LONG LEARN *ACTIVE* LEARNING MATERIALS

FOR CONTINUING PROFESSIONAL AND PERSONAL DEVELOPMENT IN

LOCAL AND REGIONAL GOVERNMENT

LOCAL LEARNING PROVIDERS

AND

EVERYONE AND EVERY ORGANISATION WITH AN INTEREST IN CREATING STABLE, VIBRANT AND PROSPEROUS LEARNING CITIES, TOWNS AND REGIONS

Chapter 6 Session 6.3:

Higher Education as a stakeholder in community, city and region: Offering leadership?

'*The mission of the university as a place which adopts a leadership role in the local community, serving it and involving its citizens in the research it carries out, would see the community as a huge learning research laboratory. It would act as a conduit to the rest of the world through its national and international dimensions and contacts, importing and exporting new knowledge and ideas from and to it'*
From 'Learning Cities. Learning Regions, Learning Communities – Lifelong Learning and Local Government' (Norman Longworth)

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 6 Session 6.3:

Higher Education as a stakeholder in community, city and region: Offering leadership?

Session outline: **The exciting possibilities for the construction of a local learning city or region will not have escaped the perceptive university. They herald a new era in university- local authority cooperation. There are opportunities for gaining new knowledge, new resources and for making a key contribution. This session therefore explores, through a series of assignments and exercises, what these opportunities are and how they can be realized. It should not only be completed by people from the universities. The perceptions of managers and others from the city and other stakeholders would provide valuable information about perceptions and what could be done.**

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 3 are completed in small groups of 2 to 3 people with the results debated in open session afterwards, facilitated by a learning leader. Assignment 4 is an exercise for individuals again with the results discussed after completion. The remaining exercises should be a mixture of small and large group discussion, consolidating the one with the other and with the knowledge gained. The last assignment should provide the feedback that will enable you to improve the session next time round.**

For *self-learning individuals* all assignments will be individual efforts but try to find someone with whom you can discuss your answers and opinions either by email or face to face. In this way you can enrich the learning experience by experiencing other viewpoints.

The Learning Space

Assignment 0: These learning materials derive from, and extend, the concepts and ideas in 'Learning Cities, Learning Regions, Learning Communities.' Reading pages 117 to 126 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

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

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

| |
| |
| |
| |

B. Think of a few ideas on how a university could contribute to learning community or city development as described

Human Resources	
Physical Resources	
Intellectual Resources	
Financial resources	
Other resources	

Assignment 2: Think of your local university – if you are a member of staff or student, take your own as an example. If there is none, use an example from your own experience. Look at the list of community activities on Actionsheet 1 (taken from the universities stakeholder audit) and say whether it fulfils each one in the end columns. Add others in the blank boxes if relevant

Assignment 3: Compare your input with that of others.

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

Put a cross for the extent to which you believe the university(ies) in your city has/have acted upon the sentiments expressed (if there is no university in the city choose another of your acquaintance)

1= they have noted and have taken measures to address it, 2= they are in the process of taking measures to address it 3= they have noted and are not taking any measures to address it 4= they haven't even thought about it.

		1	2	3	4	5
1	*The university's ability to innovate in a radically changing society will become critical to its ongoing relevance to communities in the 21st century. The traditional boundaries of disciplines, research, teaching, learning and community engagement are blurring. Universities are being challenged to re-invent themselves* **(Bruce Muirhead, Director, Ipswich Community Service and Research Centre)**					
2	*'Universities should treat the community as a huge research laboratory, involving citizens in the research and publicising the results for ALL to see in words that everyone understands …. And doing this collaboratively with universities and communities world-wide' (* **CALL Report on Lifelong Learning)**					
3	*Paradoxically, resistance to educational change based on new knowledge tends to be at its highest in the higher educational sector which is responsible for producing this new knowledge. University Students are taught by mainly didactic methods which pass on 'know-what' rather than 'know-how' or 'know who'.* **(EFMD, Creating the Entrepreneurial University of the 21st Century**					
4	*'such fundamental changes are taking place in societies around the world that Higher Education cannot afford to stand still. It has to re-examine what it has to offer and look creatively at how it can forge partnerships with other sectors in society, including business, to fashion a more pertinent role for itself.'* (Susan Simpson)					
5	*In USA the public and private sector work together or compete in the North American education market. Sylvan Learning Sytems has 48 sites in shopping malls and business centres… The Jones education company wants to get the cost of real estate out of education, Michigan Virtual automotive college has 115 courses, 27 providers and 95 subject areas. CASO internet university has 2440 courses and Global network academy 250 providers, 770 programmes and 10000 online courses. These movements represent a strong threat to traditional university structures.* **(M Thorne: VC UEL)**					
6	*I am not an advocate for frequent changes in laws and constitutions. But laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths discovered and manners and opinions change, with the change of circumstances, institutions must advance also to keep pace with the times. We might as well require a man to wear still the coat which fitted him when a boy as civilized society to remain ever under the regimen of their barbarous ancestors.* **(Thomas Jefferson)**					
7	*universities in particular act as strategic links between world-wide networks and local environments these links move in two diections. The universoity links up a place, a region, with centres of knowledge throughout the world – at the same time the university mobilises and develops local expertise. While education and research are the university's 2 most important tasks. It is gradually emerging that the university's cooperation with surrounding society is a third task confronting the university.* **(Maskell andTornquist - building a cross-border learning region)**					
8	*Many intelligent people have never had to learn by failure because they have never failed. They have become quite convinced that they know the right answers. The smarter someone is, the more convinced he or she is that they are above criticism. They become less open to alternative viewpoints. Highly intelligent people can easily become arrogant about their learning and fall into a monopolistic thought process that they know all the answers.* **(The Argyris dilemma)**					
9	*The mission of the university as place which adopts a leadership role in the local community, serving it and involving its citizens in the research it carries out, would see the community as a huge learning research laboratory. It would act as a conduit to the rest of the world through its national and international dimensions and contacts, importing and exporting new knowledge and ideas from and to it. By involving the people it would disseminate valuable knowledge, understanding and insights to the whole community*. **(Longworth, Making Lifelong Learning Work)**					

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

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Assignment 6: Look at the Charter on Actionsheet 2 in the learning kitbag below. In column A put a Y (yes) or N (No) to denote your opinion of whether universities *should* become involved in this way. In column B put a mark out of 4 to denote your perception of how much your local university sector becomes actively involved in the construction of the learning city or region in each statement. 1= it takes enthusiastic action in this matter 2= it is thinking about taking action 3= it would like to but cannot find the resources 4= It isn't really interested. (NB a variety of inputs from inside and outside the university in this exercise would yield interesting results.)

Assignment 7: Discuss your answers to these with others.

Assignment 8: A lifelong learning university will help a learning city or region develop by reaching out to students wherever they may be found and will cater for real learning needs. Look at Actionsheet 3 in the learning kitbag – also from the stakeholder audit. Complete the end columns.

Assignment 9 Discuss your answers to assignments 8 and 9 with others.

Assignment 10: Many universities have already opened up centres for the study of learning cities and regions. They offer great opportunities for the creation of new finance as well as new knowledge. Look at Actionsheet 4 in the kitbag. It details a few of these. In the last column write in a mark which denotes your perception of the extent to which the local university has seized this opportunity. 1= fully, 2= mostly, 3= half, 4= partly, 5= not at all

Assignment 11: The UNESCO Commission on Higher Education defined 5 principles for the universality of Higher Education (The universal university). They are detailed below. Say what you think each one means in practice for both university and learning city.

a) The universalitv of higher education implies the use of varied forms of intervention in order to meet the educational needs of all at all stages of life.
b) The universality of higher education implies that its function is not only to train but also to educate
c) The universality of higher education implies that its functions include vigilance and consciousness-raising
d) The universality of higher education implies that it should have a guiding ethical role at a time when there is a crisis of values

e) The universality of higher education implies that it must develop a management method based on the dual principle of responsible autonomy and transparent accountability

Assignment 12: Discuss these with others. Then look at Actionsheet 5 of the learning kitbag which shows what UNESCO meant. Continue the discussion

Assignment 13: 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 14: On the lines below please put your personal reactions to working on this session, based on how much you have learned, how much you have worked creatively and how your ideas have developed as a result.

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NB Although it may seem to be long, this session is curtailed version of the many challenges facing schools in a learning city and the ways in which more community orientation and a lifelong learning approach will help them to meet those challenges.

For further and more detailed work on schools as lifelong learning and community institutions readers are encouraged to

a) Access module 14 of the 'LILLIPUT' learning materials (www.appui.esc-toulouse.fr) which contains 20 lessons on many aspects of the relationship of schools to lifelong learning concepts and their roles in the development of learning cities and regions.

b) Carry out the full university stakeholder audit by contacting the University of Stirling at www.ioe.stir.ac.uk/Indicators/

The

LEARNING

KITBAG

Actionsheet 1

Higher Education contributing to the development of a 'Learning City' or 'Learning Region' in the Authority where it resides. (from the Stakeholder Audit)

		Yes	No	In plan
1	**Is there a lifelong learning partnership in the city or region?**			
1.1	**If yes, is the University represented upon it?**			
2	**Has the city launched itself as a 'Learning City'**			
2.1	**If yes has the University played a role in this?**			
2.2	**If no – Has your University ever discussed the creation of a Learning City with the Civic Authorities?**			
3	**Has the university ever been involved in any of the following types of cooperation with the local authority**			
3.1	**Assisting its development of a lifelong learning strategy**			
3.2	**Taking leadership in the development of a lifelong learning city strategy**			
3.3	**Encouraging staff to participate in City lifelong learning activities**			
3.4	**Developing and delivering courses in Lifelong Learning for City staff**			
3.5	**Getting involved with joint lifelong learning projects with the city**			
3.6	**Carrying out lifelong learning research studies for the city**			
3.7	**Representing the city at conferences and seminars**			
3.8	**Running a conference or seminar on lifelong learning on behalf of the city**			
3.9	**Offering accredited lifelong learning courses for city employees**			
3.10	**Delivering courses in community centres**			
3.11	**Involvement in City Regeneration Projects**			
3.12	**Offering its premises and facilities for local organisations**			
3.13	**Creating a Learning Centre at the University for use by all**			
3.14	**Other (please list below any other collaboration with local authorities in lifelong learning and/or learning city projects)**			

If you have any comments to add about the above exercise please write them in the following box

A CHARTER FOR THE NEW LIFELONG LEARNING UNIVERSITY - AT THE HEART OF THE COMMUNITY

		A	B
U	**U**nlocks the doors to Higher Learning for more sections of the population through universal university strategies that widen participation		
N	**N**etworks with other universities globally to import and export new knowledge, experiences and research on behalf of local learning cities or regions		
I	**I**ncludes itself in creative and fruitful partnerships with local government, schools, industry and other stakeholders to help build learning communities, cities and regions		
V	**V**olunteers dynamic leadership to the communities within which it resides by remaining at the forefront of innovative developments		
E	**E**nergizes learning city/region development through commissioned research, development and consultation activities that include the whole community.		
R	**R**eleases its resources and the creativity and energy of its students and staff in the service of learning city development		
S	**S**atisfies the needs and demands of people by delivering courses wherever, whenever and however people want them and providing a continuous updating service for graduates and local workplaces		
I	**I**mproves local decision-making and empowerment by keeping both city management and citizens informed of research progress and results		
T	**T**ransforms itself into a true Learning Organizations through continuous improvement and quality management programmes for all students and staff		
I	**I**ncreases the employability of graduates and others through modular courses that include the obligatory development of language, entrepreneurial, management and personal skills		
E	**E**nlivens learning city development through the development and application of tools and techniques that create a culture of learning		
S	**S**timulates the message of learning city and regional development by becoming involved in celebration events such as learning festivals, fairs, open days etc and representing the city in projects, missions and other events nationally and overseas		

Actionsheet 3

Flexibility and Access (Wherever, Whenever, However, Whatever, from Whoever)

		Yes	No	In plan
1	**Does your university have an outreach policy?**			
2	**Does your University run courses in any of the following places**			
2.1	**Shopping Centres**			
2.2	**Public houses, bars etc**			
2.3	**Neighbourhood Community Centres, Church Halls etc**			
2.4	**Sports Stadia**			
2.5	**Theatres and other places of entertainment**			
2.6	**Industrial sites**			
2.7	**Prisons**			
2.8	**Hospitals**			
2.9	**Homes**			
2.10	**Libraries**			
2.11	**Museums**			
2.12	**Other off-campus sites (please state).**			
3	**Do courses and lessons at your university:**			
3.1	**start at different dates during the year eg for new people moving into the area, returning from abroad etc and people who have been ill?**			
3.2	**start at different times during the day eg for shift workers, hospital staff etc?**			
3.3	**Is there any flexibility in courses to allow people who have missed lessons because of illness, home crises etc. to catch up?**			
3.4	**Does your University examine courses as soon as the student is ready?**			
4	**Does your University:**			
4.1	**individualise courses according to the learning styles of its students?**			
5	**Has your University ever carried out a learning requirements survey to find out what people in its catchment area want to learn in any of the following places**			
5.1	**local workplaces**			
5.2	**the community as a whole**			
6	**Does your University offer a choice of teachers/lecturers/tutors to the student**			

If you have any comments to add about the above exercise please write them in the following box

		University Opportunities in the Learning City and Region	
1		Carrying out commissioned Research, Surveys and Studies into all aspects of Learning in Cities and Regions in order to give a deeper insight into needs and strategies.	
2		Designing and delivering tailored courses, conferences, seminars and workshops for people in all walks of city and regional life in order to increase the lifelong learning leadership base.	
3		Managing and/or evaluating Local, National, European and International projects in the field of Learning cities/regions	
4		Developing Case Studies of Good Practice and writing them up	
5		Carrying out Learning Needs Audits and identify new resources for cities and regions	
6		Developing personal learning action plans for administrators and citizens to use, and acting as mentors/counsellors	
7		Advising on the effective use of electronic networks and the internet for lifelong learning in cities and regions	
8		Developing indicators for lifelong learning development in local institutions and measuring and monitoring their progress	
9		Developing booklets, leaflets and brochures for the city	
10		Including the city or region in international projects with other cities	
11		Providing facilities for city people to study	
12		Developing/delivering degree courses in lifelong learning city matters	
13		Encouraging post-graduate research and study in the subject	

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If you have any comments to add about the above exercise please write them in the following box

Actionsheet 5

The cultural and physical re-orientation of Higher Education to act as a central resource for everyone in the community

(Extract from 'Lifelong Learning at Work – Learning Cities for Learning Century')

The universal university is now a vogue phrase. Many sessions from Government, higher education and the NGOs echoed the message at the UNESCO Conference on Higher Education to decide directions and principles for the 21st century. 'The universality of higher education implies universal access for all those who have the ability and motivation (access and merit) and suitable preparation at every stage in life' says one of its key documents, and goes on to propose other universalities, including:

a) The universality of higher education implies the use of varied forms of intervention in order to meet the educational needs of all at all stages of life.

By this is meant that Universities are a crucial part of a system of continuing education and training. Lifelong learning adjusts to the individual characteristics and circumstances. The facilities they can provide include modifying its approach to individual needs - part-time courses, linked work and training, distance learning, modular courses, virtual delivery methods and the decentralization of training groups. If Universities exist to serve individuals, they have to be prepared to take risks, try out new systems and processes, and make full use of the potential of new technology and distance learning.

b) The universality of higher education implies that its function is not only to train but also to educate

This implies that universities have a mission to create the conditions for learning in the longer term. It includes education for personal development and the way in which individuals can contribute to social and economic development as citizens of a city, region or country. This contribution extends to the development of human potential in all its aspects.

c) The universality of higher education implies that its functions include vigilance and consciousness-raising

Universities can make their intellectual resources and independence of thought available to increase debate about, and consciousness of, the many social issues arising in the community, nationally and globally. Paramount among these are those which affect the future of society and are most likely to build a better and more sustainable development.

d) The universality of higher education implies that it should have a guiding ethical role at a time when there is a crisis of values

This signifies several things, including the preservation of human rights. While these are fundamentally sacrosanct, at the same time they have to be placed in the context of history and the times in which universities operate. Globalization is a fact of the early 21st century, as is the triumph of capitalism. But there is still a need for a set of universal values in which, in the words of the document, 'the universal 'We' takes precedence over 'I', in which science and technology are employed for the benefit of all humanity and not in the selfish interests of various powerful parties.' Such a role begins in the higher education institutions themselves, in their method of organization and in the relationship they build up with the communities in which they operate.

e) The universality of higher education implies that it must develop a management method based on the dual principle of responsible autonomy and transparent accountability

Higher Education has tended to cultivate an ivory tower image to those who do not know it. While the universal university needs to ensure the principle of academic freedom in a free society, it also needs develop new relationships with local and national political authorities which may be responsible for proposing development projects. But academic freedom demands academic responsibility and visible accountability. The involvement of the community in its management and its projects would go a long way to dispelling the mistrust, envy and uncertainty surrounding its activities.

If the Higher Education sector is serious about implementing these universalities, we can look forward to genuine lifelong learning leadership in the local community. It should not, but it may if the interpretation of lifelong learning is a narrow one, be dependent on the availability of additional money.

LEARNING MATEREIALS ON CITIES AND REGIONS FOR THE FUTURE – A REMINDER

		Session
1	Consultation methods and levels	7.1, 7.2
2	Characteristics of a Learning Organisation	2.3
3	Your city as a learning organisation	2.4
4	Skills and competences for learning cities and regions	1.6
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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
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33	Learning Cities for Elected Representatives (Councillors	4.6
34	Individuals as learners	5.1,5.2,6.7
35	Change, society and the city/region	1.1, 1.2
36	Learning City Domains	1.3
37	Some Research results on Learning Cities and Regions	4.2,4.3, 4.4
38	Towards true Learning Societies	2.2
39	Defining Learning Cities and Regions	2.1

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