

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 5 Session 4:

Tools for Activating learners: An introduction to uses in the workplace

‘The global economy influences what happens at national level, and this in turn has its effect on local and family life. The new emphasis for everyone, irrespective of age, circumstance or background, is on learning throughout, and for, life, and on the development of individual strategies to cope with both the explosion of information and the changing nature of living and working.’

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

Chapter 5 Session 4:

Tools for Activating learners: An introduction to uses in the workplace

Session outline: In many ways the workplace has led the way in the use of creative ways and tools of switching people back to learning. This session therefore looks at some of these and the background to their utilization. In a series of assignments and exercises it examines what the experts are saying about workplace learning, presents a series of case studies of workplaces and projects aimed at increasing learning in the workplace, encourages learners to participate in self-knowledge exercises and draws some conclusions about what we can learn from all these things.

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 and 2 are completed as an exercise for individuals with the answers debated in open session afterwards, facilitated by a learning leader. Assignments 4 and 5 and 6 are best completed in small groups of 2 or 3 people again with the results discussed after completion. Assignment 7 can be completed individually – with group follow-up. Assignments 8 and 9 are again small group exercises – you may wish to change the people working together to enable a mix of ideas, experiences and opinions. Assignment 10 is an opportunity for groups of two to discuss strengths and weaknesses as frequently done in industry – the process and its results should be discussed in plenary session after completion. Assignment 11 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each. 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 84 to 86 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: The list of quotations from official documents under the title ‘Workplace quotations for discussion’ on Actionsheet 1 of the learning kitbag, shows various aspects of the importance of learning in the workplace and the strategies that have been adopted.

In column A put a mark out of 5 to denote how much you agree with the sentiment expressed

1= fully agree, 2= mostly agree, 3= half-agree, 4= partly agree, 5= don’t agree

In Column B put a mark out of 5 for the extent to which the spirit of the quotation has been implemented in your workplace. 1= fully, 2= mostly, 3= half, 4=- partly and 5= not at all

Assignment 2: Write down 5 general implications of the quotations for your own workplace.

A

B

C

D

E

Assignment 3: Discuss your observations with others with particular reference to the workplace

Assignment 4: 4 Case studies of workplace practice to stimulate learning are shown below on Actionsheets 2 to 5 of the learning kitbag. Each has a number of questions and exercises beneath. Work your way through the case studies and exercises providing your opinion where requested.

Assignment 5: Discuss the results and conclusions you have reached with others.

Assignment 6: Write down 5 ideas or recommendations or changes you would make to management based on your reading of these case studies.

A

B

C

D

E

Assignment 7: Complete Actionsheet 6 of the learning kitbag and compare your answers with others.

Assignment 8: The Actionsheet entitled Skills and Competences – 1 (Actionsheet 7A in the kitbag) is an exercise in recognising the current skills required by companies and workplaces. Complete the order in the blank column.

Assignment 9: Have a look at the results provided in the original survey (Actionsheet 7b) and compare your own.. Write down any points you may wish to make about this exercise – implications for education, disagreements and reasons why, insights gained.

Assignment 10: Look at the SWOT analysis form on Actionsheet 8 of the kitbag and complete it for yourself, preferably in conjunction with an adviser or friend. Discuss the results with others and then in open session. Has it given any insights?

Assignment 11: 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 12: 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 5 Session 5.4

The

LEARNING

KITBAG

Workplace Quotations for discussion

| | A | B |
|--|---|---|
| <p><i>'The information revolution is rendering much previous education and training obsolete, or simply irrelevant. Intellectual capital is depreciating at 7% per year, which is a much higher rate than the recruitment of new graduates. On these grounds alone it is necessary for industry to develop and adopt systems of continuing education and training to update existing staff.'</i></p> <p>(IRDAC Report on Skills Shortages in Europe)</p> | | |
| <p><i>The successful expansion of workplace learning to all will have to be based on a broad, inclusive policy framework which:</i></p> <ul style="list-style-type: none"> - develops learning skills and widens participation - updates and enhances skills, competence and knowledge within a continuing learning culture - provides consolidation and progression of learning - encourages the development of centres of learning in the workplace - is supported by incentives such as funding and a proper structure - is developed in partnership with the stakeholders - establishes links with family and community learning - links into programmes of work experience for the unemployed <p>(Fryer Report)</p> | | |
| <p><i>'It would not be an exaggeration to suggest that the survival of organizations and societies in an advanced technological world depends on the development of Lifelong Learning skills and values as an essential part of their culture. The smarter company, the shrewder university, the better school, the more enlightened government, the more perceptive association - they are already exploring the challenges, implications and opportunities of creating and sustaining Lifelong Learning organizations for their own long term durability and self-respect.'</i></p> <p>(European Lifelong Learning Initiative brochure)</p> | | |
| <p><i>The labour market organisations should agree or draw up for their members recommendations on the principles under which employers can support their employees' independent development of skills and use their free time for training. Training cooperation should be developed between local educational institutions and companies which would take account of the training needs of both companies and all employees.</i></p> <p>(Finnish National Strategy for Lifelong Learning)</p> | | |
| <p><i>'In the technology-driven industries of today, knowledge and competence are the major cost factors inherent in many products. But technical competence soon becomes outdated. The real investment a company makes is in its employees - its assets lie in their competence.'</i></p> <p>(ERT/CRE Report on Approaches to Lifelong Learning)</p> | | |
| <p><i>Another stratagem lies in the reward systems put into place to recognise that learning has taken place and that it is appreciated. Multinational industries have long recognised the value of rewards. Appreciative gestures for employees include restaurant tickets for the family (to recognise that they too have played a part, and presumably to persuade them that there is more to come), seminars and workshops in exotic places to combine work and pleasure, straight monetary gifts (which sometimes fall foul of income tax officers), theatre tickets and other creative prizes. Most of them pay a high proportion, if not all, of the fees on successful completion, while others, such as Ford, Rover and most of the major motor manufacturers make available sums of money to all employees to take courses of any kind in order to get them into the habit of learning. Some companies organize a celebration event similar to a graduation ceremony for all employees who have successfully completed an external course during the year. (Making Lifelong Learning Work)</i></p> | | |

Rover Learning Principles

| | |
|--|--|
| 1. Learning is the most natural human instinct | |
| 2. Creativity, involvement and contribution are fuelled by learning and development | |
| 3. Everyone has two jobs - the job and improving the job | |
| 4. People own what they have created | |
| 5. People need work and enjoy it if they are valued | |
| 6. Creativity and ingenuity are grossly underrated | |
| 7. Management does not have all the answers | |

Some questions and exercises:

1. In the right hand column put in a mark from 1 to 4 to indicate how much you agree with the statement.
 1= fully agree, 2= mostly agree, 3= partly agree, 4= don't agree

2. What do you understand by each statement? How would it manifest itself in your own work.

No 1. _____

No 2. _____

No 3. _____

No 4. _____

No 5. _____

No 6. _____

No 7. _____

Case Study 2: The Ford EDAP Scheme

Most major car manufacturers offer sums of money to entice their employees to take education even if it has nothing to do with the company's activities or purpose as in the Ford Motor Company's EDAP programme.

EDAP takes a liberal view of the type of learning eligible for support, and this has been crucial when working to encourage non-traditional learners back into learning. Someone who has done little or no formal learning since leaving school needs to be gently encouraged back into learning. This has taken many forms over the years, from learning to swim or play a musical instrument, to taking a sports coaching course to help train a junior football team. Others have chosen to learn skills for home improvements - bricklaying, plastering or some other useful skill. Whatever the activity, the main aim is to increase self confidence and gently ease people back into formal learning in the most enjoyable way possible. But these are just a few examples of the types of courses that people have participated in through EDAP. The range of activities covers the whole adult curriculum, including basic/essential skills, vocational skills, academic qualifications up to graduate level, and a range of personal interest and health and fitness courses. Individuals can apply for as many EDAP courses as they like as long as they do not exceed the £200 annual grant'

This is not Quaker philanthropy as in the days of William Hesketh Lever and the Cadbury family. Rather it is a recognition that fostering the habit of learning has an impact on the bottom line.

Questions and exercises

1. Give 3 reasons why a motor manufacturer would give money for learning even if it has nothing to do with the company's activities.

A _____
B _____
C _____

2. Does your workplace have a similar scheme? _____

2A. If it had/has what would/do you choose to learn? _____

3. Does it encourage your participation in community activities? _____

3A If it did/does what would you choose to do? _____

4. Does your workplace encourage you to have a career progression plan? _____

5. Do you wish to add anything more about the application of such a scheme to your workplace?

Actionsheet 4

Case Study 3: Scottish Power (quoted in Lifelong Learning in Action)

The Scottish Power Learning system adopts a similar approach to personal development. Its Personal development plan starts thus

‘Taking charge of your own development is all about knowing who you are, where you want to go and how you’re going to get there.’

It sounds simple but more often than not, people don’t know where to start. As a result personal development is often left to chance and nothing much is achieved. The *Scottish Power* programme takes the prospective learner through several processes. Firstly it gives information about the plan and how it can help. Secondly it makes a personal exploration into learning needs, learning motivations and learning preferences. Thirdly it provides a guide to the production of a personal development plan, ending with the completed proposal, which is then incorporated into the employee’s self-management development programme. Interspersed in all of this is information about learning styles and available open learning centres, exhortations to the individual to identify personal strengths and weaknesses, short and long-term career aspirations and objectives, and advice on how to monitor the plan.

Employees are asked to assess the importance of, among other things location, job security, salary, contribution, family, status, being challenged, influencing people, working methods, career progression, creativity, quality, freedom from stress, and happiness to their own personal and working life. They follow a progression from guided self-analysis, through self-realisation to the elaboration of a personal learning commitment. The process of developing a plan encourages a personal SWOT (strengths, weaknesses, opportunities, threats) analysis. To complete the process they receive guidance on the many learning methods and opportunities available, and how they can stay committed and fulfilled through mentors and guides who help to overcome problems.

Some questions and exercises

1. Does your workplace have a personal development plan for each employee? _____

2. If yes does it contain any of the following?

| | Yes | No |
|--|-----|----|
| A guided personal exploration into your learning needs | | |
| A guided personal exploration into your learning motivations | | |
| A guided exploration into your learning styles | | |
| A SWOT Analysis of your strengths, weaknesses, opportunities and threats | | |
| The development of a personal learning plan for the future | | |
| Guidance on learning methods | | |
| Guidance on learning opportunities both in and out of the workplace | | |
| Identification of a coach, guide or mentor who can help you stick to your learning | | |

3. Why do you think that Scottish Power is so keen on learning? _____

4. Complete the personal values chart below under the title ‘What’s important to you’.

5. Learners in Industry often have several coaches, guides or mentors to help them with their learning. Write down the name(s) of people who could act as your coaches, guides or mentors

Actionsheet 5

Case Study 4: The SKILL EUROPE project

SKILL EUROPE developed a personal learning audit and tested it in 5 companies in 5 different parts of Europe. In order to maintain confidentiality, every participant in Skill Europe approached the audit through a personal interview with an educator from a local learning provider, thus furnishing the provider with new knowledge on learning needs and demands, and hopefully the impetus to satisfy them.

It differed from the standard 'training needs analysis' by addressing the needs and demands of *all* employees rather than just those with an obvious need to update their skills for company purposes. The intention was that the company should then cooperate with local information providers to help satisfy these needs in order to help develop a habit of learning that would be beneficial to both employee and company.

The audit covered all aspects of an individual's learning life including career, family, leisure, and personal development skills. The replies to the audit uncovered a vast reservoir of neglected learning needs among people who hitherto had not been suspected as having any at all. The very act of asking produced a torrent of responses.'

In the results, two key points would be of interest to employers and providers alike (and by association to managers in cities and regions).

a) For as much as 60% of the employees interviewed, this was the first time that they had been asked questions about learning and self-development since leaving school. They reveal a large, latent lifelong learning demand from a wide section of the population. Many, including those whom, it had been assumed, had no learning interest, responded enthusiastically to the audit. This produced a huge increase in opportunities for learning provision which the learning providers could not always satisfy.

b) In general, learning providers present what they are prepared to offer in terms of learning – courses, seminars etc. A lifelong learning approach would first find out what people want to learn – for career, for life, for personal development, for leisure activities, for family etc – and then provide the courses. The project highlighted the responsibility of all learning providers in cities and regions to carry out more research in this area.

Some Questions and Exercises

1. What is the difference between a Training Needs Analysis and the personal learning audit developed by Skill Europe?

2. Why do you think that management thought that many people had no learning motivations?

3. What might be the results of a personal learning audit for all in your workplace? _____

4. What are the advantages of a personal learning audit project of this kind

a) for the workplace _____

b) for the workforce _____

c) for the learning provider _____

| | Very important | Quite important | Not very important | Not at all important |
|---|-----------------------|------------------------|---------------------------|-----------------------------|
| Geographic location | | | | |
| Helping others | | | | |
| Job security | | | | |
| Being well paid | | | | |
| Family Life | | | | |
| Achieving status | | | | |
| Meeting Challenges | | | | |
| Learning New Things | | | | |
| Leisure and recreational pursuits | | | | |
| Being seen as an expert | | | | |
| Working in a team | | | | |
| Improving efficiency | | | | |
| Making a contribution to society | | | | |
| Influencing people | | | | |
| Being methodical | | | | |
| Making things happen | | | | |
| Wanting people to think your work is important | | | | |
| Community Activities | | | | |
| Religious/Spiritual Activities | | | | |
| Being creative and innovative | | | | |
| Positive working environment | | | | |
| Delivering quality and value to customers | | | | |
| Freedom from stress | | | | |
| Family happiness | | | | |
| Promotion | | | | |
| | | | | |
| | | | | |
| | | | | |

Write in others in the blank boxes

4A Why do you think this exercise is important for workplace learning?

4B How do you think this exercise would be used in the workplace? _____

The Creative Education Foundation asked the Fortune 500 list of the world's top companies to list the following skills in order of importance for the workplace. Try it yourself.

| Skill/Competency | Order |
|------------------------------------|--------------|
| Organizational Development | |
| Problem-solving | |
| Listening | |
| Computation | |
| Leadership | |
| Reading | |
| Oral Communication | |
| Teamwork | |
| Writing | |
| Goal Setting/Motivation | |
| Creative Thinking | |
| Interpersonal Skills | |
| Personal/career Development | |

Actionsheet 7B

SKILLS AND COMPETENCES -2

These are the results

| | |
|-----|-----------------------------|
| 1. | Teamwork |
| 2. | Problem-solving |
| 3. | Interpersonal Skills |
| 4. | Oral Communication |
| 5. | Listening |
| 6. | Personal/career Development |
| 7. | Creative Thinking |
| 8. | Leadership |
| 9. | Goal Setting/Motivation |
| 10. | Writing |
| 11 | Organizational Development |
| 12 | Computation |
| 13 | Reading |

'It is to the private sector that one turns for further inspiration. The need to insert principles of total quality management has led in many companies to an entirely new empowerment of the workforce. They have smashed by example the long-held view that somehow there are limits to learning based on Intelligence Quotients or whatever. For example, Mercedes-Benz opened a huge new factory in Alabama, the poorest state in the USA. Logan tells us that, within a few years, it transformed agricultural labourers and people who had never worked at all into world-class car workers. In a Learning Organization like this, individuals and teams are given the responsibility and the privilege of working out their own solutions to new processes, new procedures and the acquisition of new knowledge and skills.' (From Lifelong Learning in Action)

A PERSONAL SWOT (Strengths, weaknesses, opportunities, threats) ANALYSIS

| | |
|---------------|--|
| Strengths | |
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| Weaknesses | |
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| Opportunities | |
| | |
| | |
| | |
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| | |
| Threats | |
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Where to find sessions on topics – a reminder

All sessions 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

| | Topic | Session(s) |
|-----|---|------------------------------|
| 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 the 21 st century | 1.6 |
| 5 | The city as an ideopolis | 1.7 |
| 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/region performance | 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 | 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 | 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 in the city and region | 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 | 7.5 |
| 24 | Resources for the Learning City | 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 (schools, adults) | 8.4, 8.5 |
| 278 | Two-way profiting from international cooperation | 8.6 |
| 289 | Organisational issues in the learning city and region | 9.2 |
| 309 | 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 and 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 |

The sessions themselves are downloadable from the learning materials section of the longlearn website

www.longlearn.org.uk