

# **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 6:**

### **The Personal Learning Audit Part 2: Meeting your Present**

*‘part 2 of your Personal Learning Audit looks at your current location, where you may wish to visit in the future and what you may wish to do when you get there. At the same time it examines some of your opinions about learning and the world in general in order to bring you closer to the reasons why you are making the journey in the first place.’*

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 6:

# The Personal Learning Audit Part 2: Meeting your Present

**Session outline:** This session is part 2 of a personal learning audit, whose overall objective is to articulate the need, and stimulate the desire, for learning among citizens. This second part deals with the individual's personal learning (or lack of it) in the present, and attempts to provide insights into learning-related motivations and attitudes 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 part 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](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 21<sup>st</sup> 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 21<sup>st</sup> century Education' by Longworth, (Taylor and Francis, Abingdon) [http://www.taylorandfrancis.co.uk/shopping\\_cart/search/search.asp?search=longworth](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 13 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 90 to 93 of this valuable book before carrying out these assignments would provide an excellent introduction to the session, and strengthen learning.

**(NB: If you have completed section 1, assignments 1 to 4 do not apply)**

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

1  
2  
3  
4  
5

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**Assignment 2:** Discuss your answers with others

**Assignment 3:** As Individuals, read the opening blurb of the audit in the Learning Kitbag noting its analogy with a learning voyage. Comment on this below.

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**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 4.1 to 4.6 of the Audit individually. Then discuss your answers with your neighbour.

**Assignment 7:** What other aspects of the present do you think ought to have been mentioned?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

**Assignment 8:** Discuss your answers to assignments 6 and 7 with the whole group

**Assignment 9:** Look at questions 4.7 to 4.26. With another person acting as your counsellor, go through the questions and exercises with them.

**Assignment 10:** Discuss your reactions to this exercise with others in a plenary session. What improvements would you make?

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**Assignment 11:** For which sections of the population in your city would this exercise be most useful?

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**Assignment 12:** Discuss your ideas with others

**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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9, and add new dimensions. They are downloadable from [www.longlearn.org.uk](http://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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## **Chapter 5 Session 5.6**

**The**

**LEARNING**

**KITBAG**

## Tools for Developing Human Potential

### 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 2: MEETING YOUR PRESENT

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 present in order to kickstart your learning 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:

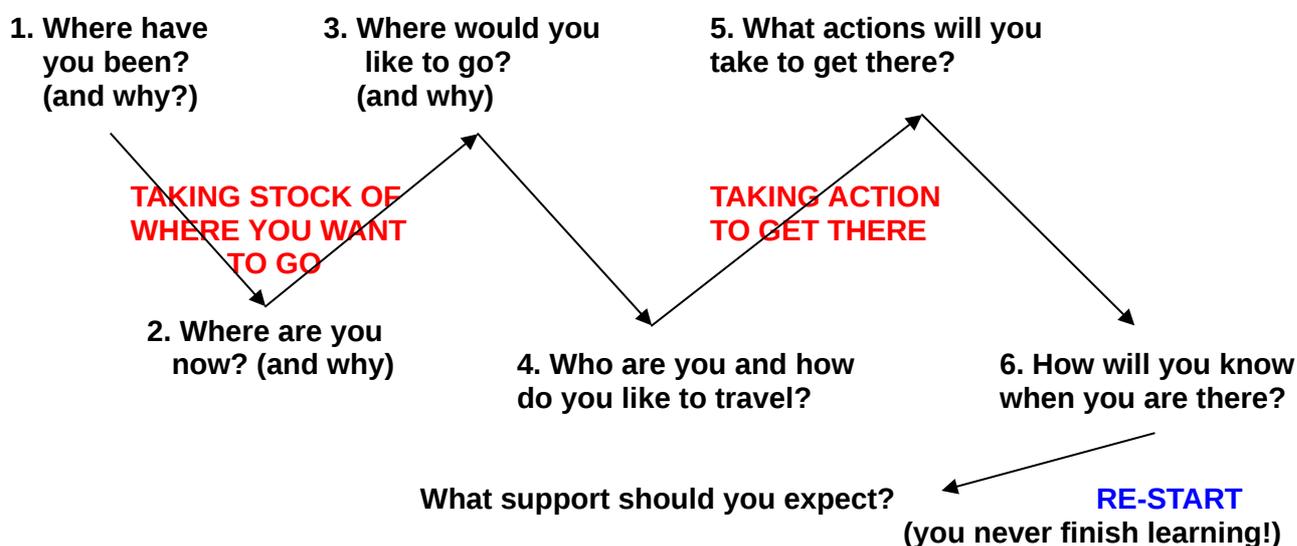
- ◆ for **everybody** throughout life, from cradle to grave, from hatch to despatch, from womb to tomb;
- ◆ about making **progress** at work, about more enjoyable **leisure** and a better **quality of life** - all those things which encourage you to live up to your own potential;
- ◆ about **continuously** 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 2 here we take you through step 2**

### Where are you now (and why)?

Having completed your Learning Record to date, you will have become aware of the need to extend your journey into learning. Wherever or whoever you are at this point in your life you have talents, skills, values and knowledge you can use for your own self-improvement. So part 2 of the **Personal Learning Audit Tool** looks at your current location, where you may wish to visit in the future and what you may wish to do when you get there. At the same time it examines some of your opinions about learning and the world in general in order to bring you closer to the reasons why you are making the journey in the first place.

Once again, it takes the form of questions and exercises to stimulate your thinking about your present learning requirements. This may be to improve your personal skills for leisure, life and, if you are still working, for the workplace. It might be subject-based, a topic you have always wanted to know about but have never had the time to find out - the human condition is naturally hungry for new knowledge and understanding. It may be to help you take a more active part in the life of the community, to communicate more persuasively or to meditate more effectively.

Whatever your wish, this section also gives you some ideas on how you might want to proceed. Again it is best filled in together with your learning adviser.

There are rather a lot of questions here. They invite you to examine such items as:

- the main reason for you to set out on the learning journey, whether it be more money, personal satisfaction, promotion or whatever
- Your personal self-view - ambition, dedication, leadership attributes, stickability etc
- your present attitudes to travelling as a learner, your career and the updating of your skills
- Whether you would benefit from a tour guide - a 'Learning Counsellor or Adviser'
- Your current educational record and how it fits the journey you may want to make

**Part 4: Your journey through the present**

**THE PRESENT - Here we ask some questions about your present situation and opinions about work, learning and life in general. For retired people not all will be relevant but much of it is.**

**4.1. YOU AND YOUR LEARNING VIEW**

Try to answer as many of the questions below as you can.

4.1 Let's take stock of where you are at present. Try to describe your feelings about learning in a few words in the box below.

4.2 I hold that opinion because...

4.3 The main reason for me to take up more learning would be... Add any more that apply in the blank rows. Please try to rank the following order (1=*most important*), 2=*2nd most important*), 3=*3rd most important etc etc*)

|   | Rank |
|---|------|
| So that I can earn more money           |      |
| Learning gives me personal satisfaction |      |
| I would like to be promoted at work     |      |
| It opens up new work opportunities      |      |
| It keeps my brain active                |      |
| So that I can get new skills            |      |
| So that I can improve my present skills |      |
| It helps my workplace to prosper        |      |
| So that I can help other people         |      |
|   |      |
|   |      |
|   |      |

4.4 I would describe myself as..... ( Include any others that apply to your learning performance in the blank boxes. )

|                      | Very | Average | Not |
|----------------------|------|---------|-----|
| Ambitious            |      |         |     |
| Dedicated            |      |         |     |
| Competent            |      |         |     |
| Intelligent          |      |         |     |
| A (Potential) Leader |      |         |     |
| Creative             |      |         |     |
| Adaptable/Flexible   |      |         |     |
| Determined           |      |         |     |

|                 |  |  |  |
|-----------------|--|--|--|
| Forward Looking |  |  |  |
| A self-starter  |  |  |  |
|                 |  |  |  |
|                 |  |  |  |

4.5 Have a look at your answers to the above exercise. Which of them would you like to change to 'very'

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

4.6 My present attitude to formal learning is as follows. (Add another one if it applies.)

|       |  |  |
|-------|--|--|
| 4.6.1 | I enjoy it and will always be a learner                          |  |
| 4.6.2 | I learn mostly to make myself more employable                    |  |
| 4.6.3 | I enjoy it but don't have time to learn continuously             |  |
| 4.6.4 | It's necessary to get and keep a job but I don't really enjoy it |  |
| 4.6.5 | I'm not interested in education and training or learning         |  |
| 4.6.6 |  |  |

4.7 This year I have completed the following number of days of formal learning under these headings

|   |  |
|---|--|
| For work related topics and skills at the workplace                       |  |
| For work-related topics at college or learning provider                   |  |
| For work-related topics at home   |  |
| For personal satisfaction and development in college or learning provider |  |
| For personal satisfaction and development at home                         |  |
| For personal satisfaction and development elsewhere (eg sport coaching)   |  |

4.8 The initiative for me to improve myself is taken by..... (Add others in the blank rows if relevant)

|             | Mostly | sometimes |
|-------------|--------|-----------|
| my employer |        |           |
| myself.     |        |           |
| My friends  |        |           |
| My family   |        |           |
|             |        |           |
|             |        |           |

4.9 I have/ Have not ever discussed my learning with a 'Learning Counsellor or Adviser'? (someone who could advise on how to develop your own personal learning pathways)

4.10 If a Learning Adviser were available, I would/would not use him/her?

4.11 We've tried to cover a few points about your general attitudes to learning. If you have any other comment to make about your opinions on your present view of learning put them down below

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**You and your career (Not relevant for retired people) – here we are exploring together your ambitions for career**

4.12 My thoughts on career development are.... ( Add another if the others don't fit.)

|  |  |
|--|--|
| I expect to progress up the ladder and am prepared to go wherever necessary to achieve my ambition |  |
| I'm ambitious but I prefer to climb the ladder within my present company                           |  |
| I'm only moderately ambitious and will take whatever opportunity arises if I like it.              |  |
| I'm not very ambitious - I'll take any job which pays me a living wage                             |  |
|  |  |

4.13 I have/don't have a formally worked out personal career plan ?

4.14 If you have answered 'have' how was it worked out? Use the blank box if other

|             |  |
|-------------|--|
| At work     |  |
| Personally  |  |
| With family |  |
|             |  |

4.15 If would/would not like to develop a personal career plan?  
(this opportunity will be made available later if you wish)

**Your work and learning (not relevant for retired people) – here we explore together the sort of work you do (and/or might want to do)**

4.16 I would describe my job in the following way. (Put a tick to describe your present job if you have one and a cross for the job you would like to do (everyone) (add other adjectives if you wish)

|   | Very | Average | Not |
|---|------|---------|-----|
| Interesting for most of the time                      |      |         |     |
| Repetitive  |      |         |     |
| High-level – I make decisions frequently              |      |         |     |
| Difficult – few other people could do it              |      |         |     |
| Creative – I can do it in my own way                  |      |         |     |
| Team-oriented – I work closely with others            |      |         |     |
| Supervisory – I am responsible for the work of others |      |         |     |
|   |      |         |     |
|   |      |         |     |
|   |      |         |     |
|   |      |         |     |

4.17 My present job needs/does not need me to keep updated with changing practices and ideas?

4.18 The following represents the number of days of training I have received from my employer(s) this year?

|              |  |
|--------------|--|
| 0            |  |
| 1-5          |  |
| 6-15         |  |
| More than 15 |  |

4.19 I think/don't think that this is enough.

4.20 Of the training I have received the following % has been in the organisation's time? .....

|               |  |
|---------------|--|
| 100%          |  |
| 50-99%        |  |
| 25-49%        |  |
| Less than 25% |  |
| 0%            |  |

4.21 I would//would not expect my employer to give me time off for training

4.22 Who has paid for the training?

|                     |  |
|---------------------|--|
| I did               |  |
| My employer         |  |
| Mixed               |  |
| The local authority |  |
| My family           |  |
| Other (who?)        |  |
| Didn't do any       |  |

4.23 Has your employer suggested courses which you have not taken this year?

Yes/No

4.24 Has your employer refused to send you on courses you wanted to attend?

Yes/No

4.25 I think that job-related training should take place... (put your own figure in the blank space if you wish)

|                            |  |
|----------------------------|--|
| in the organisation's time |  |
| in my own time             |  |
| half and half              |  |
|                            |  |

4.26 We have explored together a lot of your opinions on learning at work. If you want to make any other comment about this use the lines below.

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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/](http://www.tandf.co.uk/books/) ) ISBN 10 0-415-37175-9

|     | <b>Topic</b>  | <b>Session(s)</b>            |
|-----|---|------------------------------|
| 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 <sup>st</sup> 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**

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