things (in order 1,2,3) that would most influence you in deciding to learn?

- | | | |
|----------------------------------|----------------------------|-----|
| Employer/work/improving career | ... Friends | ... |
| Brochures from the local college | ... Parents/relatives | ... |
| Your children | ... Personal motivation | ... |
| Information from the media | ... Other (what?) | ... |

9. Do you believe the following?

- School prepared me for a lifetime of learning Yes/No
- The stress laid on gaining qualifications puts me off learning Yes/No
- My employers would support me if I wanted to take up learning Yes/No
- Computers will make learning easier Yes/No

10. My preferred style of learning is

- | | | |
|--------------------------------|---|------|
| Through doing practical things | On my own/self study with books | |
| In a classroom with a teacher | On my own with a computer | |
| Practising on my own | Exchanging ideas with others | |
| One to one study with a tutor | No preference | |

11. Some subjects that may take your fancy. Tick those that may be of interest to next year

Using a Computer	Health and Fitness	Cooking	
Interpersonal Skills	Stress Management	Understanding Music	
Meditation	Public Speaking	Local History	
Modern Sciences	Current Affairs	Art Appreciation	
Local Environment	Improving Reading	Creative Writing	
Crafts (Wood working, pottery etc)	Learning a Language Say which)	Sports (say which)	
Surfing the internet	Time Management	Family Finance	
Art/Painting	Learning to play an instrument (say which)	Do it yourself household skills	

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