

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 5:

The Personal Learning Audit Part 1: Meeting your Past

‘The purpose of this is to take stock of your past learning life, to obtain a profile of why you are where you are. This list of your existing skills, knowledge, values and experiences, will be invaluable to help prepare the next step on your learning journey - that is to examine where you may want to go to from here in your learning life.’

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

LONG LEARN LIMITED – HELPING TO SHAPE A LEARNING FUTURE

Chapter 5 Session 5:

The Personal Learning Audit Part 1: Meeting your Past

Session outline : This session is part 1 of a personal learning audit, whose overall objective is to articulate the need, and stimulate the desire, for learning among citizens. This first part deals with the individual's personal learning (or lack of it) in the past, and attempts to provide insights into motivations and attitudes built up at school and in the working and leisure world. As in most audits, the questions are non-judgmental and are designed to promote a sympathetic dialogue between the participant and the person, usually but not necessarily a learning counsellor, as a basis for further progress in parts 2 and 3. Learning Cities and Regions can use these in many different types of environment - in community centres, with the unemployed, on second language courses, in learning providers and workplaces, in voluntary organizations and youth clubs, and as part of a drive to create a culture of learning among hard to reach people. They are however equally useful for those motivated people seeking to improve their status, performance and prospects. They can also be used to gather information on learning attitudes and requirements. The Audits have been tested in a number of environments and this version improves on previous versions tested in the SKILL Europe and Learning Jamat projects.

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, after the opening assignments, the rest of the session is performed in groups of two, with one person acting as the counsellor and the other as the participant in the audit, exchanging roles from time to time. You should take frequent open session discussions to discuss progress, where changes may be needed to meet local cultural requirements, how it can be improved etc and what effect it might have on a particular target audience. Assignment 12 is an opportunity to identify other topics of interest to the course/workshop/seminar members and to develop individualised courses for each.*

For self-learning individuals try to find someone with whom you can discuss your answers and opinions either by email or face to face.

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 86 to 90 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

Assignment 1: Why is a learning culture essential for your city or region? Try for 5 reasons

1
2
3
4
5

Assignment 2: Discuss your answers with others

Assignment 3: As Individuals, read the opening blurb of the audit from Actionsheet 1 of the learning kitbag, noting its analogy with a learning voyage. Comment on this below.

Assignment 4 Discuss your comments with others

Assignment 5: Role play participant counsellor – get the counsellor to go through the points made in the introduction with you and to persuade you that this is a good action to take.

Assignment 6: Complete part 1 of the Audit individually from Actionsheet 2 of the learning kitbag. Then discuss questions 1.11 to 1.15 with your neighbour role-playing the part of the participant and you as the learning counsellor.

Assignment 7: Look at part 2 of the audit dealing with schooldays. With another person acting as your counsellor, go through the questions and exercises with them.

Assignment 8: Discuss your reactions to this exercise with others in a plenary session.

Assignment 9: Reverse roles and go through section 3 of the audit

Assignment 10: For which sections of the population in your city would this exercise be most useful?

Assignment 11: Discuss your ideas with others. What improvements would you make?

Assignment 12: 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 13: 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 5.5

The

LEARNING

KITBAG

Route 1 - A Routemap for your Personal Journey into Learning



'Learning is the most natural Human instinct'
(Written on the wall of a car manufacturing plant to encourage world-class learning)

A PERSONAL LEARNING AUDIT

PART 1: MEETING YOUR PAST

It is recommended that this personal learning audit is carried out together with a professional learning counsellor. However, anyone - a friend, a family member, a stranger - who is willing to listen to your needs and is sympathetic to your aspirations and personal goals can help you go through these exercises and questions and discuss with you why it is important to understand your learning past in order to kickstart your learning present and future. Read on.....

Route 1 - A Route Map for Personal Learning - what is it about?

Learning is the most natural human instinct. And in a rapidly changing world, each one of us needs to remain adaptable, flexible and versatile. Equally, each of us has a personal challenge to recognise our own greater potential and our ability to achieve it. This can only be done through motivating ourselves to learn continuously.

There are new tools and new approaches to make learning more effective, more attractive and more pleasurable - throughout life, whether you are 5 or 95, whether you have found it difficult in the past or not, whether you are rich or poor. None of us is immune from the need, or the desire, to learn more. We may want to enrich ourselves in our personal lives by developing new skills or improving old ones; we may want to improve our performance, and our salary, at work; we may want to give ourselves and our families a better quality of life

Whatever our motive, we believe that Learning, developing your own potential, is:

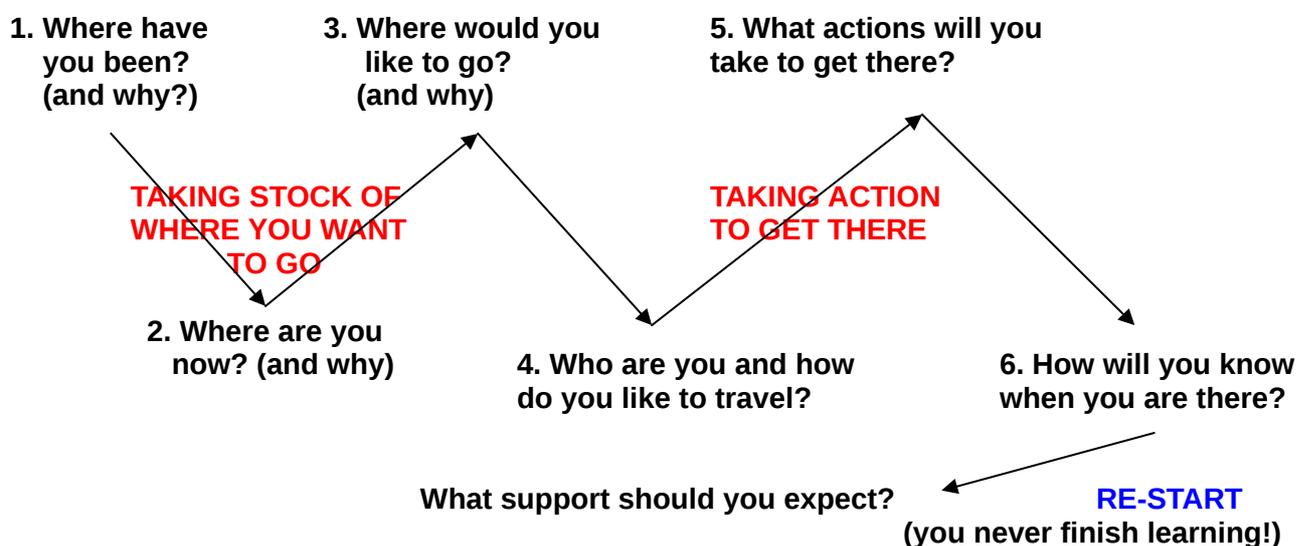
- ◆ for **everybody** throughout life, from cradle to grave, from hatch to despatch, from womb to tomb;
- ◆ about making **progress** at work, about more enjoyable **leisure** and a better **quality of life** - all those things which encourage you to live up to your own potential;
- ◆ about **continuously** acquiring **new** knowledge, skills and understanding;
- ◆ about learning in a **variety** of new ways and focused around **your own needs, your own circumstances** and your preferred ways of **learning**;

It's the natural human condition which somehow many of us lose during formal education.

So what follows is a route map to help you achieve this - to take stock of your own learning needs and then to take action to do something about them. It is your own personal voyage to self-fulfillment through learning. On the voyage you will be asked many questions to help you understand yourself and your learning requirements and goals. At the end, you will complete an exercise to put these into a realistic perspective so that you can commit to meeting all your objectives confidently and creatively. It is not a process to be rushed. Journeys offering the greatest reward take time to plan.

We involve you in the journey planning all the time - this isn't an exercise in telling you what to think or what to do. We want your opinions, your thoughts, your dreams. Naturally, those with an already high commitment to learning will find it easier to embark on the trip and may wish to take a short cut by by-passing some of the questions. But this route planning process can be used by everyone - employed and unemployed, young and old, qualified and unqualified, rich and poor, those who have been inspired by past experiences of learning and those who have been damaged by it. You are about to become a **Learning Community** of one, within a Community of many and each individual in your family and your community will benefit. Your journey starts here. So have a look at the diagram below for a preview of the routemap

START



In Part 1 here we take you through step 1

Part 1- Where have you been (and why)?

You may have several reasons for setting out on the learning journey - an urge to improve your own personal skills or knowledge, a desire to earn more or to make progress in a career or to change careers, as a contribution to a better family life, or simply because there is deep hunger to learn for the improvement of the self and the mind. Whatever your reasons, whoever or wherever you are, whether or not you have high, low or no qualifications, the voyage to self-improvement is a worthwhile one for everyone.

At the same time your will to learn is influenced by many things - availability of time and opportunity, lack of money - and sometimes what happened in the past. You are where you are often because of the opportunities you have had, or not had, and the way in which you were, or were not, able to take advantage of them. And so, part 1 of this [Personal Learning Audit Tool](#) allows you to explore your own personal educational experiences and opinions, and helps you to understand where you are now and to some extent why you are there. It would be better completed together with a [learning counsellor](#), but this is not essential.

The questions recognise that your willingness and ability to take further education or training, whether for work or for fun, will be affected by your personal circumstances. It asks for general personal information such as age, nationality and name, as well as particular information about the learning you (or have not) already done at school, after school, at work and in your leisure time.

It also explores your attitudes to all of these at the time and whether or not you participated in out-of school activities and gained any qualifications.

The purpose of this is to take stock of your past learning life, to obtain a profile of why you are where you are. This list of your existing skills, knowledge, values and experiences, will be invaluable to help prepare the next step on your learning journey - that is to examine where you may want to go to from here in your learning life.

All information will, of course, be kept confidential.

Actionsheet 2

Part 1 - Your journey in the past

Some General Questions about you

We recognise that your willingness and ability to take further education or training, whether for work or for fun, will be affected by your personal circumstances. We are therefore asking for some personal information to increase our understanding. The information will, of course be kept confidential. However, if you do not wish to answer some of the questions in this section, please do not do so.

1. About me

1.1	My name	
1.2	My nationality	
1.3	My age	
1.4	My sex	
1.5	My Address	
1.6	My telephone number	
1.7	My email address	
1.8	Married or living with a partner?	
1.9	Number of children?	
1.10	If yes, how old <i>is the youngest?</i>	

1.11 Why I am carrying out this personal learning audit?

1.12 I have/don't have a learning counsellor or friend (s) helping to do this? His/her name is

1.13 To what extent do you consider you have fulfilled your own potential? Put a cross on the line below

0%

100%

1.14 My decision to complete this audit is motivated by the following? (Fill other reasons in the blank boxes.)

		Mostly	Partly	Not at all
1.14.1	I want to make myself more employable			
1.14.2	I want to develop my own potential further			
1.14.3	I want to earn more money			
1.14.4	I want to understand myself a little better than I do			
1.14.5	I want to see how this audit can help me			
1.14.6	I want to take up learning again after a break			
1.14.7	Learning will be the key to my future			
1.14.8	I want to impress my girl/boy friend			
1.14.9	To improve my personal skills			
1.14.10				
1.14.11				
1.14.12				

1.15 Write some more about yourself and/or your learning history that could help someone else understand you.

Section 2.) THE PAST - here we ask some questions about yourself and about the education and training you have (or have not) received in the past.

2. YOUR SCHOOL EXPERIENCES (this refers to your secondary education)

Here we explore the way in which your experiences at school have affected your outlook and your attitudes to learning

2.1. Schooldays usually evoke memories. 5 of my most abiding memories of my schooldays are.....

2.2 How many of these actually have anything to do with learning? _____

2.3 My overall impression of my schooldays is...

2.4 Did you fulfil all your youthful potential there? Yes/No If not How much of it (%) _____

		<i>14 or earlier</i>	15	16	17	18 or later
2.1	I left secondary school at					

		Years ago	25 or more	15 - 25	5-15	4 or less
2.2	This was ... years ago					

2.3 While I was at school..... (Add one of your own if you so wish.)

		Yes	No
2.3.1	I enjoyed most of it and worked hard at my studies		
2.3.2	I enjoyed most of it but didn't work very hard		
2.3.3	I did what I needed to do to satisfy my teachers and parents		
2.3.4	Some good bits but I wasn't really interested in schoolwork		
2.3.5	I hated it but attended		
2.3.6	I dropped out		
2.3.7			

2.4 My schooldays had some influence on the following... (Insert other influences in the blank boxes)

		A lot	A little	None
2.4.1	Your present attitudes to learning			
2.4.2	Your motivation to learn throughout life			
2.4.3	Your ability to learn throughout life			
2.4.4	Your future career			
2.4.5	Your ability to get on with others			

2.5 The subjects I enjoyed the most were...

2.6 The following skills and competences were taught there? (In the blank spaces put in any others that you did learn, or didn't and think you ought to have done.)

	A Lot	Not much		A lot	Not much
How to communicate formally			Handling multiple Information inputs		
Memory skills			Critical Judgment – discriminating good/bad		
Teamwork skills			Tolerance and regard for others		
Self-management skills			Using your Creativity		
Meditation skills			Practical skills		
Making decisions			Entrepreneurial skills		
Listening Skills			Time planning skills		
Learning how to learn			Logical Reasoning		

2.7 The following personal support and guidance was on offer to me there. (Add others if necessary)

		Yes	No
2.7.1	Professional learning advisers		
2.7.2	Teachers only advising subjects to take for examinations		
2.7.3	Careers guidance		
2.7.4	Social care available whenever you had a personal problem		
2.7.5	A place to which you could make complaints and have them dealt with		
2.7.6	Practical encouragement from home		

2.8 I would have really appreciated the following support

2.9 My self-esteem factor on leaving school was about..... (cross on the line below)

0% 100%

2.10 When I was at school I participated in the following: (Fill in the blank boxes if necessary)

		Yes	No	Didn't exist
2.10.1	Community Projects			
2.10.2	School Trips to other parts of your country			
2.10.3	School Trips Abroad			
2.10.4	The school play			
2.10.5	The school choir			
2.10.6	Other school cultural activities			
2.10.7	School clubs and societies			
2.10.8	School scouts/guides			
2.10.9	School Sports			
2.10.10	School Studies at a Field Study Centre			
2.10.11				
2.10.12				

2.11 The highest qualification I received on leaving school was

	Advanced Qualifications	
	Standard Qualifications	
	Minimum Qualifications	
	Somewhere between	
	No Qualifications	

2.12 What else do you wish to add about your schooldays and how they have affected your attitudes to learning.

Section 3: Your Learning after Secondary School

In this section we ask about the Learning you have taken since leaving your secondary school. Normally this would be further education, but there may be some exceptions, for example some may have decided to take a course later in life to return to work.

3.1 After leaving school I went to? (say which institution)

University	Further Education College	No Education	Other (please say)

3.2 The highest level of qualification I have achieved is..

Post-first degree (eg masters	First degree	Vocational qualification	Other (Please say

If not presently employed, please go to question 3.5

3.3 I am presently employed as follows

In a small company (less than 50 people)	
In a medium sized company (50-250 people)	
In a large company (more than 250 people)	
Self-employed	
In a public organisation eg local government	
In an educational institution	
Not employed	
Other (please state	

3.4 My level in my present organisation is

3.4.1	Senior Management		3.5.5	Scientist/Researcher/Teacher	
3.4.2	Middle Management		3.5.6	Non-Management Employee	
3.4.3	Junior Management		3.5.7	Other (Please state)	
3.4.4	Technician				

3.5 I have worked in ... organisations .

more than 4	2-3	none
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3.6 I have received/have not receive training in my work organisation.

3.7 None/One/more than one of my work organisations has given me training in:

		Yes	No
3.7.1	Technical Training		
3.7.2	Management development		
3.7.3	Personal skills development		
3.7.4	Your choice of course wherever you wanted		

3.8 In my opinion that training has/has not helped to make me more employable anywhere?

3.9 This percentage of the learning was during normal work-time?

100%	50-99%	25-49%	less than 25%	0%
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3.9 Circle who paid for the learning?

I did	My organisation	Both	Other
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		Yes	No
3.10	Has any employer suggested courses which you have not taken?		
3.11	Did any employer refuse to send you on courses you wanted to attend?		
3.12	Does your work organisation run a continuous improvement/ continuous education programme within its management system?		
3.13	Do you participate in it?		

3.12 The longest time I have ever been out of formal learning is _____ years

3.13 Since I left school the percentage of my time in formal full or part-time learning is _____ %

3.13 We have explored a few issues about your learning for work. If at this point you want to add some of your own thoughts, opinions, reasons etc about your vocational learning after school please do so here.

LEARNING IN YOUR PERSONAL LIFE

Here we are asking questions about learning you may have taken for pleasure or for your own enrichment

3.14 In my personal life, I have taken the following formal and informal learning opportunities?

		Yes	No
3.14.1	General interest courses at a local college to improve your knowledge		
3.14.2	Sports courses to improve your playing standard		
3.14.3	Hobby courses to improve your proficiency or skill		
3.14.4	Self-improvement courses to improve your performance		
3.14.5	Inner development courses eg yoga, meditation to improve your self-knowledge		
3.14.6	Membership of a special interest group regularly exchanging information eg bird-watching, book club etc		
3.14.7	Membership of an activity group giving regular performances eg drama		
3.14.8	Membership of a regular volunteering scheme helping others		
3.14.9	Other (please say)		

3.15 If the answer to most of the above is no, would you like to say why not?

3.16 This learning education was supported financially? Yes/No/Some

3.17 If, in the past, my employer or some other organisation had agreed to support me financially for outside courses I would/would not have taken more courses

3.18 If there is anything you would like to say about your non-work related learning since leaving school, please take the opportunity to do so now.

You have now completed a large number of questions and exercises about your past learning life.

3.19 Why do you think the questions and exercises were asked?

3.20 What have you learned about yourself, the reasons for your (non)participation in learning, your motivations and attitudes, your present position in life and anything else you care to tell us about? Try for 5 observations.

1.

2.

3.

4.

5.

Where to find sessions on topics

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
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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