



## European Commission Socrates R3L Programme

### Local and Regional Authorities

(Short Version)

## A Stakeholder Audit

A tool to enable Local and Regional Authorities to analyse and respond to a changing world in which lifelong learning is predominant, and cities and regions are in the process of becoming 'Learning Cities' and 'Learning Regions'

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## Introduction to the Local and Regional Authorities Stakeholder Audit (short version)

### The R3L programme

'Learning Cities', 'Learning Regions', 'Learning Organisations' are terms that are increasingly used to describe the rationale for the transformation of European cities, towns, regions and organisations for a knowledge age. In 2004 therefore, the European Commission funded a series of regional projects, under the title R3L (Regions of Lifelong Learning), 17 interlinked projects that would develop a deeper understanding of the practical benefits of lifelong learning in municipalities and regions throughout the continent. The European Commission definition of a learning region is as follows: *'A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens'*

Such a definition implies that the role and responsibility of decision and policy-makers at local and regional level, together with all stakeholders in all the learning providers is to help construct a mutually advantageous and interactive learning city, town or region that will deliver prosperity, social stability and the personal well-being of its citizens.

For Local and Regional Authorities this has large implications and benefits. In the globalised world of the 21<sup>st</sup> century great and rapid change is inevitable. Those that are flexible and versatile enough to be able to adapt quickly and effectively will be the winners and will best serve the interests of their citizens, even though some of the measures they may have to take may be unpopular with some sections of the population.

### The Indicators project

This was one of the most important of the 17 projects mentioned above. In it, a group of experienced partners from 5 European countries constructed 'stakeholder audits' to help public and private institutions measure their performance and progress toward becoming 'lifelong learning organisations' within a 'learning region.' Each partner developed a different audit and tested this and other audits in its own region. The 5 audits are written for schools, universities, small companies, adult education colleges and, as in this one, for local and regional authority administrations. The audits are completely comprehensive in nature covering a wide variety of internal and external lifelong learning indicators, based on the recommendations and results of research, reports, papers, projects and books written on the subject over a period of years.

### A Stakeholder Audit

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

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

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

This audit is in the public domain and can be used by any regional authority that wishes to use it either as it is or in a modified form. The authors accept no responsibility for misuse or misunderstanding. However, we have tried to make the Audit both flexible and useful by dividing it into sections dealing with different aspects of the region's activities. **Please note that this is a tool and not just a questionnaire** – its purpose is to stimulate thinking and debate, and to promote action, on the many aspects of regional social and economic development, and particularly the importance of lifelong learning in it. This is the short version. It gives a taste of the complex interactions entailed in developing the authority as a learning organisation in a learning city or region. There is a full version for those authorities wishing to implement learning region concepts. Inevitably, because it fully engages the participant, the full version is long. The transition to a Learning Organisation affects all parts of the administration, often in quite fundamental ways, and the change process it will engender will take months and years. It is not therefore a tool to be used for a week and then discarded.

**Whichever way you may wish to use it, we believe that you will benefit**

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

**1.1 Your location**

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

**1.2 Your Local Authority**

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

**1.3 Respondent**

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

**1.4 Main Activities of the region**

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

		1	2	3	4
1.4.1	Manufacturing Industry<				
1.4.2	Primary Industries – mining, extraction etc				
1.4.3	Primary - Agriculture				
1.4.4	Service Industries and Activities				
1.4.54	Education				
1.4.6	Tourism and Leisure industries				
1.4.7	Modern technology-related industries				
1.4.8	Other (please state)				

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

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

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

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

**2.1 In this question**

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

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

**2.2 Your opinions**

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

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

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

*‘A learning city, town or region recognises and understands the key role of learning in the development of basic prosperity, social stability and personal fulfilment, and mobilises all its human, physical and financial resources creatively and sensitively to develop the full human potential of all its citizens’*

On the line below put a cross where you think your city or region is at this moment in the fulfilment of this definition  
 0% \_\_\_\_\_ 100%

2.2.3 To what extent do those responsible for guiding the city into the future believe the following statements

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

		1	2	3	4	5
2.2.3.1	The future prosperity of the region depends upon its ability to persuade its citizens that learning is a lifelong activity					
2.2.3.2	Future social stability in the region depends upon its ability to persuade its citizens that learning is a lifelong activity					
2.2.3.3	Imaginative strategies must be designed to reach out to those currently excluded from lifelong learning					
2.2.3.4	The Local/Regional Authority is responsible for making lifelong learning a reality within its boundaries					
2.2.3.5	The concept of the Learning City or Region is key to making lifelong learning work					

### 2.3. Strategies and Policies

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

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

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

## 2.5 The city as a learning organisation

In order to survive in a constantly changing and highly competitive marketplace, companies are becoming learning organisations, workplaces are becoming learning spaces, and employees are becoming a continuously learning workforce. The concept is also catching on in local and regional authorities. In this section therefore we explore together a) the extent to which city workplaces are 'learning organisations' and also b) the extent to which the city itself is a learning organisation for its citizens. The second part of the exercise is a complex one but it is designed to give insights into the nature of becoming a learning city/region and the timescales associated with that process, and is well worth attempting

These are two definitions of a Learning Organisation

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

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

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

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

0% \_\_\_\_\_ 100%

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

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

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



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

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

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

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

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

**3.2 So what active plans does your Learning Authority have to increase participation in local and regional activities. To what extent does your Authority believe in the following:**

- 1= strongly believe and have active plans to encourage it
- 2= strongly believe and are thinking about how to implement
- 3= Could be important but has a low priority at present
- 4= Unlikely to address this issue in the near future

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

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

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### 3.4 Partnerships and Relationships with stakeholders

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

3.4 With which of the following organisations has the authority formally discussed its potential contribution to the building of the learning city or region

1= all these organisations 2= some of these organisations, 3= none of these organisations

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

### 3.5 Activities and contributions.

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


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

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

**Section 4 – Other aspects of the learning city.**

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

**4.1 Accessibility and Wider participation in Lifelong Learning in the City**

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

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

- 1= crucial that we understand and respond to this**
- 2= very important – we are working on a strategy to address this
- 3= important enough to warrant the development of a future strategy
- 4= interesting but not important enough to warrant strategy development
- 5= Not relevant

	1	2	3	4	5
<i>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)</i>					

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

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

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

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

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

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

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

**4.2.1 Firstly let us take a quotation. How far do you think that those responsible for leading the city/region into future believe the sentiments expressed in these**

**1= Crucial, 2= Very strongly, 3= partly true, 4= not very much, 5= not at all/irrelevant to this region**

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

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

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

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

0% \_\_\_\_\_ 100%

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

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

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

**4.3 – Staff development in a Learning City/Region**

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

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

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

		1	2	3	4	5
6.1.1	<i>A growing task for the workplace: Retraining workers, honing skills and keeping employees current with rapidly changing workplace technology. A whopping 75% of today’s workforce needs retraining just to keep pace. (The Kiplinger letter (Warford LFJ LL, a national priority)</i>					
6.1.3	<i>The methods used to promote a healthy sense of self-esteem, learning motivation and learning skills in young peoples' basic education are critical for the development of lifelong learning values and attitudes. Educational Institutions should encourage their students to learn beyond their organisation and analyse how that contributes to the whole spectrum of an individual's intellectual growth (Finnish National Strategy)</i>					

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

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

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

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

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

#### **4.4 Using Technology for learning in the Learning City/Region**

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

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

1= crucial that we understand and respond to this

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

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

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

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

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

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

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

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

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

**4.5.1 First let's explore your perception of the sentiments expressed in the following quotation. In the answers**

**1= crucial that we understand and respond to this**

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

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

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

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

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

**d) or you may wish to make a general comment about socio-economic policies and learning cities/regions**

#### 4.6 Resources and Finance in the Learning City/Region

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

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

**1= crucial that we understand and respond to this**

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

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

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

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

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

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

**4.7: Environment, sustainability, celebration in the learning region**

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

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

**1= crucial that we understand and respond to this**

2= very important – we are working on a strategy to address this

3= important enough to warrant the development of a future strategy

4= interesting but not important enough to warrant strategy development

5= Not relevant

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

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

**Finally**

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

**You will also benefit greatly from the learning materials to be found at**

**[www.longlearn.org.uk/materials.html](http://www.longlearn.org.uk/materials.html).**

**For further reading try ‘Learning Cities, learning regions, learning communities’ and ‘Lifelong Learning in Action’ both available from**

**[http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth/](http://www.taylorandfrancis.co.uk/shopping_cart/search/search.asp?search=longworth/)**

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